CHAPTER I

INTRODUCTION

1.1 Background of the Study

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

One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom. Marzano states that the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, teaching and learning process will not run effectively.¹ In addition, Joyce McLeod et. al, state that teachers have a crucial role in classrooms is as a leader of instruction. To fulfill that role, teachers should pay attention to the social,

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

intellectual and physical classes. So teachers can carry out their role appropriately.² Besides that, teachers must be able to control and overcome if there are disruptions in the classroom. Thus, it can be concluded that the most important thing in teaching and learning process is classroom management.

Classroom management is one of the things that are important in determining the students' learning outcomes. Students should feel comfortable with the situation of the class. Classes are convenient not only of how nice and neat classrooms, but also in terms of teacher teaching in the class. Mastery classroom when teaching is necessary, because teachers who can master classes can make learners will easily capture the subject matter presented well. It is the reason why the effectiveness of classroom management is required in teaching and learning process.

Classroom management is one of the tasks that cannot be left by a teacher, because classroom management is an important aspect in teaching and learning process. Classroom management is intended to create conducive learning environment for students so that the learning objectives are achieved effectively and efficiently. When the class is interrupted, the teacher must try to overcome them, so that the class condition can be conducive and does not disturb the teaching and learning process.

From the description above it can be seen how important classroom management in the success of the learning objectives and the basic skills of a

² Joyce McLeod, et. al, *The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies* (USA: Association for Supervision and Curriculum Development, 2003), VI

teacher in improving student learning activities. Unfortunately not all teachers are able to manage their classes well, especially in large classes. Many teachers assume that a large class is one of the main obstacles to implement effective learning. They feel that many of the difficulties and problems arise when teaching in large classes. Problems that arise can be either physical or psychological. Hayes states that many teachers who teach in large classes feel that the obstacles that often arise is caused by the physical condition of the class which is limited by the number of students, so it makes teachers and students difficult to interact because of the limited space to move.³ Moreover, Muna Thaher states that many English teachers who teach in large classes feel pessimistic that they could achieve the goal of learning well. Conditions and less conducive situation of the class make students feel uncomfortable in class so that they cannot concentrate in following lessons that result in a declining student achievement. ⁴

Harmer, states in his book that conditions for large classes make teachers and students difficult to interact in the learning process. Because of the limited space to move it makes difficult for teachers to contact with all students and only students who sit in the front that often get attention from teachers. In addition, teachers are also difficult to set up creative learning because the situation is not supported.⁵ Moreover, Syamsiarna Nappu states, because of the large number of students, every student in

³ David hayes, *Helping teachers to cope with Large classes*, ELT Journal Volume 51/2 April 1997, Oxford University Press 1997, 108

⁴ Muna Taher. *The Effects Of Large Class On EFL Students*, An-Najah Univ. J. Res. (H.Sc.), Vol. 19 (3), 2005 Nablus, Palestine: 1048

⁵ Jeremy, Harmer. *How to teach English* (London: Longman, 1998), 128

large classes only have limited time to express his ideas. Classrooms conditions that are too crowded make teachers difficult to control all students. Teachers often focus only on students who sit in the front, so that students who sit in the back often ignore the teachers' instructions.⁶

To solve the problem as the writer states above, teachers are required to make creative strategies to create a classroom atmosphere that supports teaching and learning activities. Teachers must be able to create comfortable and dynamic situations that motivate students to participate in learning activities. Teachers should also pay attention to the physical condition of the classroom so that students feel comfortable in following lessons. Brown states that classrooms should be arranged in such a way so that students and teachers feel comfortable in the classroom. Cleanliness and neatness of the classroom must be maintained and free of distractions as possible so that all students can concentrate in following the lessons. Classroom should also be well organized, so it makes easier for teachers and students to interact. In addition, the seating in the classroom should be arranged appropriately, so it makes easier for teachers and students to move and do activities in class, as well as the available equipment should be used properly to support teaching and learning process.⁷ Unfortunately, very few classrooms that have the ideal setting for learning.

⁶ Syamsiarna Nappu, Using Picture In Collaborative Learning In Large English Classes (Jurnal Teknologi Pendidikan Vol. 9 No. 3 Desember 2007), 207-208

⁷ H. Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy, Third Edition* (New York : Longman, 2007), 242

especially in large classes, space are usually limited. Besides that, large classes are usually hot, crowded, and noisy.

However, it is very rare for school in Indonesia to implement classroom management appropriately, especially in large classes. Besides that, the result of the English teaching in Indonesia is still far from expectation. In fact we can see that many undergraduate students rarely able to communicate and use their English. In this case, it is clear that teachers should know how to manage a classroom. In other words, classroom management is not simple effort, but it is very important factor for successful teaching learning activities in the classroom.

