THE STRATEGIES OF ENGLISH TEACHERS' IN MANAGING LARGE

CLASSES OF OFFICE ADMINISTRATION DEPARTMENT STUDENTS

AT SMKN O1 KOTA BENGKULU

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana Pendidikan* (S.Pd)
in English Education Study Program Tarbiyah and Tadris Faculty
Fatmawati Sukarno State Islamic University of Bengkulu

By
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MOTTO

"Barangsiapa yang hendak menginginkan dunia, maka hendaklah ia menguasai ilmu. Barangsiapa menginginkan akhirat, hendaklah ia menguasai ilmu. Dan barang siapa yang menginginkan keduanya (dunia dan akhirat), hendaklah ia menguasai ilmu."

(HR. Ahmad)

"Do something today that your future self will thank you for."

- Sean Patrick Flanery

(Lakukan sesuatu hari ini yang mana kita akan berterima kasih padanya di masa depan nanti)

Do what you want to do and be your self

One of the greatest regrets in life is being what others would want you to be, rather than being yourself

-Esi Fitri

DEDICATION

In the name of Allah the beneficent and the Merciful, the final project is dedicated to:

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

2. My lovely father and mother , Dedi Yanto, and Muharni, thank you so much for all your sacrifice for me, you are my truly heroes that is always give support, advices, pray, love,and spirit. Please forgive me for all my mistakes to you. I know that everything I do will not be able to repay all your kindness. I just can promise you that I will do my best to make your happy, to make your proud of me. Be healthy, be happy. May Allah always bless our family.

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8. All My Classmates, PBI C

9. MY Almamater

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Strategies Of English Teachers' In Managing Large Classes Of Office Administration Department Students At Smkn 01 Kota Bengkulu" 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 sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   January 2022

Stated By

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THE STRATEGIES OF ENGLISH TEACHERS' IN MANAGING LARGE CLASSES OF OFFICE ADMINISTRATION DEPARTMENT STUDENTS AT SMKN O1 KOTA BENGKULU

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Abstract : *The purpose of this research was to identify The Strategies of English Teachers' In Managing Large Classes of Office Administration Department Students . This research used a descriptive qualitative approach. The major instrument used interview. There were two English teachers' that were involved as participants in this research. Based on the result of the study, there are some strategies that are used by teachers to manage large classes. There are organization, rules, and communication. First, strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well established routines in the classroom and giving instruction to make students comfortable in the classroom. Second, strategies in classroom management rules include five sub-themes, there are; students disciplined, students enthusiastic, grouping discussion for students, giving punishment. The last is strategy in communication includes one sub-theme, that is bilingual strategy. The findings showed there were three problems faced by the English teacher in managing large classes. They are controlling the students in large classes, utilizing English in instructing English in expansive categories, making students active in the process.*

Key Words: Classroom Management Strategy, Large class, English Teacher, Esp

THE STRATEGIES OF ENGLISH TEACHERS' IN MANAGING LARGE CLASSES OF OFFICE ADMINISTRATION DEPARTMENT STUDENTS AT SMKN O1 KOTA BENGKULU

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Abstrak : Tujuan dari penelitian ini adalah untuk mengidentifikasi Strategi Guru Bahasa Inggris Dalam Mengelola Kelas Besar Siswa Jurusan Administrasi Perkantoran. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Instrumen utama yang digunakan adalah wawancara. Ada dua guru bahasa Inggris yang terlibat sebagai partisipan dalam penelitian ini. Berdasarkan hasil penelitian, ada beberapa strategi yang digunakan guru untuk mengelola kelas besar. Ada organisasi, aturan, dan komunikasi. Pertama, strategi dalam organisasi manajemen kelas meliputi tiga subtema, yaitu; mempersiapkan rencana pelajaran, membuat rutinitas yang mapan di kelas dan memberikan instruksi untuk membuat siswa nyaman di kelas. Kedua, strategi dalam aturan pengelolaan kelas meliputi lima subtema, yaitu; siswa disiplin, siswa antusias, diskusi kelompok untuk siswa, pemberian hukuman. Terakhir, strategi dalam komunikasi mencakup satu subtema, yaitu strategi bilingual. Temuan menunjukkan ada tiga masalah yang dihadapi oleh guru bahasa Inggris dalam mengelola kelas besar. Mereka mengendalikan siswa di kelas besar, memanfaatkan bahasa Inggris dalam mengajar bahasa Inggris dalam kategori luas, membuat siswa aktif dalam prosesnya.

Kata Kunci: Strategi Pengelolaan Kelas, Kelas Besar, Guru Bahasa Inggris, Esp

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CHAPTER I

INTRODUCTION

A. Background of the Research

Teaching English is a learning process where the teacher teaches students a language in which they have not mastered before, precisely the language was English. According to Whitsett (2009) teaching English is how to instruct and communicate with non-English proficient students in the regular classroom. The purpose of teaching English at school is to develop the student's language skills. According to Ngadiman and Haryanto (2013) there are four major skills that should be mastered by students in learning English, namely listening, speaking, reading, and writing. Linguistic components of English, such as vocabulary, structure and spelling system are expected to be acquired.

There are several components in teaching English, as said by Wassid and Sunendar (2013) one of component in the process teaching and learning is Teacher should be able to comprehend every material that she teaches along with strategies using to transfer the lesson in a classroom, that's Teacher has important role in the process teaching and learning. Benson (2001) stated that there are three teacher roles. The first is facilitator, it means that teacher is seen as providing support for learning. The second is counselor; where the emphasis is placed on one to one interaction. The last one is resource, in which the teacher is seen as a source of knowledge and expertise. Therefore, teacher is able to help

students to accomplish the goal in learning English, teachers have a strategy role in shaping the character and intelligence of the student. Therefore, teachers need to have effective teaching strategies in order for students to grasp better in learning English. Wassid and Sunendar (2013) stated that one of component process teaching and learning is teaching strategy.

The purpose of the teaching learning process is to make students get knowledge and be able to understand the knowledge. To achieve the purpose of teaching, the teacher is as a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge. Besides that, the role of the teacher is also very important to made learning process eun well.

One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom. Marzano (2003) , stated that the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, the teaching and learning process would not run effectively.

The management of a classroom is a process that includes different activities done by teacher and student alike, but also teaching subjects that have to be aligned with both the needs and abilities of the students, and the previously established teaching goals. With this kind of organization,

students will be able to achieve results, individually and in groups. The right kind of management allows for a rational use of time and resources, for activities that complement teaching subjects, and for efficiency in reaching the set goals, said Trajkov (2014).

Classroom management is an effort made by the teacher in the classroom to create a conducive, comfortable, and pleasant atmosphere in the classroom. According to Sagala (2000) classroom management activities are not a simple activity or routine that can be done at random to be dealt with seriously. Therefore, to bolster its ability in managing learning, teachers must understand the aspects contained in classroom management as well as be skilled in implementing them in the classroom. In addition, Joyce McLeod et. al, (2003), stated that teachers have a crucial role in classrooms as a leader of instruction. To fulfill that role, teachers should pay attention to the social, intellectual and physical classes. So teachers could carried out their role appropriately. Besides that, teachers must be able to control and overcome if there are descriptions in the classroom. Thus, it could be concluded that the most important thing in teaching and learning process is classroom management.

Classroom management is one of the things that are important in determining the students' learning outcomes. Students should felt comfortable with the situation of the class. Classes are convenient not only of how nice and neat classroom, but also in terms of teacher teaching in the class. Mastery in the classroom when teaching is necessary, because

teachers who could master classes could made learners would easily captured the subject matter presented well. This is the reason why the effectiveness of classroom management is required in teaching and learning process.

One of the most important aspects of the learning process is classroom management. Classroom management is an important aspect of teaching. To ensure that the teaching-learning process runs smoothly, every teacher must have teaching skills. The purpose of classroom management is to maintain the presentation and steps of the teaching and learning process in an effective, efficient, and well-organized, as well as to increase student competence with good guidance. Especially in a large class.

Minh Trang (2005) said Large class is a class with too much member of students. Teachers who normally teach 25-35 students will assume the class is huge when the teacher has to teach 50 or more students in one class so big class can be sure of the experience of the teachers. From this point of view, large classes usually are considered to pose insurmountable problems for teachers. As a result, at the beginning of teaching English, classroom management is a challenging task for the teacher. A teacher should learn different strategies for different situations in order to directly manage any class. To create the students involved in the class, the teacher needs to promote the students. It is the responsibility of the teacher to create the class effective by managing the class directly.

In some countries 25-32 students containing in one class or per teachers is large even as in other countries it is normal and quite small.

Furthermore, a successful teacher who is teaching small classes may not be able to manage a large class. Some teachers find it easier to manage smaller classes that more easily control the students in class rather than managing a large class. Harmer (2000) in Wang and Zhang (2001) also finds out in his study that large classes brings difficulties to both teachers and students in teaching learning process. It is difficult for the teacher to avoid eye contact with the students sitting in the back, and it is even more difficult for students to receive individual attention , trying to make dynamic and creative teaching and learning sessions impossible. The teacher must have strategies that will allow him or her to be more creative in order to handle large classes and ensure that students receive course materials effectively.

Hayes classifies the problem associated with teaching in large classes into five categories; 1) Discomfort; 2) Control problems (discipline aspects); 3) Lack of individual attentions; 4) Difficulty on evaluation; 5) Problems of changing learning activities. It is a common problem faced by a teacher in teaching English. The discussion to know a number of ways or devices for handling large class, the researcher tries to widen the reference as writing support.

This study focuses on the teacher's strategies and problems faced in managing a large class of Office Administration students in SMK N 01

Kota Bengkulu. In conducting her research, the researcher limits the problems that are going to be discussed. This research deals only with the strategies of classroom management which is used by the teacher in managing a large class and the problems faced by the teacher and students during implementing the teaching English Strategies. The subject are an English Teacher office administration at SMK N 01 Kota Bengkulu.

