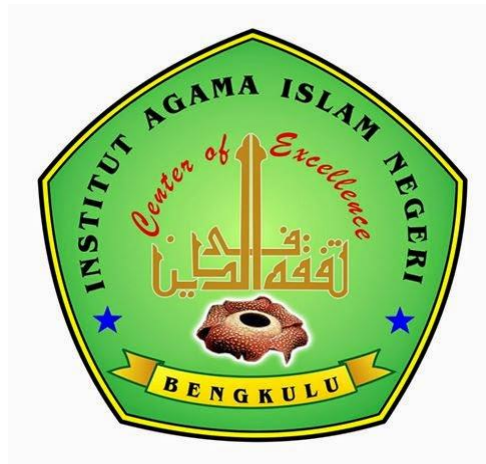


**THE ANALYSIS OF CLASSROOM MANAGEMENT IN A LARGE
CLASS AT SMA N 1 BENGKULU TENGAH IN ACADEMIC YEAR
2020/2021**

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana Pendidikan*
In English Education Study Program Tarbiyah And Tadris IAIN Bengkulu



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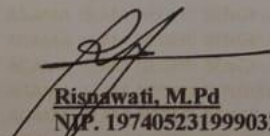
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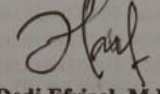
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MOTTOS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Surely with difficulty is ease

(QS : Al-Insyirah)

“Always be yourself no matter what they say and never be anyone else even if the look better than you”

(Tiara Monika)

DEDICATION

The researcher would like to dedication this thesis to :

- ❖ Allah SWT, as the only one my God, the researcher would like to say alhamdulillah to Allah SWT, who has given me blessing, healty, and believes in finishing this thesis
- ❖ For both of my unconditional love, my beloved parents, Mi'in and Nini susanti, thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.
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- ❖ All members of English Department (TBI A) 2016
- ❖ My beloved almamater IAIN Bengkulu.
- ❖ Thanks for my self, Tiara Monika, you are strong. Let's continue our journey.

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Analysis of Classroom Management of Large Class at SMA N 1 Bengkulu Tengah in Academic year 2020/2021" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2021

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled Teachers' Language Style Used by The English Teachers at Tenth Grade Students of SMAN 1 Bengkulu Tengah in Academic Year 2020/2021 . Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, December 2020

The researcher

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ABSTRACT

Tiara Monika. (2020). The Analysis of Classroom Management of Large Class at SMA N 1 Bengkulu Tengah in Academic year 2020/2021.

Advisor 1: Risnawati, M.Pd

Advisor 2 : Dedi Efrizal, M.Pd

The purpose of this research was to identify the classroom management and its implication on the quality of english learning in a large class. This research used descriptive qualitative approach. The instrument used was observation, interview and questionnaire. The result of the study shows that to handle a large class, the teacher used the conventional seat arrangement. The teacher used both English and Indonesian in the teaching and learning process in order that the students understand the lesson. To make the students easy to understand the material, the teacher acts as an informer and monitor in the teaching and learning process. The teacher used small groups in grouping students. The teacher gives feedback to the students individually or in groups.

Keywords : Classroom Management, Large Class

ABSTRAK

Tiara Monika. (2020). Analisis Manajemen Kelas di Kelas Besar SMA N 1 Bengkulu Tengah Tahun Ajaran 2020/2021.

Pembimbing 1 : Risnawati, M.Pd Pembimbing 2 : Dedi Efrizal, M.Pd

Tujuan dari penelitian ini adalah untuk mengidentifikasi manajemen kelas dan implikasinya terhadap kualitas pembelajaran bahasa Inggris di kelas besar. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Instrumen yang digunakan adalah observasi, wawancara dan angket. Hasil penelitian menunjukkan bahwa untuk menangani kelas yang besar, guru menggunakan penataan kursi konvensional. Guru menggunakan bahasa Inggris dan bahasa Indonesia dalam proses belajar mengajar agar siswa memahami pelajaran. Untuk memudahkan siswa dalam memahami materi, guru berperan sebagai informan dan pemantau dalam proses belajar mengajar. Guru menggunakan kelompok kecil dalam mengelompokkan siswa. Guru memberikan umpan balik kepada siswa secara individu maupun kelompok.

Kata Kunci: Manajemen Kelas, Kelas Besar

TABLE OF CONTENTS

| | |
|---|------|
| Cover | |
| MOTTO | i |
| DEDICATION..... | ii |
| PRONOUNCEMENT..... | iii |
| ACKNOWLEDGMENT..... | iv |
| TABLE OF CONTENT..... | v |
| ABSTRACT..... | vi |
| ABSTRAK..... | vii |
| LIST OF TABLES..... | viii |
| LIST OF APPENDICES..... | ix |
| CHAPTER I : INTRODUCTION | |
| A. Background | 1 |
| B. Identification of the Problems | 9 |
| C. Limitation of the Problems | 9 |
| D. Research Question | 10 |
| E. Objective of the Research | 10 |
| F. Significant of The Research | 10 |
| G. Definition of Key Terms | 11 |
| CHAPTER II : LITERATURE REVIEW | |
| A. Classroom Management | 12 |
| B. Quality of English Learning | 16 |
| C. Characteristics of Large Class | 17 |
| D. Managing a Large Class | 21 |
| E. Related Previous Study..... | 33 |
| CHAPTER III : RESEARCH METHODOLOGY | |
| A. Research Design..... | 36 |

| | |
|--|----|
| B. Research Subject | 36 |
| C. Instruments of the Research | 36 |
| D. Data Collection Technique | 38 |
| E. Techniques of Analyzing the Data | 40 |
| CHAPTER IV : RESULT AND DISCUSSION | |
| A. Result | 42 |
| B. Discussion | 60 |
| CHAPTER V : CONCLUSION AND SUGGESTION | |
| A. Conclusion | 66 |
| B. Suggestion..... | 67 |
| REFERENCES | |
| APPENDICES | |

LIST OF TABLES

| Table | Page |
|-----------------------------------|------|
| Table 4.1 Observation..... | 44 |
| Table 4.2 Questionnaire data..... | 54 |
| Table 4.3 Questionnaire data..... | 56 |
| Table 4.4 Questionnaire data..... | 56 |
| Table 4.5 Questionnaire data..... | 57 |
| Table 4.6 Questionnaire data..... | 58 |
| Table 4.7 Questionnaire data..... | 59 |

LIST OF APPENDICES

Appendix 1 Observation sheet guidelines for classroom management

Appendix 2 interview protocol

Appendix 3 Questionnaire for students to know the difficulties of students in teaching and learning English

Appendix 4 Observation Checklist for classroom management

Appendix 5 interview transcript

Appendix 5 The result of questionnaire data

CHAPTER I

INTRODUCTION

A. Background

Teaching English in high schools is known to be interesting, fun and practical but also difficult, energy consuming at the same time. For the sake of a better education system, strategies in teaching English language to teenagers in our schools have to be adopted by the teacher. The purpose of the teaching learning process is to make students get possess knowledge and be able to understand the knowledge. To achieve the purpose of teaching, the teacher should be creative in choosing the materials and strategies of teaching in order to make the students understand the knowldege easily. Moreover, the role of the teacher is also very important to make learning process fun as well.¹ Teaching English language precisely and professionally is going to give students necessary language skills. One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom.

Educators and administrators in higher education are often concerned with class size due to the monetary costs and benefits of smaller versus larger class enrollments. An additional concern is that the size of a class may affect a student's ability to learn. According to Raimondo, Esposito, and Gershenberg there is a negative relationship between class size in an introductory course and subsequent performance in an

¹ Sibarani, S. *English Teachers' Strategies in Managing a Large Class. (Thesis Proposal)*. University of Jambi. (2017)

intermediate course depending on the course content.² However, there have been mixed results regarding the effect of class size on student performance and results likely depend on other variables that affect a student's ability to process and learn information, such as instructor quality, course content, and exam difficulty.³ Although issues of budget and of learning are important, students' preferences for and assumptions about larger or smaller class sizes should also be considered, as these preferences might affect students' attitudes and motivation, along with students' investment in their education.

Ali Muhtadi explained that there are several factors that must be considered in creating a high quality and conducive classroom climate to reaching achievement, students' satisfaction. These factors include : first, learning approach should be oriented on how students learn (student centered). Second the teacher appreciation for the active participation of students in any learning context. Third, teachers should be democratic in managing learning process. Fourth, any problems that arise in the learning process should be discussed in dialogical. Fifth, the classroom environment should be set in a way that motivates student learning and encourage the learning process. Last, Provide a variety of learning

² Raimondo, H. J., Esposito, L., & Gershenberg, I. Introductory class size and student performance in intermediate theory courses. *Journal of Economic Education*, 214, 1990.p 369–381.

³ Kokkelenberg, E. C., Dillon, M., & Christy, S. M. The effects of class size on student grades at a public university. *Economics Education Review*, 27,2008. p.221–233

resources or information related to a variety of learning resources that can be accessed or learned quickly by students.⁴

In regard to student preference of class sizes, research has found that overall students provide more negative evaluations of large class sizes and prefer smaller class sizes, suggesting that they too might enjoy the active learning style often seen in smaller classes.⁵ To achieve high quality education, must necessarily be accompanied by various elements of quality education as well. That one of the supporting aspects that lead to high quality and excellent education, namely the existence of management classroom and classroom management skill controlled by teacher.

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 felt that there are many difficulties and problems occurred when teaching in large classes. Problems that may occur could be either physical or physiological.⁶ Students behavior problems are being the one of problems that may occur in a large class. Students behavior problems are any kinds of behavior disruptions, which are applied by the students that can make the teaching and learning process, do not run well. That is why the researcher conducted the research in a large class.

