STUDENTS' BEHAVIOR PROBLEMS IN LEARNING ENGLISH AT A LARGE CLASS: A Case Study at English Teacher Education Department of UIN Sunan Ampel Surabaya

THESIS

Submitted as partial fulfilment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

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ABSTRACT

Haryani, Ajeng Ika. (2019). *Students' Behavior Problems in Learning English at a Large Class: A Case Study at English Teacher Education Department of UIN Sunan Ampel Surabaya.* A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya, Advisor: H. Mokhamad Syaifudin, M.Ed, Ph.D& Hilda Izzati Madjid, MA.

Keyword : *Classroom Management, Large Class, and Students' Behavior Problems*

Classroom management is one of the important factors that should be mastered by the teacher to control and overcome the problems in the classroom, especially the students' behavior problems. Teachers should be able to manage classes well and provide the conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classroom, teaching and learning process would not run effectively. Unfortunately, not all teachers are able to manage their classes well, exactly in large classes. This leads the researcher to conduct the research in fifth semester students at English Teacher Education Department of UIN Sunan Ampel Surabaya, exactly in the C class of Language Testing and Assessment. There are 36 students in the class and it makes some commotions during the teaching and learning process. The researcher tries to find the answer of these research questions; 1) What are the students' behavior problems in learning English at a large class? 2) How does the teacher manage students' behavior problems in learning English at a large class?. This research is a case study which is the researcher collects the data by observing the class and interviewing the teacher. The result showed that the students' behavior problems in the class is side talking during the lecture, arriving late, causing commotion during the final few minutes and reading a newspaper during the lecture or operating cell phone. The result also showed how the teacher manages those kinds of problems according to the interview results.

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ABSTRAK

Haryani, Ajeng Ika. (2019). *Students' Behavior Problems in Learning English at a Large Class: A Case Study at English Teacher Education Department of UIN Sunan Ampel Surabaya.* Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Dosen Pembimbing: H. Mokhamad Syaifudin, M.Ed, Ph.D & Hilda Izzati Madjid, MA.

Kata Kunci : *Classroom Management, Large Class, and Students' Behavior Problems*

Pengelolaan kelas adalah salah satu factor penting yang harus dikuasai oleh guru untuk mengendalikan dan mengatasi masalah-masalah di dalam kelas, terutama masalah perilaku siswa. Guru seharusnya mampu mengelola kelas dengan baik dan memberikan suasana yang membuat siswa mampu untuk belajar agar memperoleh hasil yang diinginkan. Jika guru tidak dapat mengelola kelas dengan tepat, proses belajar mengajar tidak akan berjalan dengan efektif. Sayangnya, tidak semua guru mampu mengelola kelas dengan baik, tepatnya di kelas yang besar. Ini mengarahkan peneliti untuk mengadakan penelitian pada mahasiswa Pendidikan Bahasa Inggris semester 5 UIN Sunan Ampel Surabaya, lebih tepatnya di kelas C Language Testing and Assessment. Terdapat 36 siswa di dalam kelas tersebut dan itu membuat beberapa keributan selama proses belajar mengajar. Peneliti mencoba untuk menemukan jawaban dari pertanyaan; 1) Apa saja masalah perilaku siswa dalam belajar Bahasa Inggris di kelas besar? 2) Bagaimana guru mengatasi masalah perilaku siswa dalam belajar Bahasa Inggris di kelas besar?. Penelitian ini adalah suatu studi kasus yang mana peneliti mengumpulkan data dengan cara observasi kelas dan mewawancarai guru. Hasil penelitian ini menunjukkan beberapa masalah perilaku siswa di kelas antara lain berbicara dengan teman sebelah, datang terlambat, menimbulkan keributan pada menit-menit akhir pelajaran dan membaca koran atau mengoperasikan telepon seluler. Hasil penelitian juga menunjukkan bagaimana cara guru mengatasi masalah-masalah tersebut berdasarkan dari hasil wawancara.

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ABBREVIATION

US : United Stated

Etc : Et cetera

TAs : Teaching Assistants

LCD : Liquid Crystal Display

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CHAPTER I

INTRODUCTION

The introductory chapter provides some information that consists of six sections, namely (1) background of the study (2) research questions (3) objective of the study (4) significance of the study (5) scope and limitation (6) definition of key term. Background of the study explains about the reason why the research is conducted. Then, research questions are formulated as the key questions in conducting the research while the objectives of study are written to find the answer of the research questions. The significance of study is used to explain the importance of doing the research theoretically and practically. The next is the function of scope and limitation is to explain the area, which will be researched and limited. Finally, definition of key terms is used to explain some key terms, which will be used, on the research.

A. Background of the Study

Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching and learning process is to make the students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher is 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 run well.

One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom. The most important role of teachers among the other roles is as a manager.[1] Teachers should be able to manage classes well and provide the conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classroom, teaching and learning process would not run effectively. In addition, the teacher has a crucial role in classrooms

[1] Marzano Robert J. *Classroom management that works: research-based strategies for every teacher.* (Virginia USA: Association for Supervision and Curriculum Development, 1. 2003). p.65

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is as a leader of instruction.[2] To fulfill that role, teachers should pay attention to the social, intellectual and physical classes. Hence, teachers could carry out their role appropriately. Besides that, teachers must be able to control and overcome if there are disruptions in the classroom.[3] Thus, it could be concluded one of the important factors in teaching and learning process is classroom management.

Classroom management is one of the factors that are important in determining the students' learning outcomes. Students should feel comfortable with the situation of the class. Classes are convenient not only of how nice and neat classroom, but in terms of teacher teaching in the class. Mastering classroom atmosphere when teaching is necessary, because teachers who could master classes, could make learners easily capture the subject matter presented well. It is the reason why the effectiveness of classroom management is required in teaching and learning process.[4]

From the description above, it could be seen how important classroom management in the success of the learning objectives and the basic skills of a teachers in improving students 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 felt that there are many difficulties and problems occurred when teaching in large classes. Problems that may occur could be either physical or physiological.[5] Students' behavior problems are being the one of problems that may occur in a large class. Students' behavior problems are any kinds of behavior disruptions, which are applied by the students that can make the teaching and learning process, do not run well. That is why the researcher conducted the research in a large class.

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[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, VI. 2003). p.108

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

[4] Marzano Robert J. *Classroom management that works: research-based strategies for every teacher*. (Virginia USA: Association for Supervision and Curriculum Development, 1. 2003). p.65

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

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It seems that English teachers have no doubt that large size of classes is a prime impediment for the efficient English teaching and learning. With more students enrolling in schools, large classes in the developing countries like Indonesia tend to be obligatory rather than exceptional. Therefore, the problem seems to expand widely. In fact, large classes are not in and of themselves an issue to look forward to with dread. Admittedly, they require a great intention and careful preparation from teachers before the teaching process takes place. Heppner views large classes as a small business, which should be set up and handled carefully.[6] Experienced English teachers in general and teachers beginning teaching in particular find it onerous to manage a class with a big number of students with various levels and different personalities. Therefore, it is helpful for teachers to divert a lot of class responsibility to students and back up a little and that will give students space to teach each other.