SMKN 01 Kota Bengkulu has seven majors. They are *Akuntansi, Bisnis Daring dan Pemasaran, Otomatisasi dan Tata Kelola Perkantoran, Usaha Perjalanan Wisata, Multimedia, Teknik Komputer dan Jaringan, Rekayasa Perangkat Lunak.* However, in the Office Administration of SMKN 1 Bengkulu, there are 36 students in a class. In large classes the teacher works more in teaching English. The researcher chooses this school because the teacher must be able to differentiate teaching strategies. Usually a teacher who has many students in the classroom gets difficulties in the teaching learning process. Also, the students tend to be noisy and do not pay attention to the teacher's explanation. Therefore, the researcher chooses the Office Administration class which has the most students at SMKN 1 Bengkulu. The class has 36 students.

Based on the explanations above, the researcher is interested in investigating the English Teacher's strategies in managing a large class for Office Administration. It could helped teachers to improved how they should teach in a good way by looking at students teachers' strategies. So, the researcher wants to know "The Strategies of English Teachers in

Managing Large Classes of Office Administration Department Students at

SMKN 01 Kota Bengkulu".

B. Problem Identification

In order gain information on the problem faced by either teachers

or students in language teaching and learning process., the researcher has

done an observation, there are some problems found in Office

Administration SMKN 1 Kota Bengkulu.

1. The teacher believed it is difficult to overcome all of what

   occurs in class when the number of students exceeds a certain

   limit.

2. Noise level of some students is considered to be a problematic

   issue as it will produce disturbance and prevent their

   classmates from learning.

C. Limitation of the Problem

Given the broad scope of the research, to avoid refraction in

understanding the discussion, the author will limit the scope of the

problem to be discussed: The Strategies of English Teachers in Managing

Large Classes of Office Administration Department Students at SMKN 01

Kota Bengkulu. The research is designed in order to describe the

implementation in English learning and what are the strengths and

problems faced by the teacher. It is impossible for the researcher to

manage the implementation of all problems in the field because the broad

scope of this study not visible to solve by the researcher.

D. Research Questions

In this research, the research questions are :

1. What are English teachers' strategies in managing a large class?

2. What are the problems faced by the teacher during implementing the strategy?

E. Research Objective

In this research , the research objectives are :

1. To discover English teachers strategies used in managing a large class.

2. To investigate the problems faced by the teacher of the strategy used.

F. Significance of the Research

The results are expected to give benefit both theoretically and practically :

1. Theoretically

    This analysis provided some interesting knowledge about English teachers' teaching methods. This thesis was intended to serve as a guide for other researchers conducting studies on the English teaching learning process. This study's results should be helpful to students, teachers, and all readers. And the results of this study could help teachers to improve their strategies in teaching English.

2. Practically

    a. The students

        They were aware of various teaching techniques used by teachers, and how these strategies can realizes or assistance to students in achieving learning goals, as well as help students understand and practice English material.

b. The English teachers

One of the methods for teaching English was selected by the students. The teachers could then analyze the multiple instructional methods, and it could be used to monitor their own class. With The strategies English teacher's include having discipline behaviors, using a variety of interesting teaching media, motivating pupils, and offering appealing learning activities and instructional material.

c. For the next researchers

The results of this study included some references and information for future researchers on English teacher strategies in teaching English at SMKN 1 Kota Bengkulu. The research findings are intended to provide some references for future researchers who want to conduct similar research in a different area.

G. Definition of Key Term

1. **Classroom management strategy**

It Comes from the Greek, strategies (the art of general). Strategy is a term that refers to a complex of thoughts, ideas, insights, experience, goals, expertise, memories, perceptions and expectations that provide general guidance for a specific section in pursuit of particular end (Nickols, 2012). Strategy is concerned with how people will achieve their aims.

Classroom management strategy is essential for all teachers since it occupies teachers with methods that helps them discipline their students in comfortable, organized, attractive and respectful classroom environment (Regina 2014). Teachers need this management expertise due to their position as facilitators in the classroom, ensuring the effectiveness of the learning process. If the class is not prepared to process the lecture, it is impossible to transfer information.

2. **A large class**

Large class is a class which contains more than 30 to 50 students' in one class and has dissimilar number of students' in every country. Its mean that what appears to count is not the size of a class but rather the quality of teaching, large class depend on the control and teaching context in classroom itself. Moreover Carolyne & Tchantchane (2010) said that large classes are a real challenge that every teachers' face and really complicated.

3. **English Teacher**

The teacher is the person who gived responsibility to become an educator in educational and also they have the right in educational and teaching in formal education institutions. English teacher is someone who teaches English. English teachers must use some strategies in managing English large classes during the teaching-learning process, so then lessons can be run well directed by the right strategy. Also, the material can be understood clearly and completed by the students.

4. **English for Specific Purposes**

Hutchinson and Waters state that ESP is an approach to language teaching which aims to meet students' needs in the target situations in which all decisions as to content and method are based on students' reasons to learn.

CHAPTER II

LITERATURE REVIEW

A. English Teacher

According to Harmer (2003) there are many metaphors to describe the teacher such as teacher is actors because they are always on the stage, teachers are orchestral conductors because direct construction and set the pace and tone and the last is the teacher is gardeners because they plant the seeds and then watch them grow. In addition, the teacher is the person who gived responsibility to become an educator in educational and also they have the right in educational and teaching in formal education institutions.

Besides that, teachers are professional educators with their work educating, teaching, guiding, assess and evaluate students start from elementary school, junior high school, senior high school and the last is university. Also they have an obligation to manage the class. In teaching learning process, the teacher has to give facilities for the students to make teaching learning process are easy, active and more comfortable.

English teachers must use some strategies in managing English large classes during the teaching-learning process, so then lessons can be run well directed by the right strategy. Also, the material can be understood clearly and completed by the students.

B. Definition of English Teaching Strategies

Lawton (2018) define, "teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals

of instructions and an outline of planned tactics necessary to implement the strategy". Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on.

Based on the explanation above, the researcher can conclude that English teaching strategy is the way that teachers take in the learning process to fostering and developing the potential that exists in students, by planning, managing class, using various methods and media, and giving praise for good behavior. The indicator of English teaching strategies are:

1) fostering and developing the potential that exists in students

2) planning teaching and learning

3) managing classes

4) using methods and media

C. Classroom Management

Classroom management is an important concern of every teachers, making effective setting classroom in schools holds students together and offers them opportunity to achieving their goals in learning process. Consist of many interrelated and complicated dimension that arise from class and environment, Teachers need to analyze students' ability, learning style and strategies as the baseline for teachers in deciding the most appropriate way of teaching. So that as classroom managers these abilities and habits can help teachers' make classroom life effectively, academically productive, comfortable and enjoyable for learning. Classroom management provides students opportunities to learn all the things that teachers does in the class to manage the time, space, materials and keep students organized so that students learning can take a place in learning process. Classroom management is not a skills that teacher must have to make classroom organize, orderly, focused, attentive, and keep on task during a class, but also a term of teacher strategy and manner to keep classroom situation conducive for students be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns in learning process, so that students can feel they are in environment that allows them to achieve.

In the communication interaction between teachers and students of course the teacher pays attention to class management so that the learning process goes well. The aspects that need to be considered in classroom

management are the nature of the class, the driving force of the class, the class situation, selective action, and creativity.

According to Oemar Hamalik (2003), there are aspects that have different functions in the teaching and learning process, but are a unified whole, namely:

1. Aspects of instructional objectives

2. Aspects of subject matter

3. Aspects of learning methods and strategies

4. Aspects of manpower, covering aspects of students, time, place, equipment

5. Aspects of instructional media

6. Assessment aspect

7. Aspects of supporting facilities

According to Lois V. Johnson and May Bany (1970) the following aspects need to be considered in classroom management:

1. Nature of the class

    As a learning vehicle, the classroom has various "variances" that affect it, such as the number of students, ventilation, classroom size, stuffiness, noise, available technology, learning facilities, homogeneity, or heterogeneity of students in the classroom and others.

2. The driving force of class power

    For example, the condition of students as input, the climate of teacher-student interaction, the authority of the school and so on.

3. Understanding the classroom situation

    For example, understanding of the classroom environment, classroom resources, lighting, noise, and so on.

4. Diagnosing classroom situations

    For example, the teacher's ability to diagnose students' abilities, consider dilemmatic decisions, and so on.

5. Act selectively

    That is, the teacher is not careless and strikes evenly in giving consideration or action to students.

6. Be creative

    That is, the teacher gives the students a chance to make their own decisions, look for new breakthroughs in-class discipline, and others

7. To improve class conditions

    For example, making improvements to class procedures, class discipline, learning systems and others

    In addition, there are several aspects that a teacher must have in managing a class, namely:

1. Physical setting or conditioning

    a) Space where the teaching and learning process takes place

        There are three keys to spatial planning for good spatial management, namely:

        1) Ensure that students can be easily monitored by the teacher

2) Keep frequently used lesson materials and student equipment easily accessible

3) Make sure that students can easily see the presentation and the look of the entire class.

b) Seating arrangement.