⁴ Muhtadi, Ali. Menciptakan Iklim Kelas (Classroom Climate) Yang Kondusif Dan Berkualitas dalam Proses Pembelajaran. *Majalah Ilmiah Pembelajaran*. 5(1), (2005) p.4

⁵ Bedard, K., & Kuhn, P. Where class size really matters: Class size and student ratings of instructor effectiveness. *Economics of Education Review*, 27 (2008), 253–265.

⁶ Joanna Baker-Heather Westrup. *The English Language Teachers' Handbook*. (London: Continuum, 2000). p.106

It seems that English teachers have no doubt that large size of classes is a prime impediment for the efficient English teaching and learning. With more students enrolling in schools, large class in the developing countries like Indonesia tend to be obligatory rather than exceptional. Therefore, the problem seems to expand widely. In fact, large class are not in and of themselves an issue to look forward to with dread. Admittedly, they require a great intention and careful preparation from teachers before the teaching process takes place. Hepper views large class as a small business, which should be set up and handled carefully.⁷ Experienced English teachers in general and teachers beginning teaching in particular find it onerous to manage a class with a bag number of students with various levels and different personalities. Therefore, it is helpful for teachers to divert a lot of classresponsibility to students and back up a little and that will give students space to teach other.

There is no global definition of what constitutes a large class. The literature, for example, shows large classes as ranging between 25-30 learners.⁸ What matters most is the quality of the teacher and his/her approach to teaching, specifically the capacity to create a culture for organizing large classes in such a manner that learning can be successfully mediated. It is clear from the explanation above that classroom management refers to the actions and strategies of the teachers to maintain,

⁷ F. Heppner. *Teaching the large college class*. (San Francisco: Jossey-Bass. 2007). p.113

⁸ P. Smith and M. Warburton. "Strategies for managing large classes: a case study". *British Journal of in service Education*, 23. 1997. p.253

to organize and to control the pupils' behavior, movement and interaction to keep them constructively engaged in English teaching-learning process.

It cannot be denied that teaching large classes is a burden to teachers, especially novice teachers as they may face many problems in their classes. In Indonesia, there are some schools that have large class, one of the biggest problems facing large classes in developing countries is the quality and quantity of learning resources available to each student, such as desk, textbooks, and other teaching and learning support supplies. In fact, teachers usually have to face many difficulties when teaching large class that affect their teaching processes.⁹ LoCastro thinks having a large class prevented teachers from doing what they wanted to do help learners make progress in developing their language proficiency. She groups the difficulties that teachers faced into three kinds of problems: pedagogical management and affective problems. She says, for example, teachers of English find it difficult to carry out language skill tasks; teachers of big classes will not have good attending to all the students in their class, and they find it hard to learn all students' names -an activity that helps build a good relationship between the teacher and students. She says teachers of speaking skills have problems in setting up activities that can be joined by all the students of a big class. Teachers find it uneasy to monitor students learning progress and giving students feedback.¹⁰

⁹ Sibarani, S. *English Teachers' Strategies In Managing a Large Class. (Thesis Proposal)*. University of Jambi (2017)

¹⁰ LoCastro, V. Teaching English to Large Classes, in *TESOL Quarterly*, 35 (3), (2001).p.494

The teacher cannot control all of students in the class because the numbers of the students are too large. The researcher also found the example of individual attentions problem in the research that is students talk to his friend. The students feel that the teacher unable to give the individual attention during the teaching and learning process, it makes the students find the other activities to make them enjoy in the class. problems at a large class, such as the seating arrangement when the teaching and learning process and when the students doing pairs or groups work. The teachers also have to be aware in teaching English at a large class because there are some challenges that may be faced and the teachers have to know the strategy to solve those challenges.

Based on the interviews at SMA N 1 Bengkulu Tengah on November 19, 2019, the researcher assumed that the teaching learning process still have the problem, the teacher has problems in managing and improving the quality of learning in large classes such as, it can be seen that students have difficulty in concentrating the teaching-learning process, difficult to maintain discipline good shape and shape of the class interior design or conventional seating arrangements. For example, they were busy with their friends, and talking is other. The majority of students did not pay attention to the lesson; some of them were busy doing their own activities, while others are passive.¹¹

¹¹ Interview with Hikma Wipaqi, on 19 November 2019/2020.

Large classes in Indonesia cannot be avoided, as well as at SMAN 1 Bengkulu Tengah. The English class at this senior high school especially in the academic year of 2020/2021 is considered as a big class, consisting of 35 students. In such a class, the learners have different characteristics, learning styles, motivations, knowledge and interests. The teacher then have to think carefully about what teacher is going to do in class teachers and plan how teachers is going to organize the English teaching-learning process.

After the researcher did an observation, the teaching learning process in SMA N 1 Bengkulu Tengah was not going well. It can be seen that the student had difficulties in concentrating the teaching-learning process. Such phenomenon makes the researcher concerning the complexity of English classroom management in English teaching-learning process in a large class. One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom. Classroom management is a teacher's set of actions 'taken to create and maintain a learning environment conducive to attainment of the goals of instruction (arranging the physical environment of the classroom, establishing rules and procedures, maintainin attention to lessons and engagement in academic activities)¹². The most important role

¹² Koutrouba, K., Markarian, D.A., & Sardianou, E. Classroom Management Style: Greek Teachers' Perceptions. *International Journal of Instruction*, Vol. 11 No.4, 2018, P.641-656.

of teachers among the other roles is as a manager.¹³ Teachers should be paying attention to the social, intellectual and physical classes to fulfill that role. Therefore, teachers can perform their role properly and improve the learning quality. Besides that, if there are problems in the classroom teachers must be able to control and resolve.¹⁴ Thus, it could be concluded one of the important factors in teaching and learning process is classroom management.

Classroom management is needed in every teaching and learning process, including the English teaching and learning process. The English classroom management is a form or support in order that the English teaching and learning process is going efficiently and effectively. Classroom management is one of the factors that are important in determining the students' learning outcomes. Students should feel comfortable with the situation of the class. Classroom management influences the teaching-learning process, including English in the class. Nunan says that in the teaching and learning process, classroom management plays an important role to establish and maintain workable system in the classroom. Furthermore, he states that classroom management can be used to organize and manage the class. Levin explains

¹³ Marzano Robert J. *Classroom management that works: research-based strategies for every teacher*. (Virginia USA: Association for Supervision and Curriculum Development, 1.2003). p.65

¹⁴ F. Heppner. *Teaching the large college class*. (San Francisco: Jossey-Bass. 2007). p.113

that classroom management will enable the teaching-learning process to take place effectively.¹⁵

Based the background above the researcher is interested to conduct a research with entitle “The Analysis of Classroom Management of Large Class at SMA N 1 Bengkulu Tengah in Academic Year 2020/2021

B. Identification of the Problem

Based on the background above, the researcher found some problems in this study. First, the teacher has the problems in managing and the implication to the quality of learning in a large class. Second, the students have difficulty in concentrating the teaching-learning process. Third, they are difficult to maintain discipline good shape and shape of the class interior, design. Fourth, they use conventional seating arrangement.

C. Limitation of the Problem

According the identification of the problem, the aspects of classroom management are still too broad and various. This research is limited to the English classroom management of large class in tenth grade of SMA N 1 Bengkulu Tengah in academic year 2020/2021.

¹⁵ Levin, James, and Nolan, James F. *Principle of Classroom Management: A Professional Decision Making Modul.*(Boston: Allyn & Bacon. 1996)

D. Research Question

From the background of the research above, the researcher formulates the problems as follows:

1. How is the classroom management handled by English teacher at SMA N 1 Bengkulu Tengah in academic year 2020/2021?
2. How is students perception of classroom management handled by English teacher at SMA N 1 Bengkulu Tengah in academic year 2020/2021?

E. Objectives of the Research

The objectives of this research are to describe classroom management handled by English teachers of large class in tenth grade at SMA N 1 Bengkulu Tengah.

F. Significance of the Research

The result of this research are expected to give some benefits practical contribution. First, for the teacher, the finding of this research hopefully becomes and input for the improvement of the quality of the English teaching-learning process, especially in connection with the English classroom management. Second, for the students, they can understand about what are the behavior problems that may happen in a large class while they are learning English. Therefore, they can learn to avoid the behavior problems in the class. Third, for other researchers, the finding of this research can be one of the resources of thoughts for further research

G. Definitions of key terms

1. Classroom management is a teacher's set of actions 'taken to create and maintain a learning environment conducive to attainment of the goals of instruction (arranging the physical environment of the classroom, establishing rules and procedures, maintainin attention to lessons and engagement in academic activities)¹⁶
2. Large Class is A class is large if the teacher feels that there are too many students for them all to make progress in English. Therefore, a large class can mean any number.¹⁷

¹⁶ Koutrouba, K., Markarian, D.A., & Sardianou, E. Classroom Management Style: Greek Teachers' Perceptions. *International Journal of Instruction*, Vol. 11 No.4, 2018.

¹⁷ Joanna Baker-Heather Westrup. *The English Language Teachers' Handbook*. (London: Continuum, 2000). p.106

CHAPTER II

LITERATURE REVIEW

A. Classroom Management

Now a days, classroom management is a very issue in the world of the teaching learning. A positive classroom management will motivate and involve students in the teaching and learning activities. classroom management as a teacher's set of actions 'taken to create and maintain a learning environment conducive to attainment of the goals of instruction (arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engagement in academic activities)¹⁸.

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. 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.¹⁹

There are some definitions about classroom management formulated by theorists. classroom management includes both proactive

¹⁸ Koutrouba, K., Markarian, D.A., & Sardianou, E. Classroom Management Style: Greek Teachers' Perceptions. *International Journal of Instruction*, Vol. 11 No.4, 2018.

¹⁹ Cerit, Y., & Yüksel, S. Teachers' perceptions of classroom management orientations in Turkish and Latvi contexts: A comparative study. *Journal of Educational and Instructional Studies in the World*, 5(3), 2015, P.1-10.

and reactive procedures that aim mainly at creating an attractive learning environment that facilitates students' attentiveness and participation.²⁰ In order to achieve students' active participation, teachers establish classroom routines, prompt students to participate in learning activities and promote cooperativeness.