There is no global definition of what constitutes a large class. The literature, for example, shows large classes as ranging between 25-30 learners in the United Kingdom, more than 35 learners in the US and 60 or more learners in developing countries.[7] Over the years, thorough research has been done to bring in focus the reasons why smaller classes may lead to improve students' outcome than large classes. Reasons such as easier and regular discussions with students, timely and frequent feedback to students and active problem solving have been pointed out. Indeed, there is a body of knowledge arguing that it is not the class size that has the greatest influence on teaching and learning.

What matters most is the quality of the teacher and his/her approach to teaching, specifically the capacity to create a culture for organizing large classes in such a manner that learning can be successfully mediated. In such a context, there should instead be attempts to investigate possible forms of class organization and

[6] F. Heppner. *Teaching the large college class.* (San Francisco: Jossey- Bass. 2007). p.111

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

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teaching styles that are suitable for mediating learning in large classes.[8]

No one is certain whether small classes are inherently better than the large once concerning the roles both classes play and their effectiveness on the process of English teaching and learning. Therefore, finding a definition to an idealistic class size, which could be applicable in almost all teaching and learning environment, tends to be difficult.[9] Interestingly enough, teachers in general and English teachers in particular always favor small classes and believe that students in small classes learn better than their counterparts in large classes as more practice and activities are employed. In fact, lots of research in the field does not support their beliefs. That is why the researcher wants to focus on the problem that may occur at a large class and how the teacher solves that problem. In this research, the researcher wants to focus on the students' behavior problems that may occur in the term of students of University.

The reason why the researcher chooses UIN Sunan Ampel Surabaya for the research setting is that UIN Sunan Ampel Surabaya is the only one Islamic State University in Surabaya. Each years, there are many students who want to study in this University and it is make this University has many students. Therefore, the researcher realizes there are some large classes that have many students. The researcher chooses the fifth semester of English Teacher Education Department as the research subject is because based on the academic website; the researcher sees that there are some large classes in fifth semester than the other semester. Therefore, the researcher chooses that subject and doing the research.

In line with the topic of this research, some previous studies are related to this current topic. In Tengaran, Arif Rudiyanto conducted a research entitled "*Descriptive Analysis of Classroom Management Strategies of the Second Grade Students of SMPN 03 Tengaran".* In his thesis, he analyzed the strategy that the teacher

[8] M.C. O'Sullivan. "Teaching large classes: the international evidence and a discussion of some good practices in Ugandan primary schools". *International Journal of Educational Development, 26.* 2006. p.24

[9] 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, VI. 2003). p.108

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used in classroom management during the teaching and learning process. In 2017, Meria Santy Sibaranis conducted a research entitled "*English Teachers' Strategies in Managing a Large Class at SMP Negeri 4 Kota Jambi*". In her research, she focused on investigating about the English teachers' strategies in managing a large class.

Based on the previous studies above, the researcher is interested in investigating the problem that may occur in a large class and the problem chosen is associated with the students' behavior. Results of the study could inform other teachers to improve their classroom management strategy in addressing the students' behavior problems in a large class.

B. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated as these following questions:

1. What are the students' behavior problems in learning English at a large class?
2. How does the teacher manage students' behavior problems in learning English at a large class?

C. Objectives of the Study

Considering the research question stated, this study aimed:

1. To describe the students' behavior problems in learning English at a large class.
2. To find how teacher manages students' behavior problems in learning English at a large class.

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D. Significance of the Study

This study is expected to give contribution for teacher, students and the reader.

1. For the students, they can understand about what are the behavior problems that may happen in a large class while they are learning English. Therefore, they can learn to avoid the behavior problems in the class.
2. For the teacher, this study can show the way in managing the students' behavior problems in a large class. The result of this study can be the example for the teachers that want to try the management to teach their classes.
3. Moreover, the result of this study can be a reference in the next study related to the field of this study and practiced by teachers as a guideline.

E. Scope and Limitation of the Study

The scope of this study is in the large class, which focuses on the students' behavior. As explained in the background, it deals with the problems and the teachers' management of the problems. This study analyzed any kind of behavior disruptions that may occur in the large class, which is applied by the students. It also see how the teachers' strategies in managing the students' behavior problems on the teaching and learning process.

Furthermore, this study was limited on the students of the 5th semester of English Teacher Education Department at UIN Sunan Ampel Surabaya.

F. Definition of Key Terms

Here are the definitions of the key terms based on the perspective of this study or in other words, the terms below are defined operationally.

a. Large Class

According to Joanna Baker and Heather Westrup, a class is large if the teacher feels that there are too many

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students for them all to make progress in English.[10] Large classrooms are those that indicate students-teacher ratios, it means full class with the numbers of pupils and teachers are unable to control, manage and evaluate them. Large class does not have the exact size; the number of students per teacher measures it. Here, in this study focuses on the class consists of more than 35 students.[11]

b. Students' behavior problems

Students' behavior problems are any kind of behavior disruptions that create uncomfortable conditions to the individual or groups of people, which is applied by the students.[12] In this study, the students' behavior problems can be seen from any act of the students that can disrupt the teaching and learning process.

c. Managing students' behavior problems

Managing students' behavior problems is the teachers' process of controlling and establishing the best solutions' for students' behavior problems by knowing the cause of that problems.[13] In this study, the researcher analyzed about the teacher's strategy in managing the students' behavior problems.

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

[11] N. Hess. *Teaching Large Multilevel Classes*. (Cambridge: CUP, 2001). p.134

[12] J.C. Witt, et.al. Troubleshooting Behavioral Interventions. A Systematic Process for Finding and Eliminating Problems. *School Psychology Review, 33.* 2004. p.363

[13] Adhie, "Classroom Managemet", *Scribd*, (https://www.scribd.com/doc/17310983/Classroom-Management, accessed on July 13, 2009)

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about all of related review of the study. There are three main points that will be discussed; those are large class, managing a large class and students' behavior problems. In addition, some previous studies related to this field also will be revealed.

A. Theoretical Framework

1. Characteristics of Large Class

A class is large if the teacher feels that there are too many students for them all to make progress in English. Therefore, a large class can mean any number. Many studies show such classrooms are finding in developing countries. There are many factors for establishing large classes: reduction/elimination of school fees and rapid population growth. These factors caused to increase class size and affect the quality of education and have brought negative results to education system. Most of the teachers in Asia are working in schools that indicate many students or almost full of classroom.[14]

Large class does not have the exact size; the number of students per teacher measures it. Therefore, 25-30 students for one teacher in some countries are thought large but in some countries, it is a normal class and even though it is, looks smaller. Moreover, from teachers viewpoint when the students cannot learn or the lessons are not presented in a good quality and the number of the students is more than 50 is take account large class. In addition, large class's students are able to teach the same as small class but they emphasis on the quality of lessons.