Below is the style or model of seating arrangement in the classroom: according to harmer (1998) there are 3 types in general seating arrangement

1) Orderly Rows Seating Arrangement

This is the traditional form of seating arrangement. This seating arrangement is placing the tables in well-organized rows and columns. The teacher is usually only able to walk from the front to the back.
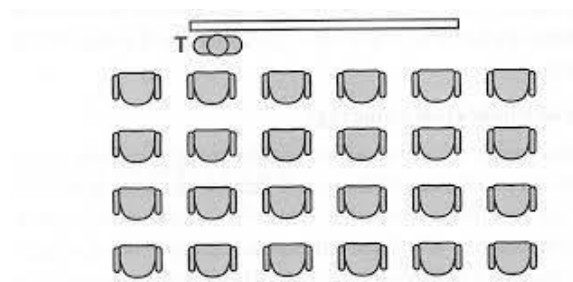
(Model of orderly row seating arrangement)

2) Horseshoes/U-shape, Circle Seating Arrangement

In U shape/horseshoe seating arrangement, the tables and chairs are arranged in shape of U. The teacher is positioned at the open end of the arrangement. This type of display is frequently employed in smaller classes, such as seminars. It is

very informal way of teaching but often used in the classroom to have a relaxed atmosphere. U-shape seating arrangement consists of single and double where in single arrangement only consists of one layer and in double consists of two layers. In small classes it can be used while if it is not enough, the teacher usually chooses to use double layer.
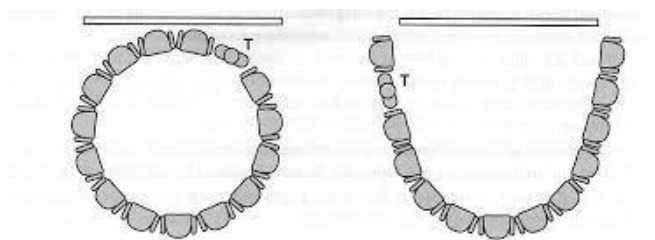
(Model of U Shape/Horseshoes and CirclesSeating Arrangements)

3) Separate Table / Modular Seating Arrangement

In this seating arrangement is the informal arrangement, where the students are seated in smaller groups in separate table. It is different with a circle seating arrangement which only has one and in a big circle in class.
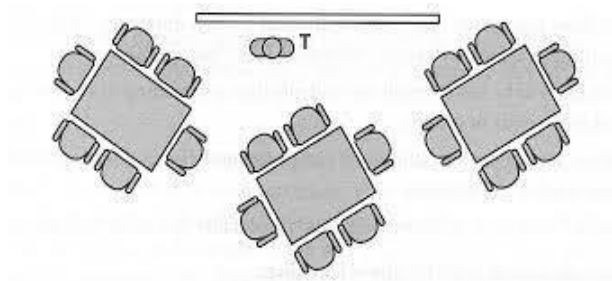
(Model separate tables setting arrangements)

c) Ventilation and light settings.

These vents should ensure the health of the learners. Similarly, lighting lights, when the light of students learn without feeling any disturbance, while if the dark lights learn to be unconcentrated.

In a study conducted by the U.S. Department of Defense, H. I. Taylor and J, Orlansky reported that hot air drastically lowered the value of some intellectual and physical lesson

d) The arrangement of beauty and cleanliness of the class

1) Wall decorations

2) Cabinet placement: for the book in the front and the props behind

3) Hygiene maintenance: students take turns cleaning the classroom, teachers checking classroom cleanliness and order.

2. Student settings

a) The child's high posture should be placed in the back.

b) Students with visual or hearing impairments should be placed in front.

c) Smart students should be combined with less intelligent students.

d) Articulate students are grouped with quiet proteges.

e) Students who like to make noise and annoy their friends are better separated and not separated from the supervision of the teacher

a. **Skills of Classroom Management**

The classroom management skills are of primary importance in determining success in teaching. The skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much. For good management, there are three essential skills following Paul and Don (1994,pp.505-551);

1. *Organization*: This is an important skill of management. Under organization, there are four main characteristics. They are as follows: a) Having material and demonstrations prepared in advance. b) Starting on time. c) Having well established routine. d) Making transitions smoothly and quickly.

2. *Rule:* The second set of essential management involves preventing misbehaviors from disrupting the flow within learning activities. Rule in class is very necessary because as control and guide in teaching, so that in teaching could be a maximum and conducive school classrooms.

3. *Communication with Learner;* It is another skill of management.

   As a teacher, he has to do frequent communication with his learner. It may be either verbal or nonverbal communication. In every corner of the 8 classrooms, he has to capture his

attention. It means the teacher should keep in touch with his learners as far as he can.

b. **Teaching Strategy of Classroom Management**

Management is a very important aspect of teaching; these researcher collect data within the strategy of the management class that teaching is a pleasure and the students would be enthusiastic in learning. According to Brophy and Good (1989) in Borden (2013, p.75-78) cited in Rudyanto (2014), this data is designed to give a few tips that would help the researcher with class management strategies ;

1. *Get set up:* Preparation in the first teaching is a teacher must have preparation, when teachers want to start teaching, things that need to be prepared is the learning materials and learning implementation plan that would be submitted. It trains teachers better in teaching, and teachers should plan and develop daily schedules and lesson plans that are closely aligned with the provisions given by the school district. This plan should match the needs and learning styles of each student in the classroom.

2. *Make the room attractive*: Teachers should be able to create an exciting and conducive classroom atmosphere so that students can appreciate and enjoy a clean and comfortable room for where they perform their teaching and learning activities. In other words

teachers are asked to be more creative and innovative in making students to remain happy while learning.

3. *Set classroom rules:* The rules in the classroom is needed because it can be a tool of control and mentors in teaching, so it can make the classroom to be maximal and conducive, and the teacher involves students designing the rules and they will run it so as to enable students to work discipline in running the rules. Once this rule has been made and then made it a responsibility, all students who violate or do not see that the rule is followed correctly or not. And give rewards to students who run the rules properly. This will encourage other students to continue to follow the rules and motivate students who are not successful enough to get rewards in the future.

4. *Be enthusiastic about the lessons*. When the teacher gives the lesson, they are more interactive with the students and engage them to participate and could understand. And develop methods that created and encourage all students to participate in lessons teachers teach and if students gave a wrong answer, the task of the teacher is to encourage and help them to succeed by helping them with the correct answer and give instructions, ask questions and answer appropriately. Make sure that the teachers always thank for the student to their participation in the following lesson in school classrooms.

5. *Be fair with the students*, as a teacher it is necessary for teaching to be fair to all of the students. Make a point to always hear students out and treat each one of the pupils with dignity and respect. Don't make differences in them and give the ones that appear a bit disobedient as much respect as teach those who present themselves respectfully all of the time. Because they would all love and appreciate the teacher for this attitude of being fair to all students.

From some a few tips above, the researcher described it would help the teacher to get it together in the classroom; be prepared, have an attractive classroom, design classroom rules, teach with enthusiasm, and be fair.

Based on the explanation above, the researcher can conclude that Classroom management is the way that teachers take in the learning process to make classroom life effectively, academically productive, comfortable and enjoyable for learning, provide of supporting facilities. The indicator of English teaching strategies are:

1. make classroom life effectively

2. academically productive

3. comfortable and enjoyable for learning

4. Provide of supporting facilities.

D. Large Class

There is no exact number of large classes. Some experts have different opinions about large classes. Hayes, (1997), states that there is no quantitative definition of a large class, as people's perception of this varies from context to context Many teachers consider that large class is the class with too much number of students to learn. Its means that the definition of large class depends on the disciplines and teaching context, people from one country to another country also have different perception about large class. For example, a large class may consist of 50-100 students in one classroom. In Indonesia, a classroom normally consists of 25-35 students. However, many teachers agree that a classroom consist of more than 35 students is large. Based on those definitions above it would be concluded that large class size is a relative term. A classroom would be considered as a large class is when the number of students over the space and facilities. In this study large class refers to a class with more than 35 students.

a) Problems face teachers of large classes

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. Watson Todd (2006a,pp.3-4) summarizes major problems that other researchers have highlighted when teaching large classes. Watson says teachers of large classes often face problems in:

a. Teaching strategies.

b. Management skills.

c. Ways to build good student-student interactions and friendly student-teacher relationships.

d. Teaching feedback and evaluation.

e. Marking students' papers.

Indeed, when teaching large classes, teachers usually have to encounter many difficulties that affect their teaching processes. Locastro (2001, p. 494) thinks having a large class prevented teachers from doing what they wanted to do to 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. Individualization work cannot be done. Management is another problem. Sarwar (2001, p. 158) recognizes that with a big class „it is very difficult for class management." He says some teachers feel uncomfortable when they have to face hundreds of eyes in a big class. A large class is often noisy that affects its teaching process and neighboring classes. Many teachers hold a preconception that when faced

with large classes, they „might be tempted to give up, thinking that there is no chance of getting so many students to learn." (UNESCO Bangkok 2006, p. 9)

Based on the explanation above, the researcher can conclude that Large Class is the way that teachers take in the learning process where there are teachers and students, classroom, learning media, communication between teacher and students. The indicator of English teaching strategies are:

1) teachers and students

2) classroom

3) learning media

4) communication between teacher and students

E. Previous Related Studies

In order to support this research, the researcher discusses some related studies. Firstly international journal is written by Citra Nostalgianti (2020), entitled " Teacher's Strategies And Classroom Management Techniques In Teaching English At Smp Inklusi Tpa Jember". descriptive quantitative (A Case Study)

The similarities of her study with the researchers' are about the object of the topic that is teachers' strategies and Classroom Management, the data obtained from several sources, including class observation and interviews immediately after class observation as the technique. The

differences of her study with the researcher are about the method, in this research the researcher used descriptive quantitative and focus the researcher would like to describe the phenomena of teachers' strategies in teaching English with special needs.

Secondly, action research is written by Irdayanti (2020), entitled "Teachers' Strategies in Teaching English at Second Grade of MTS Negeri 1 Kolaka (A Case Study)". The similarities are the object of research is classroom teachers' strategy and the study is focused on the English teacher and the differences of this study are the researcher used the qualitative method through observation, and interview which was the same as the researchers above, but in this thesis, the researcher analyzed . "The Strategies of English Teachers' In Managing Large Classes of Office Administration Department Students At Smkn O1 Kota Bengkulu".

The third previous study is conducted by Afrisa (2016) , analyzed English teachers' view on students' learning style in learning English. The researcher found Afrisa (2016) thesis has similarities with the present study. First, the scope of this education. Second, the research design of the thesis is descriptive qualitative. The differences between the last study with study is the previous study focuses on the English teachers view on students learning style, this study focus on the teachers strategies in managing a large class.

The last previous study is conducted by Nuri (2013) analyzed the strategies of classroom management which is used by the teacher in managing a large class and the problem faced by the teacher and students during implementing the teaching. Nuri (2013) thesis has similarities with the present study. First, the scope of this education. Second, the research design of the thesis is descriptive qualitative. However, the researcher's study has some differences from Nuri's study; they are concerned specifically of teacher manage a class and on the problem of the subject data. Meanwhile, the differences between Nuri's (2013) study and researcher are the subject of the research. She took the English teacher for senior high school.