Classroom management refers to the actions and strategies teachers use to maintain order in classrooms. Classroom management focuses on establishing and maintaining workable system for classroom groups rather than ways to spot and punish misbehavior, resolve behavior disorder, or capture the attention of individual students, and intricately related to teaching. They cannot exist independently. Classroom management focuses on ways to establish attention and to spot and punish misbehavior, resolve behavioral disorders, or capture the attention of individual pupils. In a well-managed class discipline problems are few and learners actively engaged in learning task and activity. This contributes to the motivational level and expectation for success that the teacher creates in the class. Teachers who manage their classroom effectively report enjoying teaching more and having greater confidence in the ability to affect pupil achievement.²¹

²⁰ Akin-Little, K. A., Little, S. G., & Laniti, M. (2007). Teachers' use of classroom management procedures in the United States and Greece: A cross-cultural comparison. *School Psychology International*, 28 (1), 2007 p. 53-62

²¹ Levin, James, and Nolan, James F. *Principle of Classroom Management: A Professional Decision Making Modul.* (Boston: Allyn & Bacon, 1996)

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. There is a specific classroom management skill, which helps the lesson go well.²²

1. Classroom academic rules

The planning of the rules of classes are conducted by the teacher to optimize learning activities, create physical conditions that is effective for improving the quality and climate (satisfaction) of study in classroom.

2. Classroom Educational Interaction

The majority of teachers have had an effective educational interaction skills to the learning process in the classroom and while others have not shown optimal educational interaction skills.

3. Student Mental (way of thinking) Involvement In Learning Class

Learning is doing gained particular experience in accordance with the competence to be achieved. Therefore, learning strategies should encourage mental activity. Many teachers are fooled by the attitude of learners who pretended active but on the real, they are not.

²² Koutrouba, K., Markarian, D.A., & Sardianou, E. Classroom Management Style: Greek Teachers' Perceptions. *International Journal of Instruction*, Vol. 11 No.4, 2018.

4. Classroom Learning Behaviour

The good teaching behavior in teaching and learning process in the classroom can be characterized by their ability to master the subject matter, the ability of delivery the course material, classroom management skills, discipline, enthusiasm, caring, and hospitaly teacher to student.

5. Climate Classroom Building Strategies in Creating Effective Learning and Implications to the Quality of Learning

Classroom climate is characterized by optimal interaction in the learning process in the classroom interaction between teachers and learners, learners with learners, as well as learning resources contained in the learning environment.

Trying to detect and group the numerous features and domains of classroom management through successive research based on continuously revised questionnaires, have finally proposed two dimensions to the concept: instructional management and behaviour management. Instructional management refers to the teacher's effort to plan and conduct the daily teaching routine, to design learning activities for his/her students, to choose learning materials, to monitor and assess the students' learning procedure and academic performance in a constructive learning environment. For xample, instructional management includes the teacher's preparation for the next day's lesson, the division of the teaching unit into smaller teaching sections, the selection of the pace with which the

knowledge will be disseminated, the films, the maps, the laboratories, the educational visits, the type of work (individual, group, mixed) which are to be used and implemented, the tests and exams students are going to take, and so forth. On the other hand, behaviour management refers to the establishment of rules which dissuade students from displaying misbehaviour, reward them for positive behaviour, and strongly motivate them to accept, utilize and take full advantage of these rules.²³

B. Quality Of English Learning

According to Souvannasy, Masashi, & Yukiko identify that teaching and learning English implementation still has shortages of textbooks, unqualified English teachers and also unstandardized curriculum. ²⁴The concept of quality, although much discussed in commerce and in mainstream education, has received little attention in the ELT literature, least of all in teacher education. the problem of defining quality, given the diversity of interests and stakeholders involved in English language teacher education, and the range of definitions of teaching. It is especially important for all parties concerned to clarify their educational positions as a basis for defining objectives and for establishing the criteria by which quality is to be judged. Ultimately, quality can be achieved and sustained by attending to process in training, and developing

²³ Koutrouba, K., Markarian, D.A., & Sardianou, E. Classroom Management Style: Greek Teachers' Perceptions. *International Journal of Instruction*, Vol. 11 No.4, 2018.

²⁴ Souvannasy, B., Masashi, S., & Yukiko, H. Determinants and issues in student achievement in English at the Lao Secondary Education Level. *The Asian EFL journal quarterly* (Vol. 10). 2007

professional skills and judgement, rather than by the acquisition of craft skills alone.²⁵

It can be said that quality of learning is determined and evaluated in the light of contrast among general criteria such as design of teaching, performance of teaching, class management, human relationships, evaluation and desirable personality traits. In other words, an effective teacher is a person who presents in class with and works on presenting effective training based on designing of that course and with this goal considers mastery of course subject and specialty in teaching process with determining opportunity to speech, having high and reasonable expectations and the same cases.²⁶

C. Characteristics of Large Class

A class is large if the teacher feels that there are too many students for them all to make progress in English. Therefore, a large class can mean any number. Many studies show such classrooms are finding in developing countries. There are many factors for establishing big classes: reduction/elimination of school fees and rapid population growth. These factors caused to increase class size and affect the quality of education and have brought negative results to education system. Most of the teachers in

²⁵ Ron White. What is quality in English language teacher education ?. *ELT Journal*, 52(2), 1998. p.133

²⁶ Bowen, B. D. (2013). Measuring Teacher Effectiveness When Comparing Alternatively and Traditionally Licensed High School Technology Education Teachers in North Carolina. *Journal of Technology Education*, 25,(2013).p. 80-98.

Asia are working in schools that indicate many students or almost full of classroom.²⁷

However, it is not just the number of students, which makes teaching difficult. In big classes, there may be big differences in the students' ability. Many big classes also have the following characteristics:

1. Desks and chairs are fixed or difficult to move.
2. Students sit close together in rows.
3. There is little space for teacher to move around the classroom.
4. There is not enough space for students to move during the lesson.
5. The walls between classrooms are thin, and any noise will disturb other classes.
6. There are not enough textbooks for all students.
7. Not every student has paper and pencil.
8. The school has no copying facilities
9. Other teaching resources are limited.

This means that teachers and students can face the following challenges:²⁸

1. Teachers can have difficulty keeping everyone's attention.
2. Students' motivation to learn English can be poor.
3. Students have difficulty hearing the teacher.
4. Teachers do not have enough opportunity to help weaker students.
5. Attendance can be poor and irregular, leading to lack of continuity.

²⁷ Joanna Baker-Heather Westrup. *The English Language Teachers' Handbook*. (London: Continuum, 2000). p.2

²⁸ Joanna Baker-Heather Westrup. *The English Language Teachers' Handbook*. (London: Continuum, 2000). p.3

6. This lack of continuity can cause extra work for teachers and confusion for students.
7. Taking the register can be time-consuming.
8. Teachers can have too much marking to do.
9. There are few resources to make learning interesting.

In addition, there are the main challenges for teachers in managing learning in big classes, they are:

1. Dealing with a wide range of ages and abilities
2. Keeping everyone's attention
3. Doing oral work
4. Students' motivation to learn English may be poor
5. Helping weaker students
6. Checking individual progress
7. Attendance and continuity
8. Marking large quantities of written work
9. Taking the register

Many teachers complain that big classes have some disadvantages and difficult to manage. Big classes create lack of communication, discipline, assessment and individual attention. It is hard for teachers and students to develop a close contact, because big classes create problems for teachers and students in the procedure of teaching and learning. Moreover, big class consists of physical and psychological problems. The students are not comfortable mentally and corporally. For instance, if there

are 30 students in a language class that is most enough for a teacher to know about the students if they are relaxed or not. Teachers are usually complained from discipline in big classes. They believed that they are unable to control what is going on. In addition, when the students do an activity, they make noise and disturb the others.

Some teachers are feeling that they are unable to communicate with the students individually. In fact, it is lack of time that teachers cannot help all students. If it is small class, the teacher can give attention to them very well. The other difficulty in large class is evaluation. Teachers have accountability to check all the students' job. Therefore, the teachers are concerned if they cannot contact to every students. Every teacher hope that their students learn English effectively but the challenge is learning effectiveness or the outcome the lesson. In addition, overcrowded or large classrooms have negative and lower achievement rate than smaller classrooms. Class size affects the students manner more significantly than it affects achievement.

Some researchers argue that big classes can bring opportunities and present human resources than smaller classes. They added more students share their ideas and provide more details with opinions and possibilities. Big class prepares chances for students to cooperate with other students and encourage the students to create the new knowledge. Although, teaching big classes provide the opportunities for teachers to improve organizational and managerial skills. Therefore, teachers try to organize

their classroom comfortable and manage many students in a pleased environment. Moreover, teachers can find the chance in big class to improve their teaching and presentation skills. In large class, there are different students with different learning styles and teachers can use multiple activities and methods during their teaching. In addition, large class improves teachers' evaluation skills that teachers exercise different ways to observe their students, they really learned the lessons. Teacher can give assignments to their students inside or outside the class that will ask what the students learned.²⁹

The other advantages of big class are that many students participate in one class and they can share their ideas and life experiences. Likewise, in a big class there are many students with many opinions or maybe different cultural and different experience and learning styles. The students can share their ideas and create an effective discussion or positive classroom atmosphere that support language learning with close cooperation to each other. Therefore, in big classes, some students learn quickly, and then he/she can be the assistant of his/her teacher to help the other colleagues.

D. Managing a Large Class

Teaching English is an important job. Many governments and ministries of education believe that it is important for students to learn English. In many countries, secondary school and university courses are

²⁹ Rohullah Rohin. Thesis: "*Teaching English in Large Classes in Afghanistan*" (Sweden: Karlstad University, 2013). p.17

taught in English, and English is one of the main languages of national communication and business. English is also one of the most important international languages. It gives access to information, for example, in the areas of business, finance, science, medicine and technology. Students who become fluent in English can have the opportunity to contribute to the development of their country.