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

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

a. Desks and chairs are fixed or difficult to move.
b. Students sit close together in rows.
c. There is little space for teacher to move around the classroom.
d. There is not enough space for students to move during the lesson.
e. The walls between classrooms are thin, and any noise will disturb other classes.
f. There are not enough textbooks for all students.
g. Not every student has paper and pencil.
h. The school has no copying facilities
i. Other teaching resources are limited.

This means that teachers and students can face the following challenges:[15]

a. Teachers can have difficulty keeping everyone's attention.
b. Students' motivation to learn English can be poor.
c. Students have difficulty hearing the teacher.
d. Teachers do not have enough opportunity to help weaker students.
e. Attendance can be poor and irregular, leading to lack of continuity.
f. This lack of continuity can cause extra work for teachers and confusion for students.
g. Taking the register can be time-consuming.
h. Teachers can have too much marking to do.
i. There are few resources to make learning interesting.

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

a. Dealing with a wide range of ages and abilities
b. Keeping everyone's attention
c. Doing oral work

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

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d. Students' motivation to learn English may be poor
e. Helping weaker students
f. Checking individual progress
g. Attendance and continuity
h. Marking large quantities of written work
i. Taking the register

Many teachers complain that large classes have some disadvantages and difficult to manage. Large classes create lack of communication, discipline, assessment and individual attention. It is hard for teachers and students to develop a close contact, because large classes create problems for teachers and students in the procedure of teaching and learning. Moreover, large class consists of physical and psychological problems. The students are not comfortable mentally and corporally. For instance, if there are 30 students in a language class that is most enough for a teacher to know about the students if they are relaxed or not. Teachers are usually complained from discipline in large classes. They believed that they are unable to control what is going on. In addition, when the students do an activity, they make noise and disturb the others.

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

Some researchers argue that large classes can bring opportunities and present human resources than smaller classes. They added more students share their ideas and provide more details with opinions and possibilities. Large class prepares chances for students to cooperate with other students and encourage the students to create the new knowledge. Although,

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teaching large classes provide the opportunities for teachers to improve organizational and managerial skills. Therefore, teachers try to organize their classroom comfortable and manage many students in a pleased environment. Moreover, teachers can find the chance in large class to improve their teaching and presentation skills. In large class, there are different students with different learning styles and teachers can use multiple activities and methods during their teaching. In addition, large class improves teachers' evaluation skills that teachers exercise different ways to observe their students, they really learned the lessons. Teacher can give assignments to their students inside or outside the class that will ask what the students learned.[16]

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

2. Managing a Large Class

Teaching English is an important job. Many governments and ministries of education believe that it is important for students to learn English. In many countries, secondary school and university courses are taught in English, and English is one of the main languages of national communication and business. English is also one of the most important international languages. It gives access to information, for example, in the areas of business, finance, science, medicine and technology. Students who become fluent in English can have the opportunity to contribute to the development of their country.

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

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

Some students like being part of a large class because it is 'safe': there are many students to do the work and the teacher cannot watch and listen to everyone. However, other students in a large class want more contact and help from the teacher. There is no 'big answer' to solve the challenges, but there is lots of 'small answer'. Teachers all over the world have contributed many tried and tested tips to help the teacher and their students get used to new teaching methodologies, which can improve their learning.[17] Classroom management involves:

a. Planning lessons which include variety and which meet objectives.
b. Giving clear instructions to students on what you want them to do.
c. Setting up and monitoring student interactions in pair and group work.
d. Using teaching and learning resources.
e. Moving clearly from one phase of the lesson to the next phase.
f. Timing and balancing of learning activities.
g. Starting and finishing the lesson.

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

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

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for class it will help the teacher to continue the lecture very well and the students would be follow the teacher. Also, thinking of what questions the students will be asked and find the answers, besides that make the questions for the students.

Course planning is about deciding where it is teacher want to go. A good way to ensure that teacher and the students arrive where teacher want to go is to develop clear, specific course objectives, share them with students and follow them when planning class sessions and when developing assignments and exams. A course objective is a statement of what students should be able to do or know after participating in class sessions and completing the homework. The Bloom's taxonomy of learning outcomes can be used as a guide for developing objectives. [18] The taxonomy categorizes learning into a hierarchy of six levels, starting with simple, such as knowledge and comprehension, and moving to the more complex, such as application, analysis and synthesis.[19] Most classes will have a variety of course objectives, some with simple learning goals and some with higher-level goals that ask for more sophisticated use of course material. Once teacher know what the course objectives are and where they fall on the hierarchy of learning, teacher can then aim the teaching, assignments and students assessments at those goals.

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

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

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

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they need more help that they can set in front of the classroom where teacher can easily help them. In large classes, teachers must teach energetically and emotionally, if teachers feel tired the students are the follower the same action will be happened to them. Eventually, large class or overcrowded class is related to the number of the students in a classroom, it means a class with full of students that the teachers are unable to control, manage and have better performance including communication with students. On the other hand, large class helps students to share their ideas and learn from each other. In addition, large class provides the opportunity for teacher to improve managerial skills and some presentation techniques.[20]

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

Despite the problems of big classes, there are things that teachers can do.[21]

a. Use worksheets. One solution is for teachers to hand out worksheets for many of the tasks that they would normally do with the whole class if the class were smaller. When the feedback stage is reached, teachers can go through the worksheets with the whole group and all the students will get the benefit.
b. Use pair work and group work. In large classes, pair work and group work play an important part since they maximize student participation. Even where chairs and desks cannot be moved, there are ways of doing this: first rows turn to face second rows, third rows to face fourth rows, etc. When using pair and group work with large groups, it is important to make

[20] Rohullah Rohin. Thesis:"*Teaching English in Large Classes in Afghanistan"*(Sweden: Karlstad University, 2013). p.17
[21] Jeremy Harmer. *How to Teach English.* (England: Pearson Education Limited. 1998). p.128

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instructions especially clear, to agree how to stop the activity and to give good feedback.

c. Use chorus reaction. Since it becomes difficult to use a lot of individual repetition and controlled practice in a big group, it may be more appropriate to use students in chorus. The class can be divided into two halves, the front five rows and the back five rows, etc. Each row/half can then speaks a part in a dialogue, ask or answer a question, repeat sentences or words. This is especially useful at lower levels.

d. Use group leaders. Teachers can enlist the help of a few group leaders. They can be used to hand out copies, check that everyone in their group has understood a task, collect work and give feedback.

e. Think about vision and acoustics. Big classes often are (but not always) in big rooms. Teachers have to make sure that what they show or write can be seen and that what they say or play to the whole group can be heard.