Table 1.1 Previous Related Studies

Research title	Participant	Method	Result
Citra Nostalgianti (2020), entitled " Teacher's Strategies And Classroom Management Techniques In Teaching English At Smp Inklusi Tpa Jember".	One English teacher at SMP Inklusi TPA Jember	Descriptive Quantitative (A Case Study)	The result of the study, the research finally revealed the strategies dominantly used by the teacher in teaching English at SMP Inklusi TPA Jember, namely, imitation and modeling strategy. There were 5 techniques applied by the teacher including showing respect for students, showing professionalism, applying class techniques, applying positive attitude of teacher's role and knowing the students.
Irdayanti (2020), entitled "Teacher's Strategies in	English teacher and the students of	Descriptive Qualitative	Based on the data obtained from observation and questionnaire, the strategy used by the teacher motivated students to learn English, because games make the

Teaching English at Second Grade of MTS Negeri 1 Kolaka (A Case Study)"	MTsN 2 Mataram.	(Study Case)	students more fun and not feel bored while teaching and learning process. In short, the strategy used by the teacher was effectively, because students are so excited to learn used games and they can more easily understand the materials.
Teachers' Strategies In Teaching Speaking (A Case Study Of An English Teacher In Sma Negeri 1 Toraja Utara)	English Teacher and consists of 30 first grade students of SMA Negeri 1 Toraja Utara in the academic year 2017/2018.	Descriptive Quantitative	The result of the research. There are two main research questions that had been tried to explore. From the data analysis it was found that the teacher strategies were discussion, game and simulation. While, the impact for the students made students are creative active learning, creating learner's more positive thinking, developing learner's self confidence and increasing the learner's motivation.
The Strategies Of English	2 English teachers at	Descriptive	Based on the result of the study, there are some

| Teacher's In Managing Large Classes Of Office Administration Department Students At Smkn O1 Kota Bengkulu | SMKN 01 Kota Bengkulu | Qualitative | strategies that are used by teachers to manage large classes. There are an organization, rules, and communication. First, strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well-established routines in the classroom, and giving instruction for make students comfortable in the classroom. Second, strategies in classroom management rules include five sub-themes, there are; making students disciplined in the classroom, making students enthusiastic in the classroom, making grouping discussion for students in the classroom, giving punishment to students in the classroom. The last is a strategy in communication that includes one |

			sub-theme, that is the bilingual strategy. There were three problems faced by the English teacher in managing large classes. They are controlling the students in large classes, utilizing English in instructing English in expansive categories, making students active in the process.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher used descriptive qualitative research. Qualitative was used to investigate a problem in order to get clear understanding of certain phenomenon. Christensen and Johnson (2008, p.37) stated that qualitative research focused on understanding the "insider's perspective" of people and their culture, and this requires direct personal and often participatory contact. Futhermore the researcher used qualitative method to get rich information and deeper understanding from participants' perspectives. In this research, the researcher analyzed the data to describe about "The Strategies of English Teachers in Managing Large Classes of Office Administration Department Students at SMKN 01 Kota Bengkulu."

According to Cresswell (2014, p.142) qualitative research is study of process understanding human problem or social to describe the meaning of individual or group happen naturally in social phenomenon. The qualitative rely on text and image data have complex problems, draw on various designs, giving detailed information, and conducted in a natural situation. Additionally Abawi (2008) said that the goal of qualitative research is to develop an understanding of human and social problems from multiple viewpoints. Furthermore, case study is a qualitative design in which researchers focus on a unit of study known as a single instance.

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The single instance is a bounded system for example a community, a classroom, individual teachers or a school. A case study allows researcher to study phenomenon under investigation to understand a specific problem that occurs in everyday practice. That also can establish the cause and effect. The design was appropriate for use in this study, because researchers only focused on investigate the phenomenon in a school of SMKN 1 Kota Bengkulu.

B. Research Subjects

The subjects in this study were two teachers of SMKN 01 Kota Bengkulu. The teachers are English teachers who teach in first grade (1 teacher) and third grade (1 teacher). In this research, the researcher used random sampling because the researcher chose random teachers. A sample chosen randomly is meant to be representation of the total population.

C. Data Collection Techniques

To collect the data, the researcher used interview guideline with recording and observation checklist. Interview guideline was conducted until researcher obtain the data because researcher follow teachers and students schedule to make an interview. Every interview session took 10 until 15 minutes. The participants of this research are the the English teachers and students of SMK Negeri 01 Kota Bengkulu. Interview guideline the participants aimed to see how the teachers manage a large class and students' perception toward strategies use by in teaching

Before the interview guideline, the researcher prepares the interview protocol. The researcher used a personal interview. Personal interview was focused on teachers, which means that the researcher interview one by one of the English teachers. In this collection of data, the researcher used a recorder as researcher media to record teachers' answers during interviews. After that, the participant interview for about 10-15 minutes, and then the researcher transcribed the result of the recording into text/word. Furthermore, the researcher transcribed the recording and prepared it for data analysis..

1. Interview Guideline

Miller P.G and Strang (2010) state that an interview is an information gathering technique in which the defining feature is the presence of an interaction between the interviewer and the participant. According to Ary et al (2010) there are three kinds of interview as follows: Unstructured interview, Semi-structured interview, and Structured interview.

In this research, the researcher used structured interviews. Before conducting the interview, the researcher prepared an interview protocol. A researcher was used personal interviews. The purpose of the personal interview is to focus on the individual teacher, meaning that the researcher interviewed the English teacher one by one. Interviews were conducted at SMK N 01 Bengkulu City. Purpose Researchers use interviews in this study to determine how the English

teacher's strategy in managing large classes. After that, participants were interviewed for about 8-14 minutes.

Table 3.1

Specifications of Interview

Classroom management strategies	Description	Items no
Organization	a. What kind of skill of classroom management's strategy you're focusing on in the class? b. What will you do when you make some mistakes on teaching Strategy? c. How do you train the students to be active in class?	1,2,3
Rules	a. What rules do you use in the learning process? b. How do you set your students behavior in English learning process? c. How do you join the students' understanding in the class? d. Do you divide the students who are smart and poor or not? e. **What kind of punishment do you apply in the class?**	4,5,6,

Communication	**a.** How is the communication between the teacher and the student inside the class?	7

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

2. Observation

Ary et al (2010) defined that observation is a basic method for obtaining qualitative data in qualitative. The qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. In this observation activity, the current status of a phenomenon is determined by observing not by asking.

The teacher was observed by the researcher using an observation checklist. In this case, the researcher analyzed all activities in the classroom during the teaching and learning process. In compiling the observation checklist, the researcher observes the teacher during the teaching and learning process. In the observation stage, the researcher observed how the teacher taught his students and what strategies the teacher used in the classroom during the lesson from opening to closing.

In this research, the researcher observed what the English teacher was doing related to the teacher's strategy in teaching in the classroom. It records the English teaching process carried out by the English teacher. There are several steps adapted from Dornyei (2011) in analyzing the

qualitative data gained from observation. The steps in analyzing the data were carried out as below:

1. Transcribing the data that meant transforming the recording data (from observation checklist, and field notes) into a textual form.

2. Determining which materials might be relevant to the study.

3. Analyzing and classifying the data into some categories based on the theories adapted from Nickols (2011) related to the main focus, that is the strategies in teaching. The central theme was about teaching strategies used by teachers.

4. Interpreting the data from observation to address the study and drawing conclusions.

Table 3.2

Observation checklist

Theme	Indicator	Items no
Teacher Strategies	Teacher Preparation	1,2,3
	Setting Rules	4,5,6
	Attractive Classroom	7,8,9
	Building Enthusiasm	10,11,12

	Fair Teaching	13,14,15,16

D. The Trustworthiness of the Data

Trustworthiness is the study or to verify the accuracy of the data, finding and interpretations (Lincon and Guba, 1985). In order to verify the accuracy of the data, the researcher had some procedures. The researcher reorder all the result of interview and made in transcribe it. After that, the researcher asked the participant to check again in order to make sure what they had said before true or not and the name of the research participant was pseudonym and then, the data were kept by the researcher herself.

E. Data Analysis Technique

As discussed in data collection section, the sources of data in this study, namely: interview guide. The followings is the process of data analysis according to Gastmans, Bryon, Denier, & Casterle.

1). Data condensation.

After Tran scripted the recording into text or word, the first stage in analyzing qualitative data here involved condensation. Data condensation consign to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full body of written-up interview transcript. After all data has collected the researcher places all units having the same data together, categorized the data base on the same characteristic and throw un-useful data to be easier to read in data display.

2. Data Display.

After reducing the data, next step was displaying the data. Display the data is the collection of information which arranged and gives possibility to get the conclusion and take the action. By displaying the data, the data would be organized, arranged. Therefore, it made easier to be understood. In data display, the researcher arranged the data found in table and figure to see the whole picture of teachers' strategies and student's perception which distribution.

3. Drawing and Verifying Conclusion.

In this last step data analysis drawn conclusion. Here, the researcher began to observe the data found. The researcher examined all entries with the same code and then merges these categories and finding the relationship among the categories. Then, it continued to tell the stories and to make connection among stories. The researcher compared the finding with previous research findings and theories in Chapter 2. Finally, the researcher got the result and conclusion of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

These chapters described and discuss the findings of the research. For more details, the researcher presents them based on the problems stated in chapter 1. Those are relating to strategies used by English teachers in large class, the application of strategies, and the problem faced by the teacher in applying the strategies.

A. English Teachers' Strategies In Managing a Large Class

The interview was done on Wednesday, October 27th 2021. The interview was done to all of the participants. The researcher developed the interview protocol based on the literature and also from the researcher's own interest about the topic.

The aim of this qualitative study was to investigate of English teachers' strategy in managing a large class and the weakness and strengths at SMKN 1 Kota Bengkulu. In this study, research questions were divided into " What are English teachers strategies in managing a large class and what are the weaknesses and strengths of the strategy used at SMK N O1 Kota Bengkulu". Two participants were interviewed after the distribution of consent forms and to ask any questions about this research. From the interview, the data were collected. The general findings were that each participant explored their answers about English teacher's strategies in managing a large class. Based on Paul and Don (1994, p.505 -

511) cited in Rudiyanto, (2014) 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.