In a large class, good classroom management techniques are particularly important. Good classroom management makes your job easier and helps students to learn better. We also want to train our students to cooperate in our classroom management. Often teachers do not like big classes.

Some students like being part of a large class because it is “safe”: there are many students to do the work and the teacher cannot watch and listen to everyone. However, other students in a large class want more contact and help from the teacher. There is no “big answer” to solve the challenges, but there is lots of “small answer”. Teachers all over the world have contributed many tried and tested tips to help the teacher and their students get used to new teaching methodologies, which can improve their learning.³⁰ Classroom management involves:

1. Planning lessons which include variety and which meet objectives.
2. Giving clear instructions to students on what you want them to do.
3. Setting up and monitoring student interactions in pair and group work.

³⁰ Joanna Baker-Heather Westrup. *The English Language Teachers' Handbook*. (London: Continuum, 2000). p.107

4. Using teaching and learning resources.
5. Moving clearly from one phase of the lesson to the next phase.
6. Timing and balancing of learning activities.
7. Starting and finishing the lesson.

Planning lessons is the other strategy in big classes that help teachers to use the time properly. It is very important for teachers because they do not have enough time like small classes. In big classes, lesson plan is not for comfort, it is a necessary because it helps the teacher to manage the classroom environment. The second point is that teachers should feel free or be comfortable regarding to what they are teaching. Teaching in large classes is not easy, if the teachers are not making sure themselves about teaching the topic, he/she will be lost self- confidence. If teachers chose the topic and get ready for class it will help the teacher to continue the lecture very well and the students would be follow the teacher. Also, thinking of what questions the students will be asked and find the answers, besides that make the questions for the students.

Course planning is about deciding where it is teacher want to go. A good way to ensure that teacher and the students arrive where teacher want to go is to develop clear, specific course objectives, share them with students and follow them when planning class sessions and when developing assignments and exams. A course objective is a statement of what students should be able to do or know after participating in class sessions and completing the homework. The Bloom's taxonomy of

learning outcomes can be used as a guide for developing objectives.³¹ The taxonomy categorizes learning into a six-level hierarchy, beginning with basic, such as knowledge and understanding, and progressing to the more complex, such as implementation, interpretation, and synthesis.³² Some classes will have a variety of course objectives, some with specific learning goals, and some with higher-level goals requiring more advanced use of course material. Once teacher know what the course objectives are and where they fall on the hierarchy of learning, teacher can then aim the teaching, assignments and students assessments at those goals.

The teachers must know the objectives their teaching, in here the teacher can think about the skills, methods and manners. Making clear and specific the lessons to the students, moreover arranging the lessons logically and present, the problems then explain the answers to the pupils. Use individual activities, pair work and group work to describe how the students do these activities. Keep the class silent then start the lecture. Before entering to the classroom, think what resources are necessary and prepare the materials. To higher, an assistant would be helpful to the teachers during, after and before the lecture. Pay attention on the students individually, may be some student need extras help. Arrange the class and recognize how they need more help that they can set in front of the classroom where teacher can easily help them. In large classes, teachers

³¹ Ory, J. C, & Ryan, Ê. E. *Tips for improving testing and grading.* (Newbury Park, CA: Sage. 1993). p.71

³² Bloom, B. S, et.al. *Taxonomy of educational objectives: The classification of educational goals.* (New York: David McKay. 1956). p. 45

must teach energetically and emotionally, if teachers feel tired the students are the follower the same action will be happened to them. Eventually, large class or overcrowded class is related to the number of the students in a classroom, it means a class with full of students that the teachers are unable to control, manage and have better performance including communication with students. On the other hand, large class helps students to share their ideas and learn from each other. In addition, large class provides the opportunity for teacher to improve managerial skills and some presentation techniques.³³

In large 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 and receive individual attention. It may seem impossible to organize dynamic and creative teaching and learning sessions. Frequently, big classes mean that it is not easy to have students walking around or changing pairs, etc. Most importantly, big classes can be quite intimidating for inexperienced teachers.

Despite the problems of large classes, there are things that teachers can do.³⁴

1. Use the sheets of work. One alternative is to hand out worksheets to teachers for many of the things they would usually do with the entire class if the class were smaller. When the feedback stage is reached, teachers

³³ Rohullah Rohin. Thesis:“*Teaching English in Large Classes in Afghanistan*”(Sweden: Karlstad University, 2013). p.17

³⁴ Jeremy Harmer. *How to Teach English*. (England: Pearson Education Limited. 1998). p.128

with the entire group can go through the worksheets and all students get the value.

2. Use pair work and group work. In large classes, pair work and group work play an important part since they maximize student participation. 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 and group work with large groups, it is important to make instructions especially clear, to agree how to stop the activity and to give good feedback.

3. Use the reaction of the chorus. Since a lot of individual repetition and guided practice in a large group is difficult to use, it may be more suitable to use chorus members. The class can be split into two parts, five front rows and five back rows, and so on. You can then speak a part in a conversation, ask or answer a question, repeat sentences or words in each row / half. This is particularly helpful at lower levels.

4. Use the leaders of the group. Teachers can get support from a couple of group leaders. They can be used to distribute copies, verify that a mission has been understood by everyone in their community, collect data, and provide input.

5. Thought about the acoustics and vision. Big classes are often in large rooms (but not always). Teachers will make sure that it is possible to see what they demonstrate or write and that it is possible to hear what they say

or do to the whole school. Effective management of the classroom starts with preparation.

Planning is one of the most important and most helpful things that teachers can do. Effective planning means that teachers, students, parents and principals know what will be learnt, when it will be learnt and how learning will take place.³⁵

In all language lessons, the teacher is in control in different ways throughout the lesson. However, there is a specific classroom management skill, which helps the lesson, go well, particularly if the class is large.

1. Being clearly seen and heard

When you need to present new language or give interactions, make sure that you have the complete attention of all the students all the time. You may think you have all students' attention if you stand at the front of the class, but this is not always true. Students at the sides and back of the class may think that you cannot see what they are doing. If you always stand or sit in the same place, the students may either feel neglected by the teacher, or think that they cannot be seen and may misbehave.

Make sure you can be seen by all students and you can be heard. The class also recognizes that you want to see everybody and that you are available when any student needs support, not just those in the front row. Slowly and quietly walk about as much as you can in your classroom, so students don't get distracted and don't feel threatened.

³⁵ Joanna Baker-Heather Westrup. *The English Language Teachers' Handbook*. (London: Continuum, 2000). p.108

It is very important to make sure that all students can hear you. If students at the back of the class cannot hear you very well, they may feel you do not care about them and so may stop learning. Project your voice so that the students at the back of your class can hear you. Projecting your voice means speaking clearly and loudly, but not shouting. Practice with a colleague who sits at the back of your classroom. Your voice will be clearer and louder if you look up as you speak. Eye contact helps to make people understand that you are talking to them, but move your eyes around the class from time to time and do not develop favorite students. Do not talk to the blackboard as you are writing on it. Learn to write while standing sideways on to the blackboard.

2. Learning and using the students' names

One of the best ways to gain, keep control and maintain discipline is to learn and use the students' names. Although it can be a challenge to learn quickly all the names of your students, especially if you have a big class, here is a technique to help you. Ask students to help you make a class plan on a piece of paper with all the names written on it that you can hold and constantly refer to. To make this idea work, everyone sits in the same place until you tell him or her to change places.

3. Setting up your own classroom rules

Classroom rules help to establish and maintain good discipline. These classroom rules are in addition to school rules. You can discuss and agree class rules for behavior that is acceptable in your classroom. These

rules can then be put on the wall as a reminder for everyone. Take time to make sure that everyone understands and knows that they have to keep them. Students who do not keep these rules will be punished. It is a good idea to have different levels of discipline, starting with a warning and then using appropriate punishment. Often, removing a student's privileges can act as a good punishment. If you wish, good behavior can be rewarded, especially good behavior from students who are consistent offenders.³⁶

4. Using classroom monitors

You can help keep good classroom control and discipline by making good use of student monitors. A monitor is a student who can help you with small but important and time-consuming jobs of classroom management such as:

- a. Taking the register (by telling you who is absent)
- b. Giving out and collecting homework
- c. Cleaning the blackboard
- d. Changing the class calendar date
- e. Opening and closing the window
- f. Helping the teacher with heavy loads
- g. Handing out activity cards/instructions to pairs or groups
- h. Marking reward stars on the wall chart

³⁶ Joanna Baker-Heather Westrup. *The English Language Teachers' Handbook*. (London: Continuum, 2000) p.114

You can appoint monitors on a rotation basis and it is a good idea to change regularly monitors to give everyone a chance. Being a monitor should be a positive and special role, so students will want to be a monitor and will do the job happily and well.

5. Achieving silence

There are times when teachers want the class to be silent, but students do not have to be silent all the time. School principals, other teachers and parents often think that a silent class is a good class where students are learning. However, a silent class does not necessarily mean that students are learning.

It is however, very important for discipline and for learning that teachers can achieve and maintain silence quickly and easily when teacher want it. For example, it can be disturbing for some students to try to work with a background of other students talking, because it means that they cannot concentrate or hear the teacher.

Teachers need to develop and practice simple and effective ways to achieve silence. For example, stand quietly with the arm held up, or gently tap the board with a pencil for about ten seconds. Often, the most effective way to achieve silence is to be silent yourself. Shouting for silence does not usually work; it only encourages students to shout back. A teacher who does not shout encourages a quieter classroom. With practice, the class will soon come to recognize these signs and will quiet down.

6. Maintaining discipline

However well you establish and maintain discipline in your class, sometimes things will go wrong. As we have seen, classroom discipline can be helped by agreeing classroom rules that everyone understands and keeps.