Good classroom management starts with planning. Planning is one of the most important and most helpful things that teachers can do. Effective planning means that teachers, students, parents and principals know what will be learnt, when it will be learnt and how learning will take place.[22]

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

1) Being clearly seen and heard

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

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

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the students may either feel neglected by the teacher, or think that they cannot be seen and may misbehave.

Make sure that all students can see you and that you can be seen. This way, the class knows that you want to see everyone and that you are available when any student need helps, not just those sitting in the front row. Move around in your classroom as much as you can, slowly and quietly, so students are not disturbed and do not feel threatened.

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

2) Learning and using the students' names

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

3) Setting up your own classroom rules

Classroom rules help to establish and maintain good discipline. These classroom rules are in addition to school rules. You can discuss and agree class rules for behavior that is acceptable in your classroom. These rules can then be put on the wall as a reminder for everyone.

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Take time to make sure that everyone understands and knows that they have to keep them. Students who do not keep these rules will be punished. It is a good idea to have different levels of discipline, starting with a warning and then using appropriate punishment. Often, removing a student's privileges can act as a good punishment. If you wish, good behavior can be rewarded, especially good behavior from students who are consistent offenders.[23]

4) Using classroom monitors

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

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

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

5) Achieving silence

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

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

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learning. However, a silent class does not necessarily mean that students are learning.

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

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

6) Maintaining discipline

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

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

Sometimes, one or more students become bored or determined to make trouble. Then you have to prevent more discipline problems from happening. However, always be fair and apply the rules equally to all students. Be consistent in your rules and take the same action for similar discipline challenges. Always be firm with your rules to stop bad behavior, so that students understand

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exactly what will happen if they misbehave. Try to criticize the act rather than the student.

Regarding management that is related to class discipline, first keep the voice lower, walk around the class and create helpful practice. Second, make groups in different ways such as by interesting names and mixed the students according to their levels. Third, check the homework in different techniques such as motivate pupils to mark their homework by themselves, motivate the students to mark their homework in group, give back the homework with group feedback. In here, pedagogical issue is the other strategy that contains many principles. First, give the opportunities to the students to participate in class activities such as pair, individual work, group work and whole class work. Second, use new mode and change traditional teaching objectives. "Organizing cooperative learning activities like think-pair-share, three-step interview, and jigsaw to develop students' comprehensive language competence and cooperative skills". Third, use different evaluation: summative, self-assessment and formative assessment.

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

a) Ensure students enter, sit and leave the class in an orderly and quiet fashion, because if they start noisily, they will continue to be noisy.
b) Give students something to do as soon as they enter the classroom, such writing down ten words beginning with the letter 'p'. This keeps students quiet and gives them some language revision before the lesson begins.
c) Tell students they will get a warning for unacceptable behavior, but you must act next time.
d) Give as much encouraging praise as possible, especially to the weaker students and to students making an effort and students who lack confidence.

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e) Reward improvement, even if it is minimal, by giving starts that the student can display on a wall chart.
f) Select, or have a vote for, a 'student of the month' rewarded for continuous good effort and improving work, not just to the fast and clever students.
g) Show that you enjoy teaching and helping students enjoy learning.

3. Students' Behavior Problems and the Solutions

Faculty agreed on a number of elements of students' behavior that were considered the major problems in large classes. They were:[24]

a. Side talking during the lecture, especially in the back of the lecture hall.

Noise levels can be an annoying problem, particularly at the beginning of class. It can be a daunting task to get a room of 500 students to quiet down in order to start a lecture. Spencer Benson suggests some possible methods for doing this. You could shout at students that class is about to begin, but this sets an unfortunate tone. You will sound annoyed and this action treats students like children and alienates them. You could just start talking, but this often does not work, especially if the noise levels are so high that no one can hear you. Benson says the most effective method he has found is to stand at the podium, look at the class and raise his hand. This gesture lets students know that he is ready to start and if they do not quiet down, they will pay the price. He will not start and they will not get the material covered.

Side talking once the lecture has started is disruptive to other students and aggravating to the instructor. Other faculty members have found that nonverbal invasion of the space of students who are talking gets the message across to them. This way, it is not

[24] Elisa Carbone. *Teaching Large Class: Tools and Strategies.* (London: SAGE Publications, 1998). p. 75

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necessary to say anything, but the students change their behavior. If the offenders are sitting in the middle of a nailed-down row of seats, it may be difficult to get close enough to them and another method may have to be used.

b. Arriving late.

Collect homework before the beginning of class and close the homework box a minute or two after class begins. Then lock the doors.

c. Leaving early.

Collect homework at the end of class. Ask that students who must leave early sit in the back of the lecture hall in order to minimize disruptions.

d. Causing a commotion during the final few minutes of class by putting away papers and zipping backpacks.

It is important not to let the last few minutes of class begin to erode. If your class is supposed to end at 10.50 and you give in to end-of-class commotion at 10.45 at the beginning of the semester, by the middle of the semester students will begin packing up at 10.30. Benson makes sure that he gives no signals that class is about to end (gathering notes, returning to the podium, unrolling shirtsleeves). If there are five minutes left, he announces that he is about to go over some very important material. Using the last few minutes of class to give a preview of the next lecture has also been found to be effective against last minute commotion.

e. Skipping class, except on exam days.

Give ‘attendance quizzes’. These are quizzes on the lecture content with easy answers for everyone who has been sitting in the lecture hall. If students are present, they will probably get five out of five points; if they are absent, they receive a zero. The disadvantages of this method of attendance taking are that it takes time out of class without adding any new material, it gives the instructor or TAs extra work and it increases the number of people who come to class just to take the attendance quiz and then disrupt the class by talking and reading the newspaper.

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Passing around a sign-in sheet does not work because some students will simply sign for themselves and for their absent friends. The one effective method of daily attendance taking he has found comes from Howard Smead of the History Department. At the beginning of the semester, students are assigned to specific seats. He has his TAs draw up a diagram of the seats with students' names. It is then easy for his TAs to take attendance by finding the empty seats and recording the absent students. This method is highly effective once it is in place, says Smead, but it does create chaos on the day students are being assigned to their seats.

Segal believes it is important to keep a positive attitude toward the students who do attend, rather than being negative about poor attendance habits of those who do not show up. Though a high level of attendance is one of her goals, there are days when there are many gaps in the gallery.

f. Reading the newspaper during the lecture.

Denny Gulick singles out the offending student and announces, "You will not be able to find my lecture in the newspaper, no matter how hard you look". He finds that the humor, combined with the public embarrassment, discourages newspaper reading for the reminder of the semester.