Based on Brophy and Good (1989) in Borden (2013:75-78) cited in Rudyanto, (2014) 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 and giving punishment to students in classroom. Strategy in communication includes one sub-theme, that is bilingual strategy.

A.   Strategies in Classroom Management Organization

During this stage, there were some strategies used by the participants. They are: lesson plan, the established routine and giving instruction for make students comfortable in classroom.

a.   Preparing Lesson Plans Before Learning

In classroom management organization, the lesson plan is the dominant strategy used by teachers, especially in classroom organization. This term was included in sub-themes that emerged commonly in the interview data. In lesson plans, teachers must have a structure for a lesson.

For these sub-themes, the participants mentioned that they had used this strategy in their learning process. The following findings showed that the participants used lesson plan strategy;

   A. *"Apabila saya melakukan kesalahan pada saat saya mengajar, biasanya saya mengubah strategi atau alur yang saya gunakan, dengan cara membawa ke alam mereka, namun tetap sesuai "*

     (If I make mistakes when I teach, I usually change the strategy or flow that I use, by bringing them into nature, but still according to the material).

   B. *" Sebenarnya kalau saya pribadi kesalahan dalam strategi pengajaran jarang terjadi karena saya sudah prepare sebelum berlangsungnya pelajaran."*

     (Actually, I rarely make mistakes in my teaching strategies because I prepare properly before the lesson.)

From the findings above, it showed that the participants used the lesson plan strategy in classroom management. The researcher described the opinion of the teachers' that 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.

From the participants' above, the researcher discussed that these questions which focus on the classroom management strategy in English teaching and learning process, the following illustration would show the detailed models of teaching and learning.

b. Making Well Established Routine in Classroom

The established routine becomes the second sub-themes in the interview data. The established routine means that teachers created a strategy based on procedures. The established routine strategy plays an important role in the development of classroom organization because it could help teachers' to be more successful ineffective learning environments based on Good and Brophy (1994) cited in Rudiyanto (2014). For these sub-themes, the participants mentioned that they had used this strategy in their learning process. The following findings showed that the participants used established routines:

> **A.** *" Biasanya pertama-tama saya memastikan bahwa suasana kelas sudah nyaman untuk proses belajar mengajar, lalu memastikan sudah memiliki strategi yang menarik dalam proses mengajar materi yang akan dibahas."*
>
> *(Usually, I first make sure that the classroom atmosphere is comfortable for the teaching and learning process, then make sure that I have an interesting strategy in the teaching process of the material to be discussed.)*

B. *" Saya harus memastikan bahwa saya sudah menyiapkan materi yang akan diajarkan dan memahami metode agar siswa dapat antusias dalam belajar."*

(I have to make sure that I have prepared the material to be taught and understand the method so that students can be enthusiastic about learning.)

From the findings above, it showed that teachers still do 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 plans, as well as students and teachers. The teachers tend to only use the lesson plan and theories which make the learning less creative.

From the participants' above, 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 taught 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 tasks or exercise outdoor.

c. **Giving Instructions for Make Students Comfortable in Classroom**

Give instruction becomes the third sub-theme in the interview data. Give instruction means that the teachers becomes a leader to the students in the classroom. Furthermore, giving instruction strategy plays important

role in the development of classroom management organization. In this activity, teachers must have instruct students to do something in the classroom. The following findings showed that the teachers used give instruction strategy.

A. *" Saya biasanya kalau masuk kelas tidak langsung membahas topic atau materi yang akan diajarkan, tetapi saya memberikan pertanyaan pemancing, untuk membangun pengetahuan anak dan membuat mereka bersemangat memulai pembelajaran".*

(I usually don't immediately give or discuss the topic or material to be taught, but I give anglers questions to build children's knowledge and make them excited to start learning).

B. *" kalau saya biasanya meminta mereka maju secara bergantian untuk menjawab pertanyaan dari tugas mereka, supaya mereka semua antusias untuk memahami materi, meskipun itu sulit untuk membuat mereka semua aktif karna terkadang juga waktunya yang tidak memungkinkan".*

(If I usually ask them to come forward in turn to answer questions from their assignments, so that they are all enthusiastic about understanding the material).

From the findings above, it showed that some instruction like a give question to students would be made students more enthusiastic in following the lesson and understands the goals which the

teachers want to achieve and ask students to be active with answer questions in turn also instruct students to find information of subject matter on the internet.

From the participants above, the researcher discussed that the teachers are applying a flexible method in order to make the students better in learning.

A. **The Strategies Used By English Teachers In Classroom Management Rules**

During this stage, there were some strategies used by the participants. They are: making disciplined, making the room attractive, making enthusiastic, making grouping, being fair with the students and punishment;

a. **Making students disciplined in classroom**

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 a disciplined strategy;

A. *"Saat jam pelajaran saya berlangsung saya tidak mengizinkan siswa untuk keluar kelas dengan alasan yang sama untuk kedua kalinya, dan saya juga melarang mereka ribut selama jam pelajaran".*

(During my class, I do not allow students to leave class for the same reason a second time, and I also forbid them from making noise during learning class).

B. *"Kalau di jam pelajaran saya anak-anak sudah harus di dalam kelas semua dan bersikap rapi saat saya memasuki kelas".*

(In my class, all the children have to be in class and be neat when I enter the class).

From the findings 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.

From the participants' above, 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 responsible.

b. **Making the Room Attractive**

It is always easier for students to feel bored. Hence, the teacher is doing things that will make the students not feel bored and sleepy. the

teacher will make the class attractive and conducive spaces as well as students could appreciate and enjoy as well as creating a clean and comfortable room for them to learn.

A. *"Saya biasanya memberikan reward atau penghargaan kepada siswa yang mampu mendapatkan nilai terbaik saat jam pelajaran saya. Nah pada saat saya memberikan penilaian seperti itu saya berharap mereka akan secara aktif dan responsif terhadap materi yang saya ajarkan sesuai kebutuhan mereka meskipun membutuhkan waktu cukup lama".*

(I usually give rewards or awards to students who can get the best grades during my class hours. So when I assess that, they will be active and responsive to the material I teach according to their needs, even though it takes quite a long time).

B. *"Biasanya saya memancing mereka dengan cara menggunakan media seperti video atau power point dan games agar perhatian mereka terhadap pelajaran bisa focus dan memahami materi".*

(I usually provoke them by using media such as videos, powerpoints, and games to keep their attention on the lesson and help them understand the material).

From the findings above, it showed that the participants used making attractive strategy in classroom management rules. In this activity teachers were to 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.

From the participants' above, the researcher discussed that students tend to be attractive in following lessons, because using media as tools to teach more makes students able to experiment becomes easier to understand. But, the strategy that the teacher used is to make attractive classroom based on the student's need. However, there is a problem. The problem is the teacher needs more time to know all students' needs. Therefore, the teacher would be able to make an attractive and active classroom in the second semester.

c. **Making Students Enthusiastic in Learning Process**

Make students' enthusiastic strategy its' important to applied in then class because could made students' more motivated to learn. The teacher also attempts to interact with the students. The teacher often asked the students after the teacher to repeat the sentence. This strategy is the classic strategy in classroom rules, from the one of the participants used this strategy. The finding showed that the participants had used this strategy.

A. *"Untuk membuat mereka antusias saya mengulangi apa yang saya katakan atau memanggil siswa kedepan, bertanya dan menanggapi, memilih siswa yang saya panggil untuk membaca materi dan melakukan percakapan dengan siswa".*

(To make them enthusiastic, I repeat what I said or call students to the front, ask and respond, and choose the students I call to read the material and have conversations with them).

B. *"Saya membuat mereka antusias dalam pelajaran dengan cara memberikan peragaan gerakan yang menarik agar mereka mudah menghafal dan memahami pelajaran. Namun karena jumlah anak yang banyak tidak semua dapat saya handle untuk dapat mengikuti strategy yang saya lakukan".*

(By providing interesting movement demonstrations, I make them enthusiastic about the lesson so that they can easily memorize and understand it. However, because of the large number of children, I can't handle all of them to be able to follow the strategy I'm following).

Based on the assertion of the teacher above, the teacher explained that when studying the procedure, students should be more interested in communicating with K13. Asking and answering students ' questions made the students more serious. Another way to build the relationship of the students was through conversation between teacher and student, not only that the interaction between the students.

From the participants' above, 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 not be enthusiastic to follow the lesson.

d. Making Grouping Discussion for Students in Learning Process

Making group discussion is the dominant strategy used by teacher, especially in management rules.in group discussion students must have the ability to share the knowledge or information that they know about togetherness. For these sub-themes, the participants mentioned that they had used this strategy in their learning process and used the classification to develop the vocabulary of students. The teacher used a different way in each meeting or class when grouping the students. The following findings showed that the participants used making group strategy;

a. *"Saya sering membuat grup, saya membagi siswa dalam kategori (cerdas dan kurang) sehingga mereka dapat berkolaborasi untuk belajar bersama, namun terkadang karena waktu yang terbatas sedikit sulit untuk saya selalu menerapkan strategy ini"*
    (I often create groups; I divide students into categories (intelligent and less intelligent) so they can collaborate to learn together, but sometimes, because of the limited time, it is a little difficult for me to always apply this strategy).

b. *"Saya akan mengatur posisi tempat duduk anak (menyatukan antara yang cerdas dan yang lemah) agar yang lemah termotivasi untuk belajar lebih giat dengan belajar dengan teman sebayanya"*
(I will adjust the seating position of the students (uniting the smart and the weak) so that the weak are motivated to study harder by studying with their peers)

From the findings above, it showed that the participants used the making grouping strategy in classroom management rules. In this activity students were joined together in a study group to facilitate exchange ideas with other students and then students could worked together with their team groups. So, the participants in the research have done this strategy in their process of classroom management rules.