If problems start, you must take effective action before the situation gets worse. Do not let noise go on for long, as it will become more of a challenge to stop it later. Use your technique for achieving silence. Find out if the students have finished their work, or if they do not understand what to do. In these situations, you can ask those who have finished early working on the self-access materials and giving extra help to those who have difficulties.

Sometimes, one or more students become bored or determined to make trouble. Then you have to prevent more discipline problems from happening. However, always be fair and apply the rules equally to all students. Be consistent in your rules and take the same action for similar discipline challenges. Always be firm with your rules to stop bad behavior, so that students understand exactly what will happen if they misbehave. Try to criticize the act rather than the student.

Regarding management that is related to class discipline, first keep the voice lower, walk around the class and create helpful practice. Second, make groups in different ways such as by interesting names and mixed the students according to their levels. Third, check the homework in different

techniques such as motivate pupils to mark their homework by themselves, motivate the students to mark their homework in group, give back the homework with group feedback. In here, pedagogical issue is the other strategy that contains many principles. First, give the opportunities to the students to participate in class activities such as pair, individual work, group work and whole class work. Second, use new mode and change traditional teaching objectives. “Organizing cooperative learning activities like think-pair-share, three-step interview, and jigsaw to develop students’ comprehensive language competence and cooperative skills”. Third, use different evaluation: summative, self-assessment and formative assessment.

Some simple but effective ways to stop or limit discipline problems are to:

1. Ensure students enter, sit and leave the class in an orderly and quiet fashion, because if they start noisily, they will continue to be noisy.
2. Give students something to do as soon as they enter the classroom, such writing down ten words beginning with the letter „p“. This keeps students quiet and gives them some language revision before the lesson begins.
3. Tell students they will get a warning for unacceptable behavior, but you must act next time.

4. Give as much encouraging praise as possible, especially to the weaker students and to students making an effort and students who lack confidence.
5. Reward improvement, even if it is minimal, by giving stars that the student can display on a wall chart.
6. Select, or have a vote for, a „student of the month“ rewarded for continuous good effort and improving work, not just to the fast and clever students.
7. Show that you enjoy teaching and helping students enjoy learning.

E. Related Previous Studies

Related to this research, several previous studies are already conducted. The first is the research that has been done by Rohullah Rohim (2013) entitled “*Teaching English in Large Classes in Afghanistan*”. Teaching in schools of Afghanistan experience varied challenges. One of them is teaching in large classes. However, we do not have much information about the impact of large classes in the context of Afghanistan. This study will put light on some aspects of teaching English in LCs in secondary schools of Afghanistan. This study has been done in 10 upper secondary (grade 10-12) schools (5 girls’ schools and 5 boy’s schools) in Afghanistan Kunduz Province. Questionnaires had been distributed to 60 students (30 boys and 30 girls). Also questionnaires were

distributed to 30 teachers (17 male and 13 female) to collect teachers' views on this issue. Moreover, I observed teaching in classes of 10 teachers' (out of the same 30 teachers), where an observation form was used which was prepared based on literature review. When observing teaching in these classes, it was found that teachers did few perceptions in a good manner, most of them had lesson plan, self-confidence and skills of management but they presented lessons with more problems. Most of the teachers in this study did not believe that LC improves their organizational and managerial skills. On the other side, the most common teaching methods were group work and Jigsaw which indicate both of teachers and students perspectives in LCs. In addition, majority of the students of LC expressed that mostly teachers communicate with them by asking questions. The findings of this study show some necessary demands in LCs. Teachers have to improve their pedagogical knowledge and some effective methods such as group work, jigsaw discussion and so on.³⁷

The last is the research from Nguyen Minh (2015) Tesol entitled "*Large Classes: Universal Teaching And Management Strategies*" This research is discussing the most common teaching and classroom management techniques or strategies that classroom teachers used to cope with multilevel large classes. Firstly, the research defines the terms 'large classes' as the terms are viewed differently from culture to culture. Then the reseracher finds out problems that teachers faced when teaching such

³⁷ Rohullah Rohin. Thesis: "*Teaching English in Large Classes in Afghanistan*". (Sweden: Karlstad University, 2013)

large classes. Solutions to these problems are recommended in hope of assisting teachers, especially novice teachers to deal with the problems in their real situations. Practical classroom management strategies such as establishing classroom rules, learning student names and organizing seating plans, creating a friendly classroom atmosphere, and using student leaders are also introduced, aiming to help teachers, particularly Western teachers working in Asia, successfully run their large classes and avoid ‘culture shocks’ when they face such multilevel large classes in the region.³⁸

In general, the previous studies above commonly focus on the classroom management and the teacher strategies in teaching and learning in large classes. And this research focus on how English teachers manage large classes in SMA N 1 Bengkulu Tengah, to find out the problems that the English teachers faced in managing the large class, and to find out the ways the English teachers solving the problems and improve the quality of English learning in large class based on Konstantina Koutrouba.

³⁸ Nguyen Minh Trang. “Large Classes: Universal Teaching And Management Strategies”. *An International Peer-Reviewed Open Access Journal*. 2(1), (2015)

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher used descriptive qualitative research. Qualitative is used to investigate a problem in order to get clear understanding of certain phenomenon³⁹. In addition according to Christensen and Johnson states that “qualitative research is focus on understanding the ‘insider’s perspective’ of people and their culture, and this requires direct personal and often participatory contact”.⁴⁰ So, the researcher used qualitative method to get rich information and deeper understanding from participant paerspectives.

This was caused the researcher wants to describe about The Analysis of Classroom Management at a Large Class at SMA N 1 Bengkulu Tengah.

B. Research Subject

The subjects of this research are an English teacher in tenth grade of SMA N 1 Bengkulu Tengah and the researcher only focused on one class that was X IPS 4 because it had 35 student in the classroom.

C. Instrument of Research

³⁹ Creswell, J.W. *Educational Research (4th ed)*. (Boston : Pearson Education, 2012)

⁴⁰ Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches (p. 34)*. (Thousand Oaks, CA: Sage Publications, 2008). p.37

The research instrument is a very important and strategic tool in its position in the overall research activities, because of the data need to answer the research problem formulation obtained through the instrument.

The instrument that the researcher used in this thesis research was :

1. Observation

During the observation, the researcher took notes about the process of teaching and learning to get some information for answering the research question. The researcher observed the situation in the class from the teaching and learning process start until it is done. It is use to find the answer of the research question. Then the researcher made sure the result of observation by doing the interview with the teacher after the class.

2. Interview

The researcher does the interview to verify the result of the observation and to know more about the teachers solutions in managing students behavior problems in a large class. It is also conducted to investigate the answers of the research question.

3. Questionnaire

This questionnaire is used to support and get validity of interview related to the classroom management. The questionnaire is distributed before the researcher conducts interview with subject. The researcher provides answers: strongly agree, agree and disagree. The students could give their answers by giving checklist in the column which is

appropriate to their opinion about how they response to classroom management conducted by teacher.

D. Data Collection Technique

In qualitative research, the researcher herself was the instrument, thus the researcher should had the theory and wide insight about what was being researched. Then, to get deep understanding understanding about the object the research, the researcher should used some techniques of collecting the data simultaneously⁴¹. Therefore, there were two techniques used in this research namely obsercations and interview.

1. Observation

The observation is the instrument of collecting data which is used to organize individual behaviors or the process of the activity observed in real situation or simulation.⁴² 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 is conducted in every meeting of English Lesson.

This observation was used to watch activities or events which were related to the classroom mangement applied. It consists of the implications on the quality of English Learning in a large class. In this method of collecting data, the researcher observed the implication on the quality of English Learning i a large class done by a teacher in the

⁴¹ Sugiyono. Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, Dan R&D). (Bandung : Alfabeta, 2017), P.15

⁴² Sudjana, Nana. Pengantar Penelitian Pendidikan. (Jakarta: Bina Rupa Aksara, 2015), P.109

class and the researcher tried to find some phenomena or activities during the teaching learning process. Here the researcher was as the observer.

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.⁴³

2. Interview

Sugiyono stated that the interview was a face to face situation in which the researcher set out to elicit information or opinion from a subject. The most important data source in qualitative research was the informant.⁴⁴ In this research, the interview conducted to collect information from English teacher. Type of interview used in this research is a semistructured interview. It was included in an in-depth interview. In this type of interview, the researcher should prepare what the questions before did the interview 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.

⁴³ Sugiyono. *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*. (Bandung : Alfabeta, 2017), P.133

⁴⁴ Sutopo. *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*. (Bandung : Alfabeta, 2012), P.60

The aimed of this type of interview was to get detail information from the interview. Here, the researcher as an interviewer tried to get interview's ideas and opinions related to the problem of the reserarch⁴⁵.

3. Questionnaire

The researcher provides several rate in the answer, or can be agree or disagree, or can be an essay or long sentences. Questionnaire and survey measures are probably the most widely used research tools within the social sciences. The researcher develops questionnaire in Indonesian language to avoid mis understanding among students. The researcher provides answers: strongly agree, agree and disagree. The students could give their answers by giving checklist in the column which is appropriate to their opinion about how they response to classroom management conducted by teacher.

E. Technique of Analyzing the Data

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

1. Data Reduction

Not all the obtained data of the research were important. It means that the important information must be taken and un important information must be ignore. In the process of the data reduction, the

⁴⁵ Sugiyono. Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, Dan R&D). (Bandung : Alfabeta, 2017), P.320

researcher elected, focus, simplify, and abstract the data in the questionnaires. The data reduction is done during the research activities.

In this case, the researcher reduce the information during the research activities if the data is unimportant or do not support the data of the researcher need. When the researcher observe the teaching learning activity in the class, researcher select and focus on classroom management and its implication on the quality of learning English in a large class apply.

2. Data Display

Display the data mean describe 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, or narration to draw the conclusion. By displaying the data, the researcher consider what he/she should do, he/she can analyze or take the other action based on his/her understanding.