B. Previous Studies

Related to this research, several previous studies are already conducted. The first is the research that has been done by Arif Rudiyanto entitled "*Descriptive Analysis of Classroom Management Strategies of the Second Grade Students of SMPN 03 Tengaran".* In his thesis, he analyzed the strategy that the teacher used in classroom management during the teaching and learning process. The researcher also analyzed about the students' interest with the teachers' strategy in the teaching and learning process.

Meria Santy Sibaranis' research is the second previous study entitled "*English Teachers' Strategies in Managing a Large Class at SMP Negeri 4 Kota Jambi*". In her research, she focused on investigating about the English teachers' strategies in managing a

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large class. The researcher wanted to make the interesting classroom atmosphere that supported teaching and learning process in a large class by using the creative teaching strategy.

The third research was conducted by Nuri Susilowati by the title "*Teacher's Strategies in Managing a Large Class in Teaching English at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 Academic Year".* In this research, she focused on how the teacher manages a large class. She described the teaching strategy that applied by the teacher, the seating arrangement and the teacher-students' problems during the teaching and learning process in large class.

The last is the research from Rohullah Rohim entitled "*Teaching English in Large Classes in Afghanistan*". The researcher investigated the teachers' problem in managing a large class and the effect of large class in interaction and physical environment of teacher and students.

In general, the previous studies above commonly focus on the classroom management and the teachers' strategy in teaching and learning in large class. Thus, in this research, the researcher will try to find the students' behavior problems that may occur in a large class based on Elisa Carbone's theory. It will also see how the teachers' solutions to manage that problems.

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CHAPTER III

RESEARCH METHOD

This chapter consists of research design and approaches, research subject, research setting, data and source of data, research instrument, data collection technique, data analysis technique and framework of the research.

A. Research Design and Approaches

This research is a case study. A case study is basically an intensive study of an individual or group that is seen having a particular case.[25] A case study is a single instance of some bound system, which can range from one individual to a class, a school, or an entire community. The data gathered can include interview data, narrative accounts, classroom observations, verbal reports and written documents.[26]

The researcher did the observation in a large class and interview the teacher after the class. The purpose of observation here is the researcher wants to get the information about the students' behavior problems in a large class for finding the answer of the first research question. Then the purpose of interviewing the teacher is to verify the researchers' observation result and to find the answers for the second research question. This research investigated the students' behavior problems in learning English in a large class and how the teachers' management of those problems.

B. Research Subject

In this research, the research subject is the fifth semester students. There are 10 large classes in the fifth semester at English Teacher Education Department of UIN Sunan Ampel Surabaya, but the researcher only focuses on one class that is Language Testing and Assessment class.

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[25] Dr. Juliansyah Noor, S.E., M.M. *Metodologi Penelitian Skripsi, Tesis, Disertasi dan Karya Ilmiah.* (Jakarta: Kencana Prenada Media Group, 2011). p.67

[26] Sandra Lee McKay, *Researching Second Language Classrooms.* (London: Lawrence Erlbaum Associates Publishers, 2006). p.71

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C. Research Setting

This study was conducted in one of Language Testing and Assessment class. There are four classes of Language Testing and Assessment in the fifth semester; they are A, B, C and D class. Each class has different teacher, then the researcher choose the C class because there are 36 students in that class, which are 35 females, and 1 male student. The purpose of that class is to learn how the candidate of teachers test and assess the students' language ability. In a week, there is once meeting that is on Thursday at 12.30-15.50. Additionally, the time of the research done on November 2018.

D. Data and Source of Data

1. Data

   The data that are used in this study are the researchers' observation result in the term of what are the students' behavior problems in learning English at a large class and the result of interviewing the teacher about how does the teacher manage students' behavior problems in learning English at a large class. The researcher recorded some sample if it is needed.

2. Sources of Data

   The sources of the data are the results of the researchers' observation that take places during the teaching and learning process of the course mention above. The researcher also uses the result of interviewing the teacher after the teaching and learning process.

E. Research Instrument

The data of the research is being the main source of this study. The data can be obtained using these instruments:

a. Observation Guideline

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

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sure the result of observation by doing the interview with the teacher after the class.

Table 3.1
Observation Guideline

Students' Behavior Problems	Field Notes
Side talking during the lecture	
Arriving late	
Leaving early	
Causing a commotion during the final few minutes	
Skipping class, except on exam days	
Reading the newspaper during the lecture	

b. Interview Guideline

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

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Table 3.2
Interview Guideline

No.	Descriptions	Questions
1.	Teachers' opinion about large class.	Does the teacher think that the class is large?
2.		Are there any problems faced by the teacher in teaching at the large class? What are they?
3.		How does the teacher manage those problems?
4.		Are there any preparations done by the teacher before teach in a large class?
5.		Are there any rules made by the teacher when teaching in a large class?
6.	Teachers' management in the students' behavior problems.	How does the teacher do if there is a student arriving late when the teaching and learning process occurs?
7.		How does the teacher do if there are any students do not pay attention to the teacher during teaching and learning process?
8.		How does the teacher do if there are any students doing side talking in the class?
9.		How does the teacher do if there are any students reading the other books or the newspaper or busy with their cell phone during the lecture?

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10.		Are there any students skipping the class except on the exam days? How does the teacher manage that problem?
11.		Before the teaching and learning process over, are there any students leaving the class early? How does the teacher manage that problem?
12.		In the final few minutes of class, are there any students causing commotion and not paying attention to the teacher? How does the teacher manage that problem?
13.		Are there other problems that are faced by the teacher during teaching at a large class?

c. Recorder

The researcher uses two kinds of recorder in this research. The first is video recorder; the researcher uses the video recorder while the researcher doing the observation in the class to record all of the situations happens in the class. Based on the video results, the researcher can analyze and observe in details the result of the observation. The second is audio recorder, the researcher uses the audio recorder to record the teachers' answer while the researcher doing the interview with him. The purpose is to get the strong evidence in transcription the teachers' answer of the researchers' questions.

F. Data Collection Technique

In this research, the data are collected from the researchers' observation result and from the recorder when the researcher interviewing the teacher. Therefore, the researcher conducts the research twice. The first meeting, the researcher

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observes in the class, and then in the second meeting, the researcher interviews the teacher.

The researcher observes during the teaching and learning process to get the data about the students' behavior problems that may occur in learning English in a large class. The result of it is compared with the other instruments as the data of the research.

The researcher also does the interview to know the teachers' solutions in managing students' behavior problems in a large class. During the interview section, the researcher prepares the recorder to record and collects the data from the teachers' answer.

G. Data Analysis Technique

This research analyzed by using content analysis method. It can help identify the most important areas to focus on for improvement. Therefore, after the researcher collects the data, the researcher describes the result of observation in detail to find the answer of the first research question. Then the researcher also has to transcript the result of the interview to find the answer of the second research question. All responses in this research aretranslated from Indonesian into English.

