

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

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.

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

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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

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

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,

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.

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 students' response toward the classroom management conducted by the teachers.

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?

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.

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:

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

1. For the teacher

2. For the researcher

3. For other researcher

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

1. 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

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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