From the participants' above, the researcher discussed that teachers tries to give they are ultimate capability by using body language to make students understand about what they are actually talking about. It means that the teachers train the students in groups 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.

e. **Being Fair with Students**

Being fair with students means as a process, act, and how to understand in classroom learners. Being fair strategy is important to determine the student's understanding, as a teacher it is necessary for teaching to be fair to all of the students. Do not make differences in them and give the ones that appear a bit disobedient much respect as teaching gives those who present themselves respectfully all of the time. Because they would all love and appreciate the teacher for this attitude of being fair to all students. The following findings showed that the participants used this strategy in classroom management rules;

A. *"Saya tidak pernah membedakan kemampuan siswa, saya selalu bersikap adil terhadap siswa yang lemah maupun yang cerdas".*

(I never discriminate between students' abilities; I always act fairly towards weak and intelligent students).

B. *"Saya biasanya membuat group dengan cara menggabungkan siswa ketika mengerjakan tugas, siswa yang cerdas saya gabungkan dengan siswa yang lemah sehingga mereka bisa saling membantu"*

(When doing assignments, I usually make groups by combining students. I combine smart students with weak students so they can help each other).

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 weak, this can improve the lack of creativity of teachers in organizing classroom management strategy.

From participants' above, 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 student's ability suppose (smart and weak) combined in one group so that they can exchange ideas then, by looking at the end of students' academic results.

f. Giving Punishment to Students in Classroom

Giving punishment is a strategy used to disciplining students in order to not break the rules that are already agreed. The penalty was reasonable but it should be educational. That is the punishment of students who come to know/ understand about the wrong their have done, without depriving "the limits of humanity." For this subthemes, the participants mentioned that they had used this strategy in their classroom management process. The followings showed that the participants used punishment strategy ;

A. *" Untuk hukuman saya biasanya menyuruh mereka menghafal vocab baru dengan jumlah yang saya tentukan, biasanya minimal 50 vocab baru".*

(For punishment, I usually tell them to memorize the new vocabulary with the amount I specify, usually a minimum of 50 new vocabulary words).

B. *" Saya biasanya memberi mereka hukuman dengan cara memberi mereka tugas tambahan dan tugas itu dikerjakan saat itu juga".*

(I usually punish them by giving them additional tasks and they are done on the spot).

The punishment given to the students must be fair and educational, according to the teachers' statement above. The students were given the punishment to know or understand the mistake they've done.

From the findings above, it showed that both of the participants applied this strategy in their classroom rules, the researcher described the opinion of the participants that the sanction of teachers was not a physical punishment, but punishment that educates as well as beneficial to students. The teacher's penalty was given not to scare students, but it was intended to give a deterrent effect so that students would not repeat the same error in the future. and this can make students more enthusiastic in following the lesson and also the punishment is not too hard for the students, it means to educate the

students, and in addition they get the same lesson material with other students.

The purpose of the researcher to research this is to show or be a lesson for other teachers that to manage large classes with large numbers can use the same strategy as this school teacher. This can be seen by their success in implementing English learning in large classes. The teachers could analyze the multiple instructional methods, and it could be used to monitor their own class. With The strategies English teacher's include having discipline behaviors, using a variety of interesting teaching media, motivating pupils, and offering appealing learning activities and instructional material. However, there are many problems. The first problem is because there were many students in class, the teacher must have extra energy when explained the lesson material, especially when the students made noise. The teacher was sometimes exhausted, so the teacher would give punishment to the students based on the rules that had been made. The second problem is the classroom is not big enough, so there is not enough space for the students to move or do another activity.

B. Problems Faced by The Teacher

Based on the findings data, the researcher found three difficulties faced by the English teacher in managing large classes. The first difficulties is grouping the students, the second is using English in learning

process. And the last is making the students active in learning process. The detailed description can be seen as follows:

1. **Controlling the students in large classes**

   The teacher found the difficulties when implementing curriculum 13 in teaching English in large classes. The teacher found that is difficult to controlling the students because the number of students is too large. Besides that, amount of students are boys who are relatively less difficult to manage. And in class it is still difficult to manage and control the students because they are still don't understand about English so the teacher should slowly to teach them. Besides that, the students are also unwilling to move to make a group because they usually tend to work with their close friends only. To manage the problem, the teacher must give feedback, when the students found some difficulties the teacher gave some clues to the students to help them remember the material given. After that the teacher add some explanation or information based on the material and the questions are given. The teaching evaluation the teacher was given a task about the hortatory exposition identified the title, thesis, argument, recommendation and translation and the teacher gave motivations for the students.

2. **Utilizing English in Instructing English in expansive categories**

   The teacher still utilized an Indonesian accent once he was educated in English in class. And they are kids thus still amazed and

didn't understand with teachers' clarification once the teacher utilized English in the conveyance of title the material.

A. *"Saya merasa kesulitan setelah saya didik menggunakan bahasa Inggris. Kadang-kadang saya menjelaskan sepenuhnya pelajaran bahasa Inggris tetapi pada dasarnya siswa bingung dan tidak mengerti setelah saya berbicara bahasa Inggris, karena itu bukan aksen sehari-hari mereka, selain itu dengan jumlah siswa yang relatif banyak saya sedikit kesulitan untuk menjangkau mereka semua dalam komunikasi".*

(I found it difficult after I was taught to use English. Sometimes I fully explain English lessons, but basically students are confused and don't understand after I speak English, because it's not their daily accent. Besides, with the relatively large 7number of students, I have a little difficulty reaching all of them in communication.)

B. *" Kesulitan saya adalah saat saya menjelaskan menggunakan full bahasa inggris dan menggunakan aksen mereka tidak memahami yang saya katakan, mereka merasa saya menggunakan kosakata baru karena mereka jarang mendengarnya dalam sehari-hari mereka, dan juga ketika mengajar mereka cukup berisik karena jumlah yang banyak membuat saya sedikit kesulitan".*

> (*My problem is that they don't grasp what I'm saying when I explain in full English with an accent. They believe I use new vocabulary since they rarely hear it in their daily lives, and they are also quite noisy when I teach because the amount is large. I'm having some difficulties).*

Supported the teacher's clarification over, the teacher felt difficult once conveyance of title the material by utilizing English. Since most of the understudies are still want of vocabulary and didn't accustomed to utilizing English in their way .So that, the teacher mixed English and Indonesian accents.

3. **Making students active in the learning process**

When teaching the students in large classes, the teacher felt difficult, especially in keeping them involved in the learning process. Most of the students were still not self-confident and were afraid when they made a mistake.

A. *" Saya fikir cukup sulit untuk membiasakan siswa terlibat atau ikut terlibat dalam proses pembelajaran"*

(I thought it was difficult to accustom the students to the use of English and to make them more involved in the learning process.)

B. *"Cukup sulit untuk saya untuk aktif berkomunikasi menggunakan bahasa inggris dengan siswa"*

(It's quite difficult for me to actively communicate using English with students).

The theory of the teacher is ways to give feedback proposed by Wang and Zhang (2011) in Chinese "establishing good rapport with students; communicating with students frequently, giving feedback in time". From Wang and Zhang the researcher found the teacher giving feedback time, when the students have difficulties the teacher give some clue to the students to help them remember the material given. After that the teacher add some explanation or information based on the material and the questions given.

Based on the teacher's comment above, the teacher found it difficult to make the students engaged in the   learning process. Because of that, the students were not active in learning process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

According to Harmer (2003) there are many metaphors to describe the teacher such as teacher is actors because they are always on the stage, teachers are orchestral conductors because of direct construction and set the pace and tone and the last is the teacher is gardeners because they plant the seeds and then watch them grow.

The purpose of this research was to identify English teachers' strategies in managing a large class. Based on the result of the study, there are some strategies that are used by teachers to manage large classes. There are the organization, rules, and communication. Strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well-established routines in the classroom, and giving instruction to make students comfortable in the classroom. Strategies in classroom management rules include five sub-themes, there are; making students disciplined in the classroom, making students enthusiastic in the classroom, making grouping discussion for students in the classroom, giving punishment to students in the classroom, is strategy in communication include one sub-theme, that is bilingual strategy. The problems faced by the teacher in applying the strategies were the lack of teachers' ability to maximize the use of media as learning material and hard to find them. In a certain time, the teacher broke the rules and also

could not always be a good role model for all the students. Because, the teacher made rules but sometimes the teacher broke the rules, such as playing the Handphone while learning, and coming late, so that why the teacher could not always be a good role model for students. The teacher had to have extra energy when explaining the lesson material because there were many students in class, especially when the students made noise. The teacher was sometimes exhausted, so the teacher would give punishment to the students based on the rules that had been made. There is not enough space for the students to move or do another activity, because the classroom is not big enough. At last, they need more time to know all students" names and needs to be fair in teaching.

B. SUGGESTIONS

Based on this study, there are a number of researches that can be implemented.

1. To succeed in the teaching and learning process at SMKN 01 Bengkulu City, especially the administration department, the teacher must be able to manage the time well, both the teacher's talk time and the student's talk time. In addition, the teacher must use English as a foreign language more than he normally used in teaching English. This is to familiarize students with English so that students will better understand and speak English in the learning process

2. The researcher realized there are many weaknesses in this current research. So, the researcher hopes the next researcher is able to fix them. Hopefully I could give information or a reference about teaching strategy in a large class. The results of this study included some references and information for future researchers on English teacher strategies in teaching English at SMKN 1 Kota Bengkulu. The research findings are intended to provide some references for future researchers who want to conduct similar research in a different area. Besides that, the researcher hopes this research is also useful for teachers from other schools as examples to teach in their classrooms by looking at the success of teachers at SMKN 1 Kota Bengkulu.

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APPENDIXES

Appendix I: **Transcrip Interview with teachers**

Pedoman Wawancara Guru

Teacher's name   : _____

Day/Date/Time   : _____

INTERVIEW GUIDLINE

The Strategies Of English Teacher's In Managing Large Classes Of Office Administration Department Students At SMK N 01 Kota Bengkulu

1. Apa jenis strategi classroom management yang ibu fokuskan di kelas? (What kind of skill of classroom management's strategy you're focusing in the class?)