H. Research Stages

To conduct this study, the researcher did some stages. The stages are in the following:

First, the researcher formulated the title of the research based on the phenomena happened in the fifth semester students of English Teacher Education Department in UIN Sunan Ampel Surabaya especially in English learning. In order to clarify the problem to this research, the researcher came to the class and did the preliminary research. The preliminary research gave the information to the researcher about the students' behavior problems. Thus, by doing these steps, the researcher expected that this research is important to be done.

Second, the researcher collected the data through classroom observation. The researcher used video recording and field note as the instruments to get the data. The researcher did the

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observation in twice. The researcher also interviewed the teacher to double check what going on the classroom was.

Third, the researcher analyzed the data that was collected by doing the classroom observation and interviewing the teacher. The researcher analyzed the first data that is types of students' behavior problems in the large class. To analyze the first data, the researcher used Elisa Carbone's theory about students' behavior problems in the large class. The researcher then analyzed the second data about teachers' management of students' behavior problems. Theory of Elisa Carbone also used as the reference to analyze the data.

The last, after analyzing the data based on the theories, the researcher wrote the report of this research by writing the finding based on the data obtained from the research. The research reported the results of this research in form of thesis.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents research finding and discussion. The research findings contain data that has been collected by the researcher during the -classroom observation and interviewing the teacher. Then, in the discussion section, the findings will be discussed in relation with the theories reviewed during this research. Additionally, the analyzed data is categorized based on the research questions of this research.

A. Finding

The researcher conducted the research on November 2018. For answering the questions in this research, the researcher used three methods for collecting the data. In this chapter, observation, interview and recording results are presented and discussed. The data collection is guided by Elisa Carbone's theory of students' behavior problems.

1. The Students' Behavior Problems in Learning English at a Large Class

The researcher collected the data regarding with the first research question, which is about the students' behavior problems found at a large class during the teaching, and learning process. The researcher analyzed the students' behavior problems during learning English at a large class by taking field note and video recording with the teachers' permission. Based on the classroom observation, the researcher found some students' behavior problems conducted by the students during the teaching and learning process occur. The details findings as follow:

a. Side talking during the lecture

For the first is side talking during the lecture. During the classroom observation, the researcher found some students doing side talking during the teaching and learning process occur. In the beginning of class, the researcher found some students talking with their side

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friends when one of students prepared the LCD projector. In the middle of time, the researcher also found the students doing side talking with their friend when the teacher explained the material. Then, while doing the group discussions, the researcher found some students doing side talking because the duration of discussion time is too long for about an hour and the teacher gave additional time for about 30 minutes. The researcher also found some students doing side talking in their groups when the other groups doing the presentations. The researcher found that the students often talking with their side friends during the lecture without any warning from the teacher.

b. Arriving late

The second is arriving late students. The researcher found some students arriving late while the class has begun for about 10 minutes. Then, the researcher found more than three students arriving late after the class has begun for about more than 15 minutes. The students arriving late because they were doing the other courses' assignment, which are they had to do the service learning in the school.

c. Causing a commotion during the final few minutes of class

The third is causing a commotion during the final few minutes. The researcher found there were some students did not pay attention to the teacher in the final few minutes. It was because in the final few minutes, the time of the teachers' talking is too often, so the students often feel passive in the learning. Moreover, it was also because the allocation time of the course was too long; it was four credits that is one credit are 50 minutes, so the course has 200 minutes. It made the students bored; it was based on the students' statement. Then, in the final few minutes, the teacher gave the assignment to the students and it made the students was noisy because the students thought that the time was not enough to do the assignment.

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d. Operating cell phone during the lecture

The fourth is operating the cell phone. The researcher found some students operated their cell phone while the teacher explained the material. The researcher also found some students were busy with their laptop while their friends doing the presentation.

e. Some students outgoing and incoming class during lecture

The other problem is the researcher found some students often outgoing and incoming class during lecture it made the lecture often stopped because the teacher have to answer the permission of students who want to outgoing from the class. When the researcher asked to the students the reason why they are often outgoing from the class, the students' answer is because they are feel sleepy and bored, so they want to go to wash their faces.

To sum up, while during the classroom observation, the researcher found five students' behavior problems. Four of them are similar with the types of students' behavior problems according to Elisa Carbone's theory. There are six types of students' behavior problems based on her theory, which are 1)Side talking during lecture, 2) Arriving late, 3) Leaving early, 4) Causing a commotion during the final few minutes of class, 5) Skipping class, except on exam days, and 6) Reading a newspaper during the lecture or operating cell phone. The researcher found four of them and did not find the students who leaving early, skipping class except on exam days and reading the newspaper during the lecture. In addition, the researcher found the other students' behavior problems in the class that is some students often outgoing and incoming to the class during the lecture.

2. The Teachers' Management of the Students' Behavior Problems

After doing the classroom observation about the students' behavior problems in a large class, the researcher try to find the information about how the teacher manages the

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students' behavior problems by doing an interview with the teacher. While doing the interview, the researcher found some different information between the researcher observations' result and the teachers' answer. Therefore, the researcher combines the result of observation and the result of interviewing the teacher to get the data. The detail explanation will be explained below.

a. Side talking during the lecture

According to the teacher, the teacher did not find the students who side talking when the lecture. However, when the researcher doing the classroom observation, the researcher found there was some students' side talking while the teacher explained the material. The teacher also give information if there are some students doing side talking during the lecture, the teacher usually stop his speaking until the students more quiet.

> …if there is a problem about side talking, I usually stop my speaking, then I starts again…
> *(…kalaupun ada masalah seperti itu, biasanya saya diam dulu baru saya ngomong…)*

Therefore, the researcher found when the students doing side talking with their friends, sometimes the teacher just ignore it then sometimes he stopped his speaking and wait the students quiet.

b. Arriving late

The researcher then asked about the arriving late students. Based on the teachers' answer, there were some students who usually arriving late. The teachers' rules for arriving late students are if they come late more than 15 minutes, they may join the class but they may not fill the attendance list. Therefore, if they do not fill the attendance list more than 3 times, they cannot pass the course and have to repeat the course in next semester.

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…yes, there are some students often late. However, in my class I limit it in 15 minutes, more than 15 minutes he/she may join the class but may not fill the attendance list…

(…iya ada siswa itu-itu saja yang terlambat. Tapi kan di kelas saya itu saya batasin 15 menit, lebih dari itu dia boleh duduk tapi tidak boleh absen…)

However, when the researcher doing the classroom observation, the researcher found there are some students who arriving late more than 15 minutes and the teacher may them join the class and fill the attendance list. The teacher does not maintain the rules.

c. Causing a commotion during the final few minutes of class

The next is the researcher asked about causing a commotion during the final few minutes. According to the teachers' answer, if there are some students causing commotion during the final few minutes, the teacher usually give the assignment for them in order the students keep their focus to do the assignment and do not causing any commotion. Sometimes if the teacher found that there were some students felt the boredom in class, the teacher give them some fun activities to make the students enjoy the class again.