3. Conclusion

The third activity is draw conclusion. In this research, conclusion was drawn continuously through the course of the research. The researcher tended to accumulate and formulate his/her interpretations as he goes along. The researcher wrote up not only what he/she seen but also his/her interpretation of the observation.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discussed the result and discussion of study. It describes the result of needs analysis which was gathered through the observation, interview and questionnaire.

A. Result

This chapter shows the result about the data analysis of the classroom management in a large class at SMA N 1 Bengkulu Kota in the academic year 2020/2021. The data was gotten from the observation and interview. The observation data was gotten after held a classroom observation at X IPS 4 classroom. The interview data was gotten held three times interviews to three subject to valid the data, as its research used data triangulation, as subject is English teacher.

1. The result of classroom management in a large class based on observation and interview data

1.1 The result of observation data

The researcher did classroom observations to know the English teaching and learning process in the classroom. The observation was conducted on August, 31th 2020. In conducting this observation, the researcher come to the classroom along with the teacher.

Table 4.1
Observation

| NO | The physical setting of the classroom | Indicator Of Classroom Management | implementation | | Evidence |
|---|---------------------------------------|--|----------------|----|--|
| | | | yes | no | |
| 1. | Classroom size | The class size can make it easier for teacher control the class | ✓ | | the size the classroom was 10x13 meter, it made the teacher easier to manage the class because all the student movement could be seen clearly from the front of the class, |
| | Seat arrangement | In learning process teacher used the pattern of students desk arrangement was the conventional arrangement | ✓ | | The teacher can see all students individually, in each line vertically or horizontally and around of the class |
| Psychological setting of the classroom | | | | | |
| 2 | Comfortable | the classroom situation should be able to make student enjoyed the teaching and learning activities | ✓ | | the classroom situation should be able to make the students enjoyed the teaching and learning activities. |
| English teacher Strategies in managing A large class | | | | | |
| | Classroom management organization | The teacher used the lesson plan strategy in classroom management | ✓ | | The teacher used the lesson plan strategy in classroom management |
| | | The teacher making well established routine in classroom | ✓ | | Teacher applying flexible method in order to make the students better learning |

| | | | | | |
|--|------------------------------------|---|---|---|--|
| | | The teacher giving instruction for make students comfortable in classroom | ✓ | | The teacher msked students more ethusiastic |
| | Classroom management rules | The teacher making students disciplined in classroom | | | The teacher thought that disciplined could help the student becomes aware ofd their assignments. |
| | | The teacher making room attractive | | | |
| | | The teacher making students enthusiastic in learning process | | | The students enthusiastic from the teacher learning process |
| | | Giving punishment to students in classroom | ✓ | | The teacher give the sunction was not pyical punisahment but punishment that educate as well as beneficial to students |
| | Classroom management communication | Teacher used the english communication in classroom management activity | | ✓ | The teacher used the bilingual communication in classroom management activity |

Based on the table above, each component showed the result as follows:

1. The physical setting of the classroom

The result of the observation showed that in the physical setting of the classroom. The researcher obtained the data from classroom, the size the classroom was 10x13 meter, it made the teacher easier to manage the class because all the student movement could be seen clearly from the front of the class, so

when the teacher was giving a quiz to students, they could not discussed with their friends. Because of the large classroom, the teacher generally could come closer and gave more attention to the students and for the seat arrangement is very important to large class, so the teacher used line pattern in large class. As for line pattern the teacher will be easier to see the students' movement clearly.

2. Psychological setting of the classroom

Based on the observation above, the classroom situation determines the succes of the teaching and learning English. The floors of the classroom looked shiny, it maked the classroom feel comfortable. The teacher voice was loud and not resouded. The light in the classroom was bright so it supported the teaching learning, beacause the classroom was comfortable. The psychological setting of the classroomis very important in the teaching learning process. The classroom situation should be able to make the students enjoyed the teaching and learning activities.

3. English teacher Strategies in managing A large class

In the process of teaching and learning english, the english teacher had strategies to managed the classroom. The teacher apply third aspect, there were the organization classroom, the rules of classroom and the communication of classroom. Strategies in classroom management organization included third sub-thnes,

there are; preparing lesson plan, making well established routine in classroom and giving instruction for make students comfortable in classroom. Strategies in classroom management rules include fourth sub-themes, there are; making students disciplined in classroom, making the room attractive, making students enthusiastic in classroom, and giving punishment to students in classroom. Strategy in communication include one sub-theme, that is bilingual strategy.

1.2 The result of interview data

Based on interviews conducted on 1 October, 2020 researchers interviewed an English teacher Classroom management in a large class. Were interviewed after the distribution of consent form and to ask any questions about this research. From the interview, the data were collected. The general findings were each participant explored their answers about English teachers' strategies in managing a large class.

The researcher grouped questions into three themes that were (1) the organization of classroom, (2) the rule of classroom and (3) the communication of classroom.⁴⁶ Strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well established routine in

⁴⁶ Rudyanto, A. (2014). *Descriptive Analysis of Classroom Management Strategies*. (2014).p.505-511

classroom and starting on time.⁴⁷ Strategies in classroom management rules include fourth sub-themes, there are; making students disciplined in classroom, making the room attractive, making students enthusiastic in classroom, and giving punishment to students in classroom. Strategy in communication include one sub-theme, that is bilingual strategy.

In the first session the researcher asked that the teacher had used this strategy this strategy in their learning process. The following findings showed that the teacher used lesson plan strategy;

Teacher : “When i do mistakes on teaching, i come look back RPP again ”⁴⁸

From the result above, it showed that the teacher used the lesson plan strategy in classroom management. The researcher described the opinion of the teacher tend to only stock-still to lesson plan, but teacher do not have a backup when there is a mistake in teaching that does not fit with the lesson plan that she create. Later, in their final statements she tend to be conservative in conveying the materials as well as less use of existing media which make students are less understand and interested with the material.

The second session the researcher the researcher interviewed the teacher, established routine becomes the second

⁴⁷ Rudyanto, A. (2014). *Descriptive Analysis of Classroom Management Strategies*.(2014).p.75-78

⁴⁸ Interview with Hikma Wipaqi, on October 01, 2020.

sub themes in the interview data. The following result showed that the teacher used established routine:

“first, is conditioning of both pupils and classroom environment inside and outside of classroom. second, i create a fun learning atmosphere and try to compose the material we teach, make the student enthusiastic and easy to be understand”⁴⁹

From the result above, it showed that teacher still less in drafting the management classroom strategy, because the teachers’ not only see it from the readiness in general. Such as: the learning environment both within and beyond the classroom, preparing lesson plan, as well as students and teacher. The teachers tend to only the lesson plan and theories which make the learning less creative.

The next session the researcher asked giving instruction for make students comfortable in classroom. The following findings showed that the teacher used give instruction strategy ;

“I make it flexible, so there is no special rules or strategy that I created, for example, when learning takes place and there are students who make a noise, i warn them and ask them to keep silent”⁵⁰

From the findings above, it showed that some instruction like a warn for noise students assignments would made students more

⁴⁹ Interview with Hikma Wipaqi, on October 01, 2020.

⁵⁰ Interview with Hikma Wipaqi, on October 01, 2020.

enthusiastic in following the lesson and understand the goals which the teacher want to achieve and ask students to be active with answer questions in turn also instruct student to find information of subject matter.

In classroom management rules, making discipline is dominant strategy used by teacher, especially in rules classroom. This term included into sub-theme emerged commonly in the interview data. In students disciplined students must have obey on the rules of the teacher. For this sub-themes, the participants mentioned that they had used this strategy in their learning process. The following findings showed that the participations used making disciplined strategy;

“My first references is discipline, whether it’s clothing and following the lesson well, enter in to class on time, check out the neatness and cleanliness class, I do not allow students to eat as learn and tell when i’m explaining the lesson”⁵¹

From the result above, it showed that the participants used the discipline strategy in their rules classroom activity, it means that the teachers thought that the discipline could help the students becomes aware of their assignments and obligations.

Make attractive becomes the next sub theme in the interview data. For this sub-themes, the participants mentioned that they had

⁵¹ Interview with Hikma Wipaqi, on October 01, 2020.

used this strategy in their learning process. The following findings showed that the participations used making attractive strategy;

“I usually give reward for example before students work on the task i previously provides announcements, as whom doing well will get a reward”⁵²

From the result above, it showed that the teacher used making attractive strategy in classroom management rules. In this activity teachers were use media to make the students interested on the lesson and doing this could produce such students to be more creative, innovative and keep them happy would be a lesson that teachers pass.

Make enthusiastic becomes the next sub-theme in the interview data. This strategy is the classic strategy in rules classroom, from the one of the participants used this strategy. The finding showed that the participants had used this strategy;

“make the students responsive the lesson, i always inform the time at the time of collection must task on time. for example, when training class given time already determined them ever, as well as homework”⁵³

From the result above, it showed that both of the teacher applied this strategy in their rules classroom, the researcher described the opinion of the teacher that the enthusiastic of students was an instruction from the teachers.

⁵² Interview with Hikma Wipaqi, on October 01, 2020.

⁵³ Interview with Hikma Wipaqi, on October 01, 2020.

The next session the researcher asked about in classroom management rules punishment. For this subthemes, the teacher mentioned that her had used this strategy in their classroom management process. The followings showed that the teacher used punishment startegy;

“i give a task in front of class until they are able work on it or I give warning by having the students look up vocabulary hardest”⁵⁴

From the result above, it showed that both of the teacher applied this strategy in their rules classroom, the researcher described the opinion of the teacher that the'sanction of teachers was not a physical punishment, but punishment that educate as well as beneficial to students.

Communication with learner it is the last skill of management. As a teacher, they have to do frequent communication with their learner. It many be either verbal or non verbal communication. In every corner of the classroom, teacher have to capture their attention. It means teacher should keep in touch with their learners as far as they could.