2. Apa aturan yang ibu gunakan dalam proses belajar? (What rules do you use in the learning process?)

3. Apa yang akan ibu lakukan ketika ibu membuat beberapa kesalahan terhadap strategi pengajaran? (What will you do when you make some mistakes on teaching strategy?)

4. Bagaimana ibu menyediakan siswa untuk menjadi bertanggung jawab dalam belajar? (How do you provide the students' to be responsive to the learning?)

5. Bagaimana ibu melatih siswa untuk lebih aktif di kelas? (How do you train the students to be active in class?)

6. Bagaimana ibu mengatur perilaku siswa ibu dalam proses pembelajaran bahasa Inggris? 38(How do you set your students behavior in English learning process?)

7. Bagaimana komunikasi antara guru dan siswa dalam kelas? (How is the communication between the teacher and the student inside the class?)

8. Bagaimana ibu menggabungkan pemahaman siswa di kelas? (How do you combine the students' understanding in the class?)

9. Bagaimana ibu mengukur perbedaan kemampuan siswa? (How do you measure the student difference capability?)

10. Apakah ibu membagi siswa yang cerdas dan lemah atau tidak? (Do you divide the student who is smart and poor or not?)

11. Apa jenis hukuman ibu terapkan di kelas? (What kind of punishment do you apply in the class?

Appendix II:

OBSERVATION CHECKLIST

Day/Date   :
Material   :
Teacher Name   :
Time/place   :

OBSERVATION CHECKLIST

No	Activities	Yes	No
A. Preparation			
1	tell the students about the goals for each lesson in class		
2	consistenly maintain the rules that has been made		
3	previously prepare lesson (lesson plan, media, and material		
B. Rules			
4	teach students about character value by being a role model		
5	involve the students in regulating rules which are applied in the classroom		
6	the rules are stated as " do's" instead of "no's" or "don'ts."		
C. Attractive			
7	organize the teaching and learning process according the students needs?		
8	make the classroom environment attractive and active.		
9	actively supervise (move, scan, interact, reinforce)		
D. Enthusiasm			
10	arrange the room to maximize (teacher to-student) proximity and minimize crowding and distraction		
11	conduct smooth and efficient transition between activities		
12	maintenance in teaching and learning process		
E. Fair			
13	gives opportunity to the students for asking some questions while teaching and learning process		
14	know all students' name and their needs		
15	divide or group the students based on their level and ability		
16	have solution in dealling with students who are very active or need attention in class		

Appendix III:

OBSERVATION CHECKLIST

Day/Date   :
Material   :
Teacher Name   :
Time/place   :

OBSERVATION CHECKLIST

NO	ACTIVITY	RATING				
		ALWAYS	OFTEN	SOMETIME	SELDOM	NEVER
	A. PREPARATION					
1	Tell the students about the goals for each lesson in class.					
2	Previously prepare lesson (lesson plan, media, and material).					
	B. ATTRACTIVE					
3	Organize the teaching and learning process according to the students" needs?					
4	Make the classroom environment attractive and active					
5	Actively supervise (move, scan, interact, reinforce).					
	C. RULES					
6	Teach students					

	about character value by being a role model.				
7	Involve the students in regulating rules which are applied in the classroom.				
8	Consistently maintain the rules that has been made.				
	D. ENTHUSIASM				
9	Arrange the room to maximize (teacher to-student) proximity and minimize crowding and distraction.				
10	Conduct smooth and efficient transitions between activities.				
11	Maintenance voice in teaching and learning process.				
	E. BE FAIR WITH STUDENTS				
12	Gives opportunity to the students for asking some questions while teaching and learning process.				
13	Know all students" name and their needs.				
14	Divide or group the students based				

	on their level and ability.					
15	Have solution in dealing with students who are very active or need attention in class.					

Appendix IV: **The result of Interview with teachers**

Pedoman Wawancara Guru

Teacher's name   : Sri Wisma Wahyuni and Desi Marlinda

Day/Date/Time   : Wednesday, 27 Oktober 2021

INTERVIEW GUIDLINE

The Strategies Of English Teacher's In Managing Large Classes Of Office Administration Department Students At SMK N 01 Kota Bengkulu

1. Apa jenis strategi classroom management yang ibu fokuskan di kelas? (What kind of skill of classroom management's strategy you're focusing in the class?)

    A. "Saya biasanya kalau masuk kelas tidak langsung membahas topic atau materi yang akan diajarkan, tetapi saya memberikan pertanyaan pemancing, untuk membangun pengetahuan anak dan membuat mereka bersemangat memulai pembelajaran".

    (I usually don't immediately give or discuss the topic or material to be taught, but I give anglers questions, to build children's knowledge and make them excited to start learning.)

    B. " kalau saya biasanya meminta mereka maju secara bergantian untuk menjawab pertanyaan dari tugas mereka, supaya mereka semua antusias untuk memahami materi".

    (if I usually ask them to come forward in turn to answer questions from their assignments, so that they are all enthusiastic about understanding the material.)

2. Apa aturan yang ibu gunakan dalam proses belajar? (What rules do you use in the learning process?)

A. " Biasanya pertama-tama saya memastikan bahwa suasana kelas sudah nyaman untuk proses belajar mengajar, lalu memastikan sudah memiliki strategi yang menarik dalam proses mengajar materi yang akan dibahas."

(Usually, I first make sure that the classroom atmosphere is comfortable for the teaching and learning process, then make sure that I have an interesting strategy in the teaching process of the material to be discussed.)

B. " Saya harus memastikan bahwa saya sudah menyiapkan materi yang akan diajarkan dan memahami metode agar siswa dapat antusias dalam belajar."

(I have to make sure that I have prepared the material to be taught and understand the method so that students can be enthusiastic in learning.)

3. Apa yang akan ibu lakukan ketika ibu membuat beberapa kesalahan terhadap strategi pengajaran? (What will you do when you make some mistakes on teaching strategy?)

A. "Apabila saya melakukan kesalahan pada saat saya mengajar, biasanya saya mengubah strategi atau alur yang saya gunakan, dengan cara membawa kealam mereka, namun tetap sesuai "

(If I make mistakes when I teach, I usually change the strategy or flow that I use, by bringing them into nature, but still according to the material.)

B. " Sebenarnya kalau saya pribadi kesalahan dalam strategi pengajaran jarang terjadi karena saya sudah prepare sebelum berlangsungnya pelajaran."

(Actually, personally, mistakes in teaching strategies rarely occur because I have prepared before the lesson takes place)

4. Bagaimana ibu menyediakan siswa untuk menjadi bertanggung jawab dalam belajar? (How do you provide the students' to be responsive to the learning?)

A. "Saat jam pelajaran saya berlangsugn saya tidak mengizinkan siswa untuk keluar kelas dengan alasan yang sama untuk kedua kalinya, dan saya juga melarang mereka ribut selama jam pelajaran".

(During my class hours I do not allow students to leave class for the same reason a second time, and I also forbid them to make noise during class hours)

B. " Kalau di jam pelajaran saya anak-anak sudah harus didalam kelas semua dan bersikap rapi saat saya memasuki kelas".

(In my class, all the children have to be in class and be neat when I enter class)

5. Bagaimana ibu melatih siswa untuk lebih aktif di kelas? (How do you train the students to be active in class?)

A. "Untuk membuat mereka antusias saya mengulangi apa yang saya katakan atau memanggil siswa kedepan, bertanya dan menanggapi, memilih siswa yang saya panggil untuk membaca materi dan melakukan percakapan dengan siswa".

(To make them enthusiastic I repeat what I said or call students to the front, ask and respond, choose the students I call to read the material and have conversations with students)

B. "Saya membuat mereka antusias dalam pelajaran dengan cara memberikan peragaan gerakan yang menarik agar mereka mudah menghafal dan memahami pelajaran"

(I make them enthusiastic in the lesson by giving interesting movement demonstrations so that they can easily memorize and understand the lesson)

6. Bagaimana ibu mengatur perilaku siswa ibu dalam proses pembelajaran bahasa Inggris? (How do you set your students behavior in English learning process?)

A. " Dengan jumlah siswa yang banyak ada 36 dan dengan karakter yang berbeda sebenarnya cukup sulit ya untuk mengatur mereka, tetapi saya biasanya mendekati mereka dan memaklumi perilaku mereka selagi itu tidak terlalu mencolok dan berlebihan, jika sudah berlebihan biasanya akan saya tegur atau beri sanksi".

(With a large number of students there are 36 and with different characters it's actually quite difficult to manage them, but I usually approach them and understand their behavior as long as it's not too flashy and excessive, if it's too much I will usually reprimand or give sanctions)

    B. " Untuk mengatur perilaku mereka biasanya meminta mereka secara bergantian menjelaskan kembali materi secara bergantian, sehingga dengan begitu mereka bisa konsetrasi untuk memahami pelajaran."

(To regulate their behavior, I usually ask them to take turns explaining the material in turn, so that they can concentrate on understanding the lesson).

7. Bagaimana komunikasi antara guru dan siswa dalam kelas? (How is the communication between the teacher and the student inside the class?)

    A. " Untuk komunikasi saya tidak membuat batasan antara guru dan siswa, agar dapat membanguk kedekatan dengan siswa dan dengan kededatan itu siswa jadi nyaman ketika belajar dengan kita. Namun komunikasi disini tetap dengan bahasa yang sopan".

(For communication, I do not create boundaries between teachers and students, so that it can build closeness with students and with that closeness students become comfortable when studying with us. But the communication here is still in polite language)

B. "Komunikasi antara guru dan siswa kami buat senyaman mungkin, saya mendekati mereka selayaknya seorang ibu, jadi dengan begitu mereka tidak takut bertanya apabila mereka tidak paham karena kita sudah dekat."