…if there is boredom, usually I have some activities such as warm-up. I usually give them the assignment in the final few minutes in order they do not cause a commotion…

(…ketika ada kebosanan itu biasanya saya punya beberap aaktifitas yah misalnya warm-up. Saya biasanya memberi mereka tugas di jam-jam akhir kelas supaya mereka nggak rame…)

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d. Operating cell phone during the lecture

The fourth question is about operating their cell phone during the lecture. According to the teacher, the teacher did not find the students who operating their cell phone during the lecture. However, while doing the classroom observation, the researcher found there were some students operating their cell phone and laptop while the teacher explained the materials. The teacher also give some information about if there are some students do not pay attention to the teacher and operating their cell phone, the teacher usually call the name of the students and ask her/him about the material that had explained by the teacher. Therefore, the students who operating the cell phone during the lecture will be ashamed and do not do it anymore. Nevertheless, the teacher did not do it when there are some students operating their cell phone.

> …if there are some students operating their cell phones while lecturing, usually I asked him/her to repeat about what the speaking was, then I warned him/her…
> *(…kalau ada yang main HP, biasanya saya suruh mengulang barusan tadi ngomong apa, lalu saya tegur…)*

e. Some students outgoing and incoming class during the lecture

The researcher asked the teacher about the students who often outgoing and incoming to the class during lecture. The teacher thought that it is not disturbing the teaching and learning process, so the teacher just ignores it. However, while doing the classroom observation, the researcher found that it was disturbing because the teachers' talking often stopped because of it.

B. Discussion

After getting the data of the students' behavior problems, this research analyzed type of the students' behavior problems and the teachers' management of those problems. After the results of the

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research questions presenting on the research finding, then the data are discussed on the discussion.

1. The Students' Behavior Problems in Learning English at a Large Class

The first research question asked about the students' behavior problems found at a large class during the teaching and learning process. The researcher found some students' behavior problems during the classroom observation. Almost of all types of students' behavior problems found in that class. According to Oliveira, classes with large numbers of students at times prove to be difficult to control and discipline as they create a hostile environment if not ably handled.[27] That is why it is not surprising to know the huge numbers of students' behavior problems at a large class.

When the researcher observed the class, the researcher found that the students are crowded because there are actually 36 students in the class, but in that day, there is one student did not come to the class. The researcher found that the facilities did not fulfill the students' need. It can be seen that the students have to bring the chairs from another class because the chairs in that class are limit. The appearance of the LCD is also too small, so not all of the students can see the material on the LCD as well. When the teacher explained the material, not all of students can see the teacher because of the classroom management is not good. The students sit in the three lines arrangement in front of the teachers' desk. Therefore, the students who sit in the third line cannot see the teacher clearly. It is proved by the following teachers' statement.

> …sometimes the students have to take the chairs from another class, it is also one of problems in large class…
> *(…kadang-kadang mereka kan ngambil kursi dari kelaslain, dari ruangan lain. Itu juga masalah menurut saya…)*

[27] J.B. Oliveira and J.P. Farrel, *Teachers in Developing Countries: Improving Effectiveness and Management Costs.* (Washington D.C: The World Bank, 1993)

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However, in this research, the main topic is about the students' behavior problems at a large class. Based on the theory, there are six types of students' behavior problems at a large class. From six types of students' behavior problems, side talking during the lecture is the most commonly problems found in the class. Side talking is commonly found in the class, especially the class is large. The teacher usually does not manage the class well, so the teacher cannot monitor all of students in the large class. In a large class, good classroom management techniques are particularly important. Good classroom management makes the teacher job easier and helps students to learn better.[28]Therefore, the teacher should manage the class to make all of students involve and feel enjoy with the teaching and learning process. If the classroom management is good, the teacher can handle and monitor the students so there is no student can side talking during the teaching and learning process. The following tables present kinds of the side-talking students found in the class.

Table 4.1
Side talking students found in the class

No.	Side talking students in the class
1.	Some students are side talking when the class begin while waiting their friend prepare the LCD.
2.	They are also doing side talking when the teacher explains the material.
3.	Side talking when doing group discussions because the time of discussion is too long.
4.	Side talking when the other groups present their discussions' results.

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

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From the tables4.1, it can be seen that the students doing side talking when they feel the teacher do not monitor them. The students feel that the teacher cannot see them because the seating arrangement is not to be setting well. Therefore, the teacher cannot see the students who sit behind. This reason also answers the question why the other students' behavior problems found in this large class.

According to Hayes, the problems that teachers faced in large classes are divided into five parts; they are discomfort, control, individual attention, evaluation and learning effectiveness.[29] In this finding research, side talking is one of the examples of controls' problem. The teacher cannot control all of students in the class because the numbers of the students are too large. The researcher also found the example of individual attentions' problem in the research that is students reading newspaper or operating their cell phones during the lecture. The students feel that the teacher unable to give the individual attention during the teaching and learning process, it makes the students find the other activities to make them enjoy in the class.

The second problem that was found by the researcher in that class is arriving late students. The researcher found that there are some students arriving late while the class has been begun for about 15 minutes. Some of the students who arriving late explained the reason of why they were late and some of them did not. The teacher also found the third problem that is causing commotion during the final few minutes of class. Because the allocation time of the class is too long, the students sometimes feel bored during the final few minutes of the class. It can be seen from that the students make noises when the teacher asked them to do the group assignment. Some of commonly comments heard by the teachers are there is no communication, the class is out of control, lack of individual attention and difficult to set effective group activities. Other teachers always emphasize that it is impossible to concentrate on all students and therefore not enough reinforcement will be

[29] D. Hayes. *Helping Teacher to Cope with Large Classes.* English Language Teaching Journal, 51 (2). Oxford University Express. 1997. p.118

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made to encourage all to participate in different activities. However, when the researcher doing interview with the teacher, the teacher said that there is no communication problem with the students. The following statement can see it.

> …there is no problems for me, because I feel that they are the students of University, it is mean that they are easier to be handled. Maybe it will different if I teach elementary or primary students, it may be more frustrating. But my students are adult and easier to be handled…
>
> *(…tidak ada masalah kalau saya yah, karena memang saya merasa bahwa ini kan mereka sudah mahasiswa sudah dewasa semua gitu, artinya lebih mau kita atur. Mungkin itu akan lain cerita kalau saya mengajar di anak SD atau SMP mungkin frustasi sekali. Tapi kalau ini lebih mudah ngaturnya karena sudah dewasa…)*

The researcher found the other problem that was not appropriate with Elisa Carbone's theory but it was appropriate with Lewis's theory. The problem is some students outgoing and incoming class during the lecture. In Lewis's theory, it was explained that one of the common problems of students' behavior is students running away from the classroom without any permission.[30]

The researcher also found the similarity problem with the previous study mentioned above. Based on the finding of Rohullah Rohin's research, the problem that is faced by the teacher is evaluating and assessing students' work.[31]The teacher feels that he need longer time to evaluate and assess the students' work. He usually faced the difficulties when he has to assess the students' work in the short time.