From the description above the writer is interested in carrying out the study " The Effectiveness of the Classroom Management of Large English Classes Conducted by The Teachers at SMP Bahrul Ulum, Surabaya". This research includes investigating the classroom management of English teaching-learning process in the large class in SMP Bahrul Ulum. It is also to investigate further about the difficulties faced by the teachers in managing large English classroom and its possible solution also the students' respons toward classroom management conducted by the teachers. This research is conducted on the teachers of SMP bahrul Ulum because most of classrooms in this school are large, containing 40 - 45 students that have potential to create a problem. This school also has small and parallel rooms, it sometimes makes some teachers difficult to control the classroom, but the teacher of this school could cope with it so that teaching and learning process can run smoothly. Certainly, there are a number of researches concerning teaching English in large classes; most of them propose mediums and methods which are appropriate and effective to teach English in large classes and also the effect of large classes. Such as Muna Thaher analyzes about the effect of the large classes on EFL students and Syamsiarna Nappu investigates the effectiveness of using picture in collaborative learning in large English classes.

The special distinction of this study is the writer tries to discuss and analyze how the teachers manage the large classroom during the teaching-learning process and the difficulties faced by the teacher in managing the large English classes also the srudents' response toward the classroom management conducted by the teachers.

1.2 Research Question

This research attempts to address the following question:

Do the classroom management conducted by the English teachers of SMP Bahrul Ulum Surabaya in Large English classes effective?

1.3 Objective Of The Study

Based on the problem statements above, the objectives of the research is to know the effectiveness of the classroom management conducted by the English teaches of SMP Bahrul Ulum in Large English classes.

1.4 Scope And Limitation Of The Study

There are several aspects of Classroom Management such as according to Rohani classroom management consists of three aspects: physical condition, the socio-emotional and organizational condition.⁸ Whereas according to Arikunto classroom management consists of two aspects: management of students and physical management. In this study, the researcher focuses on the management of students (Managing the students interaction with other student and students with the teacher. and controlling students' behavior) and physical management (classroom environment, classroom aids and equipments, and seating arrangement), because the researcher considers that thus aspects are easier to observe than the other aspect, so that the researcher will do the research on the scope and limitation as follows:

- This study will be conducted on the two English teachers of SMP Bahrul Ulum, Surabaya
- 2. Among eleven classrooms of SMP Bahrul Ulum, the researcher takes two classes to be the subject of study; those are VII B and VIII B because these classes larger than the others and handled by the different teacher.
- 3. This study will be conducted in English Class.
- 4. There are two types of class size, large and small class. Here, the researcher focuses on large class, because it has more potential to create problem.
- 5. To get accurate data, this study will be carried out within three meetings.

⁸ Ahmad Rohani, *Pengelolaan Pengajaran* (Jakarta: Rineka Cipta, 2004), 127-132

1.5 Significant Of The Study

1. For the teacher

These results of this study can be used as reference for the teachers in classroom management especially teachers who teach in large classes, so that teachers can improve their ability to manage the classroom.

2. For the researcher

The result of this study can be very useful information for researcher as a prospective teacher.

3. For other researcher

The result of this study can be additional literature for other researchers who conduct research related to classroom management.

1.6 Definition of Key Term

- Classroom management : the action teachers take to create an environment that is respectful, earning, orderly, and productive. Classroom management support and facilitates both academic and social-emotional learning.⁹
- 2. Large class: No quantitative definition of a large class, as people's perception of this varies from context

⁹ James M. Cooper, *Classroom Teaching skill*, ninth edition. (USA : Cengage Learning, 2011), 217

to context.¹⁰ In this study large class is a class of more than 35 students.

1.7 Systematic of the Study

This thesis systematically consists of five chapters. Here are the short description of it's contain:

Chapter one is introduction. It contains of background of the study, research problem, scope and limitation, significant of the study, definition of key term and organization of the study.

Chapter two is review of related literature. It discusses about concept of Classroom management (definition of classroom management, the objective of classroom management, and aspects of classroom management), definition of large class, problem and advantages of teaching in large class, and previous study.

Chapter three is research methodology. Research methodology consists of research design, research setting, data and source of data, data collection technique, research instrument and data analysis technique.

Chapter four is research findings. They consist of data display, and research discussion.

Last chapter is conclusion and suggestion

¹⁰ Wang Qiang and Zhang Ning, *Teaching Large Classes in China – English as a Foreign Language* (Beijing : Normal University China, 2011), 1