In general the teacher had used same strategies, it was bilingual. The following findings showed that the participants used this strategy in communication calssroom management:

⁵⁴ Interview with Hikma Wipaqi, on October 01, 2020.

“communication that i use in the classroom is simple sometimes using English language and sometimes using Bahasa if there are students who did not understand”⁵⁵

From the result above, it showed that the teacher used the bilingual strategy in communication classroom management activity. Although the teacher didn't mention directly, but their statement indicated what they have done included in bilingual. The goals in this activity is to help students to be no difficulty in understanding the lessons are delivered in English language.

1.3 Data from Questionnaire

1.3 The result of questionnaire data

To know the classroom management and its implication on the quality of English learning in a large class by the English teachers of SMA N 1 Bengkulu Tengah, the researcher need the data about the students response towards classroom management conducted by the teacher in large English classes, the researcher found clear description based on the questionnaire she shared to the students of class X IPS 4 SMA N 1 Bengkulu Tengah. The questions of the questionnaire are arranged based on the criteria of effective classroom management. The question number 1, 2, and 4 of the questionnaire is created based on Haddad's theory that one of the criteria of effective classroom management is using a variety

⁵⁵ Interview with Hikma Wipaqi, on October 01, 2020.

of teaching method. Based on the Brown, that one of the criteria of effective classroom management is the chairs are appropriately arranged so that the students can easily contact to each other as well as the teacher, the researcher creates the question number 3. The question number 5 is created based on the Ningsih's theory that one of the criteria of effective classroom management is teachers are able to manage the students well. Criteria of effective classroom management are establish positive relationship among all classroom participants and promoting students' engagement.⁵⁶ The question number 6, 7, is created based on Brown, that the teacher should be able to manage the material and equipment well, so that the students more interested in the lesson and learning activities.⁵⁷ The question number 8 is created based on the characteristic of effective classroom management is Enjoyable learning atmosphere by Ningsih. The question number 9, 10 is created based on Haddad's theory that one of the criteria of effective classroom management is teachers are able to choose the appropriate discipline technique to manage the students' behavior.⁵⁸ It is also based on the cooper's theory that one of the criteria of effective classroom management is development of the

⁵⁶ Borich. D. Gary. *Effective Teaching Methods, 6th Edition* (New Jersey : Pearson Education. Inc, 2007).

⁵⁷ Brown. H. Douglas. *Teaching By Principles: An Interactive Approach to Language Pedagogy, Third Edition*. New York : Longman, 2007.

⁵⁸ Haddad. Caroline. *Practical Tips for Teaching Large Classes: A Teacher's Guide*. Bangkok : UNESCO, 2006.

students' behavior according to the desired behavior.⁵⁹ It also supported by Borich, that one of the criteria of effective classroom management is stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently.⁶⁰

In this chapter researchers classify the classroom management in a large class, the writer will describe one by one the sub-sections that exist in the questionnaire. The result of it were described as follows:

1. Effective classroom management is using a variety of teaching method

The questions of the questionnaire are arranged based on the criteria of effective classroom management. The question number 1, 2, and 4 that one of the criteria of effective classroom management is using a variety of teaching method.

TABLE 4.2

| NO | Indicator | T.S | N.Q | Total of Answer | | | | | Percentage (%) | | | | |
|----|--|-----|-----|-----------------|----|---|---|----|----------------|-----|-----|-----|-----|
| | | | | SA | A | N | D | SD | SA | A | N | D | SD |
| 1. | Effective classroom management is using a variety of teaching method | 35 | Q.1 | SA | A | N | D | SD | SA | A | N | D | SD |
| | | | | 8 | 12 | 6 | 3 | 4 | 22% | 34% | 17% | 14% | 11% |

⁵⁹ Cooper. M. James. *Classroom Teaching skill*. Ninth edition. USA : Cengage Learning, 2011.

⁶⁰ Borich. D. Gary. *Effective Teaching Methods, 6th Edition (New Jersey : Pearson Education. Inc, 2007.*

| | | | | | | | | | | | | | |
|--|--|--|-----|----|----|---|---|---|-----|----|----|---|---|
| | | | Q.2 | 18 | 13 | 3 | 1 | 0 | 51 | 37 | 8 | 2 | 0 |
| | | | | | | | | | % | % | % | % | % |
| | | | Q.4 | 8 | 20 | 4 | 2 | 1 | 22% | 57 | 11 | 5 | 2 |
| | | | | | | | | | % | % | % | % | % |

Based on the above table of 35 students who filled out the questionnaire section on Effective classroom management is using a variety of teaching method of them answered (Q.1) “*Strong Agree* with 8(22%), *Agree* there were 12 people with percent (34%), *Neutral* of 6 students with percent (17%) *Disagree* of 5 students (14%) *Strong Disagree* of 4 students (11%). In question number 2 “*Strong Agree* with 18 students (51%), *Agree* there were 13 people with percent (37%), *Neutral* of 3 students with percent (8%) *Disagree* of 1 students (2%) *Strong Disagree* of 0 students (0%). Question number 4 “*Strong Agree* with 8 students (22%), *Agree* there were 20 people with percent (57%), *Neutral* of 4 students with percent (11%) *Disagree* of 2 students (5%) *Strong Agree* of 1 students (2%).

2. Criteria Of Effective Classroom Management is the chairs are appropriately arranged

Table 4.3

| NO | Indicator | T.S | N.Q | Total of Answer | | | | | Percentage (%) | | | | |
|----|---|-----|-----|-----------------|----|---|----|----|----------------|-----|----|-----|----|
| | | | | SA | A | N | D | SD | SA | A | N | D | SD |
| 2. | Criteria of effective classroom management is the chairs are appropriately arranged | 35 | Q.3 | 4 | 17 | 1 | 11 | 2 | 11% | 48% | 2% | 31% | 5% |

Based on the above table of the 35 students who filled out the questionnaire of them answered (SA) 4 with percent (11%) while at (A) there were 17 people with percent (48%), point (N) of 1 students with percent (2%) and (D) of 11 students (31%), (SD) 2 students (5%).

3. Criteria of effective classroom management is teachers are able to manage the students well

Table 4.4

| NO | Indicator | T.S | N.Q | Total of Answer | | | | | Percentage (%) | | | | |
|----|---|-----|-----|-----------------|----|---|---|----|----------------|-----|----|----|----|
| | | | | SA | A | N | D | SD | SA | A | N | D | SD |
| 3. | criteria of effective classroom management is teachers are able to manage the students well | 35 | Q.5 | 17 | 12 | 1 | 3 | 2 | 48% | 34% | 2% | 8% | 5% |

Based on the above table of the 35 students who filled out the questionnaire of them answered (SA) 17 with percent (48%) while at (A) there were 12 people with percent (34%), point (N) of 1 students with percent (2%) and (D) of 3 students (8%), (SD) 2 students (5%).

4. Manage the material and equipment well

Table 4.5

| NO | Indicator | T.S | N.Q | Total of Answer | | | | | Percentage (%) | | | | |
|----|--|-----|-----|-----------------|----|---|----|----|----------------|-----|-----|-----|----|
| | | | | SA | A | N | D | SD | SA | A | N | D | SD |
| 4 | manage the material and equipment well | 35 | Q.6 | 17 | 12 | 4 | 2 | 0 | 48% | 34% | 11% | 5% | 0% |
| | | | Q.7 | 3 | 18 | 2 | 10 | 2 | 8% | 51% | 5% | 28% | 5% |

Based on the above table of 35 students who filled out the questionnaire section on Effective classroom management is using a variety of teaching method of them answered (Q.6) “*Strong Agree* with 17 (48%), *Agree* there were 12 people with percent (34%), *Neutral* of 4 students with percent (11%) *Disagree* of 2 students (5%) *Strong Disagree* of 0 students (0%). In question number 7 “*Strong Agree* with 3 students (8%), *Agree* there were 18 people with percent (51%), *Neutral* of 2 students with percent (5%) *Disagree* of 10 students (28%) *Strong Disagree* of 2 students (5%).

5. Characteristic of effective classroom management

Table 4.6

| NO | Indicator | T.S | N.Q | Total of Answer | | | | | Percentage (%) | | | | |
|----|--|-----|-----|-----------------|----|---|---|----|----------------|-----|-----|----|----|
| | | | | SA | A | N | D | SD | SA | A | N | D | SD |
| 5. | characteristic of effective classroom management | 35 | Q.8 | 15 | 12 | 6 | 2 | 0 | 42% | 34% | 17% | 5% | 0% |

Based on the above table of the 35 students who filled out the questionnaire of them answered (SA) 15 with percent (42%) while at (A) there were 12 people with percent (34%), point (N) of 6 students with percent (17%) and (D) of 2 students (5%), (SD) 0 students (0%).

6. Discipline technique to manage the students behavior

Table 4.7

| NO | Indicator | T.S | N.Q | Total of Answer | | | | | Percentage (%) | | | | |
|----|---|-----|------|-----------------|----|---|---|----|----------------|-----|----|-----|----|
| | | | | S A | A | N | D | SD | SA | A | N | D | SD |
| 6 | Discipline technique to manage the students' behavior | 35 | Q.9 | 13 | 12 | 3 | 4 | 3 | 37% | 34% | 8% | 11% | 8% |
| | | | Q.10 | 13 | 14 | 3 | 3 | 2 | 37% | 40% | 8% | 8% | 5% |

Based on the above table of 35 students who filled out the questionnaire section on disciplined technique to manage the

students behaviour of them answered (Q.9) “*Strong Agree* with 13 (37%), *Agree* there were 12 people with percent (34%), *Neutral* of 3 students with percent (8%) *Disagree* of 4 students (11%) *Strong Disagree* of 3 students (8%). In question number 10 “*Strong Agree* with 13 students (37%), *Agree* there were 14 people with percent (37%), *Neutral* of 3 students with percent (8%) *Disagree* of 3 students (8%) *Strong Disagree* of 2 students (5%).