(Communication between our teachers and students is made as comfortable as possible, I approach them like a mother, so that way they are not afraid to ask questions if they don't understand because we are close)

8. Bagaimana ibu menggabungkan pemahaman siswa di kelas? (How do you combine the students' understanding in the class?)

A. "Saya sering membuat grup, saya membagi siswa dalam kategori (cerdas dan kurang) sehingga mereka dapat berkolaborasi untuk belajar bersama"

(I often create groups, I divide students into categories (intelligent and less) so they can collaborate to study together)

B. "Saya akan mengatur posisi tempat duduk anak (menyatukan anatara yang cerds dan yang lemah) agar yang lemah termotivasi untuk belajar lebih giat"

(I will adjust the seating position of the children (uniting the smart and the weak) so that the weak are motivated to study harder)

9. Bagaimana ibu mengukur perbedaan kemampuan siswa? (How do you measure the student difference capability?)

> A. "Saya tidak pernah membedakan kemampuan siswa, saya selalu bersikap adil terhadap siswa yang lemah maupun yang cerdas".
> (I never discriminate between students' abilities, I always act fairly towards weak and intelligent students).
>
> B. "Saya biasanya membuat group dengan cara menggabungkann siswa ketika mengerjakan tugas, siswa yang cerdas saya gabungkan dengan siswa yang lemah sehingga mereka bisa saling membantu"
> *(I usually make groups by combining students when doing assignments, I combine smart students with weak students so they can help each other)*

10. Apakah ibu membagi siswa yang cerdas dan lemah atau tidak? (Do you divide the student who is smart and poor or not?)

> A. "Saya sering membuat grup, saya membagi siswa dalam kategori (cerdas dan kurang) sehingga mereka dapat berkolaborasi untuk belajar bersama"
> *(I often create groups, I divide students into categories (intelligent and less) so they can collaborate to study together)*
>
> B. "Saya akan mengatur posisi tempat duduk anak (menyatukan anatara yang cerds dan yang lemah) agar yang lemah termotivasi untuk belajar lebih giat"

(I will adjust the seating position of the children (uniting the smart and the weak) so that the weak are motivated to study harder)

11. Apa jenis hukuman ibu terapkan di kelas? (What kind of punishment do you apply in the class?

A. " Untuk hukuman saya biasanya menyuruh mereka menghafal vocab baru dengan jumlah yang saya tentukan, biasanya minimal 50 vocab baru".

(For punishment I usually tell them to memorize the new vocab with the amount I specify, usually a minimum of 50 new vocab)

B. "Saya biasanya memberi mereka hukuman dengan cara memberi mereka tugas tambahan dan tugas itu dikerjakan saat itu juga".

(I usually punish them by giving them additional tasks and they are done on the spot).

Appendix V: **the result of observation checklist l**

OBSERVATION CHECKLIST

Day/Date   : 2021
Material   : Tenses
Teacher Name   : Sri Wisma Wahyuni, M.Pd
Time/place   : Rabu 27 Oktober

OBSERVATION CHECKLIST

No	Activities	Yes	No
A. Preparation			
1	tell the students about the goals for each lesson in class	√	
2	consistenly maintain the rules that has been made	√	
3	previously prepare lesson (lesson plan, media, and material	√	
B. Rules			
4	teach students about character value by being a role model	√	
5	involve the students in regulating rules which are applied in the classroom	√	
6	the rules are stated as " do's" instead of "no's" or "don'ts."	√	
C. Attractive			
7	organize the teaching and learning process according the students needs?	√	
8	make the classroom environment attractive and active.	√	
9	actively supervise (move, scan, interact, reinforce)	√	
D. Enthusiasm			
10	arrange the room to maximize (teacher to-student) proximity and minimize crowding and distraction	√	
11	conduct smooth and efficient transition between activities	√	
12	maintenance in teaching and learning process	√	
E. Fair			
13	gives opportunity to the students for asking some questions while teaching and learning process	√	
14	know all students' name and their needs		√
15	divide or group the students based on their level and ability	√	
16	have solution in dealling with students who are very active or need attention in class	√	

Appendix VI: **The result of Observation Checklist II**

OBSERVATION CHECKLIST

Day/Date   : 2021
Material   : Tenses
Teacher Name : Sri Wisma wahyuni M.Pd
Time/place   : 07.30-09.30/XII OTKP 1

OBSERVATION RESULT

NO	ACTIVITY	RATING				
		ALWAYS	OFTEN	SOMETIME	SELDOM	NEVER
	A. PREPARATION					
1	Tell the students about the goals for each lesson in class.	√				
2	Previously prepare lesson (lesson plan, media, and material).	√				
	B. ATTRACTIVE					
3	Organize the teaching and learning process according to the students" needs?	√				
4	Make the classroom environment attractive and active	√				
5	Actively supervise (move, scan, interact, reinforce).	√				
	C. RULES					

6	Teach students about character value by being a role model.	√				
7	Involve the students in regulating rules which are applied in the classroom.		√			
8	Consistently maintain the rules that has been made.		√			
	D. ENTHUSIASM					
9	Arrange the room to maximize (teacher to-student) proximity and minimize crowding and distraction.			√		
10	Conduct smooth and efficient transitions between activities.		√			
11	Maintenance voice in teaching and learning process.	√				
	E. BE FAIR WITH STUDENTS					
12	Gives opportunity to the students for asking some questions while teaching and learning process.	√				
13	Know all students" name and their needs.			√		
14	Divide or group		√			

	the students based on their level and ability.					
15	Have solution in dealing with students who are very active or need attention in class.	√				

Appendix VII: **the result of observation checklist l**

OBSERVATION CHECKLIST

Day/Date   : 2021
Material   : Narrative text
Teacher Name   : Desi Marlinda, S.Pd
Time/place   : Wednesday 27 Oktober

OBSERVATION CHECKLIST

No	Activities	Yes	No
A. Preparation			
1	tell the students about the goals for each lesson in class	√	
2	consistenly maintain the rules that has been made	√	
3	previously prepare lesson (lesson plan, media, and material	√	
B. Rules			
4	teach students about character value by being a role model	√	
5	involve the students in regulating rules which are applied in the classroom	√	
6	the rules are stated as " do's" instead of "no's" or "don'ts."	√	
C. Attractive			
7	organize the teaching and learning process according the students needs?	√	
8	make the classroom environment attractive and active.	√	
9	actively supervise (move, scan, interact, reinforce)	√	
D. Enthusiasm			
10	arrange the room to maximize (teacher to-student) proximity and minimize crowding and distraction	√	
11	conduct smooth and efficient transition between activities	√	
12	maintenance in teaching and learning process	√	
E. Fair			
13	gives opportunity to the students for asking some questions while teaching and learning process	√	
14	know all students' name and their needs		√
15	divide or group the students based on their level and ability	√	
16	have solution in dealling with students who are very active or need attention in class	√	

Appendix VIII: **The result of Observation Checklist II**

OBSERVATION CHECKLIST

Day/Date   : 2021
Material   : Narrative text
Teacher Name   : Desi Marlinda, S.Pd
Time/place   : 08.30-09.30/smkn01

OBSERVATION RESULT

NO	ACTIVITY	RATING				
		ALWAYS	OFTEN	SOMETIME	SELDOM	NEVER
	A. PREPARATION					
1	Tell the students about the goals for each lesson in class.		√			
2	Previously prepare lesson (lesson plan, media, and material).	√				
	B. ATTRACTIVE					
3	Organize the teaching and learning process according to the students" needs?	√				
4	Make the classroom environment attractive and active	√				
5	Actively supervise (move, scan, interact, reinforce).	√				
	C. RULES					

No	Statement					
6	Teach students about character value by being a role model.		√			
7	Involve the students in regulating rules which are applied in the classroom.		√			
8	Consistently maintain the rules that has been made.	√				
	D. ENTHUSIASM					
9	Arrange the room to maximize (teacher to-student) proximity and minimize crowding and distraction.		√			
10	Conduct smooth and efficient transitions between activities.			√		
11	Maintenance voice in teaching and learning process.	√				
	E. BE FAIR WITH STUDENTS					
12	Gives opportunity to the students for asking some questions while teaching and learning process.	√				
13	Know all students" name and their needs.			√		
14	Divide or group	√				

	the students based on their level and ability.					
15	Have solution in dealing with students who are very active or need attention in class.	√				

DOCUMENTATION :

DAFTAR NILAI
TAHUN AJARAN : ..20..

Mapel : b.Inggris
Kelas : XII OTKP₁
Semester : GANJIL

No.	Nama Siswa	Tugas 1	Tugas 2	Tugas 3	Tugas 4	Tugas 5	Tugas 6	Tug
1	Agnes Perja Cametria					92		
2	Ajeng Satcar Ayu					92	79 ⁵/₉	
3	Amalia Dwi Rahma					28		
4	Anjelina Apriana					92		
5	Antria Ananda					85		
6	Ayra Syafira Ipeh					92		
7	Bayu Mazzakki Faturahman					92	80 ⁵/₉	
8	Candra Putri kolana					92		
9	Cecha Arnuma					92		
10	Dila Nurvadia					92		
11	Eka Putri Ravalina					92	80 ⁵/₉	
12	Fitto Akbar Pranato					100		
13	Juli Reganda Situmarang					92	79 ⁵/₉	
14	Linanda					92		
15	Mariana Syapera Syahvera					-	79 ⁵/₉	
16	Maida Anggraini					85		
17	Meilia Arfrid Dapala					92		
18	M. Akbar Pranata					-		
19	M. Ilham Syahbani							
20	M. Walidansyah					100	85 ⁵/₉	
21	Nita Vitriyani					100	82 ⁵/₉	
22	Nur Aeriah Andro Wahyuni					92	80 ⁵/₉	
23	Nurlaila Harahap					85		
24	Pepa Anggun Sapiana					92		

No.	Nama Siswa	Tugas 1	Tugas 2	Tu
25	Rahma Hidayah			
26	Rati Anjar Wati			
27	Riani	80 ¹/₉	80 ¹/₉	
28	Selvita Sari			
29	Sapti Anggraini			
30	Sherly Rahmayanti			
31	Sinta Septi Islami			
32	Sintia Tri Astuti			
33	Sifi Alisah			
34	Try Lady Arinta Yuliani			
35	Yudha Novriansyah	80 ¹/₉	80 ¹/₉	
36				
37				
38				
39				
40				

umlah siswa :
umlah siswa tuntas :
umlah siswa tidak tuntas :

27/10 2021

Hanura Febriani

Cek Turnitiin esi_TBI

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