From the table above can concluded that the students feel enjoy with the learning activities used by the teacher. The different activities in every meeting make them more interested in following the lesson. They were also pleased with the seating arrangement that is applied by their teachers. They feel that the seating arrangement that is applied by their teacher makes them easy to contact with their friend and also with the teacher. As the result of observation that teachers of class X IPS 4 set the seating into separate table when she divided the students in the group.

Moreover, they feel enjoy when they work in group. They can be more spirit in following the lesson, because they can discuss and share about the material with the entire member of the group. From the questionnaire, it also known that students feel bored when the teacher presents the material using lecturing method only.

From the result of questionnaire above, it is known that the media used by the teacher in teaching and learning process makes the students interested in the lesson. They look so enthusiastic in following the lesson when the teacher uses media such as worksheet.

In addition, to motivate students to learn and active in the class, the teacher gives reward to the students who can do the task well. The response of the students based on the result of questionnaire 96% are motivated by reward or praise that is given by teacher. Besides that, sometimes teacher give punishment to control students' behavior.

B. Research Discussion

1. English Teachers' Strategies In Managing a Large Class

In this part the researcher discussed the English teacher strategies in managing a large class. The researcher conducted classroom management divided into three aspect. There were the organization of classroom, the rule of classroom and the communication of classroom. Strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well established routine in classroom and starting on time. Strategies in classroom management rules include six sub-themes, there are; making students disciplined in classroom, making the room attractive, making students enthusiastic in classroom, making grouping discussion for students in classroom, being fair with the students amd giving punishment to students in classroom. Strategy in communication include one sub-theme, that is bilingual strategy.

A. Strategies in Classroom Management Organization

1. Preparing Lesson Plans Before Learning

In classroom management teacher used the lesson plan strategy. The reasearcher described the opinion of the teachers' they tend to only stock-still to lesson plan, but they do not have a backup when there is a mistake in teaching that does not fit with the lesson plan that they create. Later, in their final statements they tend to be conservative in conveying the materials as well as less use of existing media which make students are less understand and interested with the material. The researcher discussed

that these question which focus on the classroom management strategy in English teaching and learning process, the following illustration would showed the detail models of teaching and learning.

2. Making Well Established Routine in Classroom

From the findings, it showed that teacher still less in drafting the management classroom strategy, because the teachers' not only see it from the readiness in general. Such as: the learning environment both within and beyond the classroom, preparing lesson plan, as well as students and teacher. The teachers tend to only the lesson plan and theories which make the learning less creative. The researcher discussed that the students to be active in class is variation the way of teachers to applied students to be active in the class. The researcher thought making creative would be more suitable model in organizing students to be active in understanding and discussing the topic. The teachers are applying flexible method in order to make the students better in learning. For example, with give students task or exercise outdoor.

3. Giving Intruction for Make Students Comfortable in Classroom

From the finding, it showed that some instruction like a warn for noise students assignments would made students more enthusiastic in following the lesson and understand the goals which the teacher want to achieve and ask students to be active with answer questions in turn also instruct student to find information of subject matter on internet. The researcher discussed that the teachers are applying flexible method in order to make the students better in learning.

B. Strategies in Classroom Management Rules

1. Making Students Disciplined in Classroom

From the findings, it showed that the teacher used the discipline strategy in their rules classroom activity, it means that the teachers thought that the discipline could help the students becomes aware of their

assignments and obligations. The researcher discussed that rule in class is very necessary because as control and guide in learning, so that in learning could be a maximum and conducive at classroom and also made students be responsibility

2. Making the Room Attractive

The teacher used making attractive strategy in classroom management rules. In this activity teachers were use media to make the students interested on the lesson and doing this could produce such students to be more creative, innovative and keep them happy would be a lesson that teachers pass. The researcher discussed that students tend to be attractive in following lessons, because using media as tools to teach more make students able to experiment becomes easier to understand.

3. Making Students Enthusiastic in Learning Process

The teacher applied this strategy in their rules classroom, the researcher described the opinion of the participants that the enthusiastic of students was an instruction from the teachers. From teacher, the researcher discussed that the students tend to be enthusiastic in following lessons, because they believe without motivation and support of teachers to students would be not enthusiastic to follow the lesson.

4. Making Grouping Discussion for Students in Learning Process

The teacher used the making grouping strategy in classroom management rules. In this activity students were join together in a study group to facilitate exchange ideas with other students and then students could worked together with their team groups. So, the teacher in the research have done this strategy in their process of classroom management rules. The researcher discussed that teachers tries to give they are ultimate capability by using body language to make students understand about what actually they are talking about. It means that the teachers train the students in group and then the researcher discussed a simple summary that is the teachers not only give the lesson but also attention to the students in order that they feel motivated.

5. Being Fair with Students

The finding showed that the next issue of unifying the understanding of the different students, teachers must be careful in seeing students ability in order to equalize their perception as well as never distinguish students who are smart and poor, this can improve the lack of creative of teachers in organizing classroom management strategy. The showed the researcher concluded that some teachers told not differentiate student ability, they give attention to students who are behind in learning, adjust seating position based on the students ability suppose (smart and weak) combined in one group so that they can exchange ideas then, by looking at the end of students akademik results.

6. Giving Punishment to Students in Classroom

The teacher applied this strategy in their rules classroom, the researcher described the opinion of the participants that the'sanction of teachers was not a physical punishment, but punishment that educate as well as beneficial to students. Punishment is used not to make students afraid, but punishment is given so that they should not repeat the mistake in the future, and this can make students more enthusiastic in following the lesson and also the punishment is not to hard for the students, it means to educate the students, and in addition they get the same lesson material with other students.

C. Strategy in Communication Classroom Management

The teacher used the bilingual strategy in communication classroom management activity. Although the teacher didn't mention directly, but their statement indicated what they have done included in bilingual. The goals in this activity is to helped students to be no difficulty in understanding the lessons are delivered in English language. From the teacher above, the researcher discussed that these points seem to be important to organize the class, teachers' statement of the teachers the class use a simple communication. Whereas of the teachers tries to use

English for communication, start with from the simple such as asking, ordering and so on.

D. Students' Response Toward The Classroom Management Conducted By The Teacher

From the result of questionnaire that the researcher distribute to the students of class X IPS 4, most of students feel enjoy with the learning activities used by the teacher. The different activities in every meeting make them more interested in following the lesson. This finding support Haddad's statement that, students in large classes will be more attentive and their potential for learning will be increased when they are exposed to a wide variety of teaching methods and learning experiences.⁶¹ It also meet the criteria of effective classroom management by Ningsih that one of the criteria of effective classroom management is Teachers use a variety of teaching methods. They were also pleased with the seating arrangement that is applied by their teachers. They feel that the seating arrangement used by their teacher makes them easy to contact with their friend and also with the teacher. This finding meets the criteria of effective classroom management by Brown that the chairs are appropriately arranged so that the students can easily contact to each other as well as the teacher.

Moreover, they feel enjoy when the teacher asks them to work in group. From the result of questionnaire, almost students give answer that group work makes them more spirit and involve active in following the lesson. It also can be seen by the result of observation, that the students seem so enthusiastic when they learn in group. This finding meets the criteria of effective classroom management by Ningsih that teachers are able to manage the students well. It is also supported by Gary D. Borich, he states that effective classroom management is promoting students engagement. The result of questionnaire and observation also

⁶¹ Haddad. Caroline. *Practical Tips for Teaching Large Classes: A Teacher's Guide*. (Bangkok : UNESCO, 2006)

shows that students feel enthusiastic when the teacher uses worksheet in teaching and learning process. This finding meet the criteria of effective classroom management by Brown, that teachers should be able to manage the material and equipment well, so that the students more interested in the lesson and learning activities.

In addition, to motivate students to learn and active in the class, the teacher gives reward to the students who can do the task well. And the response from them is satisfied. They are motivated by reward or praise that is given by teacher. Besides that, sometimes teacher give punishment to control students' behavior. These finding supports Haddad's theories that one of the criteria of effective classroom management is teachers are able to choose the appropriate discipline technique to manage the students' behavior. It is also based on the cooper's theory that one of the criteria of effective classroom management is development of the students' behavior according to the desired behavior. It also supported by Borich, that one of the criteria of effective classroom management is stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents Suggestions and Conclusions from the results of research conducted at SMA N 1 Bengkulu Tengah.

A. Conclusion

After analyzed the data from observation, interview, and questionnaires, the researcher can concluded that the classroom management of large class conducted by the English teacher of SMA N 1 Bengkulu Tengah is Effective. The English teacher of SMA N 1 Bengkulu Tengah can manage both of physical management and management of students well. It can be seen by students response that classroom management conducted by their teacher are appropriate with some criteria of effective classroom management.

The teachers use variety of teaching method, and the students feel pleasant with the teaching method applied by their teacher. The teacher also uses variety of aid and equipment in presenting the material that make the students feel interested in the material so that they so enthusiastic in following the lesson. The teacher also succesful in creating enjoyable learning environment, so that the students easier to concentrate in studying. In addition, the teacher are able to manage the seating well based on the learning activities, so that the students can easily contact with their friends and also with the teacher and can make the class had the quality english learning english in a large class. Moreover, the teacher uses appropriate discipline technique to manage the studentds behaviour and decrease the students misbehaviour.

B. Sugestion

There some suggestion that the researcher wants to give, as follow:

1. For the teacher should be more varied in presenting the material. The material must be presented as interestingly as possible, so that the students feel comfortable and enjoy during English learning process. Its mean that the English teacher should create a comfortable and enjoyable classroom atmosphere in which the students are actively involved in every learning activity. For teacher is hoped to improve their ability to manage cllasroom especially in large class so that the learning process can take place smoothly and can be achieved learning objectives.
2. For the school should always pay attention to things that support the implementation of classroom management such as the complenteness of facilities and infrastructure and so on.

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