To sum up, the teacher should more pay attention to the classroom management to cope the students' behavior

[30] Lewis R. *Teachers coping with the Stress of Classroom Discipline* Social Psychology of Education. 1999 (3). p.155

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

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problems at a large class, such as the seating arrangement when the teaching and learning process and when the students doing pairs or groups work. The teachers also have to be aware in teaching English at a large class because there are some challenges that may be faced and the teachers have to know the strategy to solve those challenges.

2. The Teachers' Management of the Students' Behavior Problems

The second research question asked about how the teacher manages the students' behavior problems at a large class. Based on the teachers' answer when the researcher conducted an interview, the researcher found some strategies to manage the students' behavior problems at a large class. The researcher also found the same and differences between teachers' answer and the theory according to Elisa Carbone. The following table presents the teachers' management of students' behavior problems based on the teachers' answer.

Table 4.2
Teachers' Management of Students' Behavior Problems

No.	Students' Behavior Problems	Teachers' Management
1.	Side talking during the lecture	Stop speaking and wait until the students more quiet.
2.	Arriving late	If the students late more than 15 minutes, they may join the class but they may not fill the attendance list.
3.	Causing commotion during the final few minutes	Give the assignment to keep the students' focus.
4.	Operating cell phone during the lecture	Call the students' name and ask him/her to repeat the current explanation.

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5.	Some students outgoing and incoming class during the lecture	If it is not disturbing the teaching and learning process, the teacher just ignores it.

Based on the table 4.2, the first solution is for the problem of side talking during the lecture. At a large class, the commonly problem usually the boredom situations that make the students doing side talking when the teacher explain the material. According to Elisa Carbone, if there is some students' side talking, the teacher can stand, silent, look at the class and raise hand. This gesture lets the students know that the teacher is ready to start and that if the students do not quiet down, the teacher will not start and the students will not get the material. The teacher strategy and this theory have the similarity; they do not start to speak until the students pay attention to the teacher.

For the second is the solution for arriving late students. The teacher who had interviewed by the researcher explains that the solution for students who arrive late is the attendance list. Therefore, the teacher makes a class contract that if someone came late into class more than 15 minutes, they may join the class but they may not fill the attendance list. Then the theory mentions that if students came late into class, the teacher can use the strategy such as collecting the homework before beginning of class and close the door. Therefore, if the students do not collect the homework, they will not get the score. It is same about the students' score.

The third is the solutions of the students who causing a commotion during the final few minutes of class. The teacher said that the solution of this problem is keeping the students' focus in order they do not cause a commotion. The teacher usually give the assignment in final few minutes and sometimes give a fun activity to make the students enjoy the class. Elisa mention in her book that the teacher can use the final few minutes to give a preview of the next meeting, so the students

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who do not pay attention will not know the preview material for the next meeting.[32]

The next is the solution for the students who operating cell phone during the lecture. The teacher said that if the teacher found some students operate their cell phone or reading the other book during the lecture, the teacher will call the name of students and ask them to repeat the current explanation. For example, *"Jack, please repeat what has Rose speak about!"* If the students quiet and pay attention to the teacher again, then the teacher will say, *"Don't operate your cell phone anymore during the class"*. The theory of Elisa's book mention that the teacher can use the humor strategy to remind the students who do not pay attention to the teacher and read the newspaper or operate the cell phone, for example, *"You will not be able to find my lecture in the newspaper or your cell phone, no matter how hard you look"*. It will make the public embarrassment and the students will not do it anymore.

For the last is the solutions for the students who often outgoing and incoming class during the lecture. When the researcher interviewing the teacher, the teacher did not give any solutions for solving that problem. The teacher thought that the problem do not disturbing the teaching and learning process. However, maybe the teacher can make a rule that if the students want to out from the class; the students do not need to ask the permission to the teacher. Therefore, the teacher can keep explain the material to the other students without need to stop the talking for answering the permission of the students who want to out the class.

From the explanation and the example above, it shows that it is important to know the students' behavior problems in the class, especially in the large classes. It is also important for teacher to understand the strategies or the solutions for the students' behavior problems because each problem has its different solutions and the teacher has to know what strategies should be used to solve the problems.

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[32] Elisa Carbone. *Teaching Large Class: Tools and Strategies.* (London: SAGE Publications, 1998). p. 82

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the preview chapter, the researcher concluded this study as follow:

1. The researcher found five types of students' behavior problems at a large class in the C class of Language Testing and Assessment at the fifth semester students of English Teacher Education Department UIN Sunan Ampel Surabaya. Those problems are students talking with their side friends during the lecture, arriving late students, students causing a commotion during the final few minutes of class, students operating cell phone during the lecture and some students outgoing and incoming class during lecture. However, from those problems, the most commonly problem found in that class is students talking with their side friends during the lecture.

2. In managing those kinds of students' behavior problems at a large class, the teacher gives some solutions of it. For the first, to cope with the side-talking students during the lecture, the teacher usually stops his speaking and waits until the students more quiet. Then for solving the arriving late students, the teacher make a classroom contract that if the students late more than 15 minutes, they may join the class but they may not fill the attendance list. If the students do not fill the attendance list more than three times, they will be disqualified from the class and have to repeat the class on the next semester. For the third, to cope with the students who causing a commotion during the final few minutes of class, the teacher usually give the assignment to keep the students' focus in order they do not cause some commotions. Then for the fourth, to cope with the students who operating the cell phone during the lecture, the teacher usually call the students' name and ask him/her to repeat the current explanation.

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For the last, to cope with the students who often outgoing and incoming the class during lecture, the teacher usually ignores it if it is not disturbing the teaching and learning process.

B. Suggestion

According to the conclusion above, some suggestions are intended to the English teacher and the next researcher who has similar topic. The suggestions are as follow:

1. For the English teacher

   The English teachers are suggested to be more pay attention in understanding the students' behavior problems especially at a large class. By understanding the types of students' behavior problems, the teachers can try to manage those problems using the appropriate solutions. As we know that, each student's behavior problems have different solutions and the teachers should to be aware in managing the students' behavior problems at a large class. Knowing the appropriate solutions of students' behavior problems at a large class can help the teachers easier in managing the class.

2. For the next researcher

   For the next researcher who wants to conduct a similar topic, it is better to analyze types of students' behavior problems in the more than one classroom. Therefore, it can be compared which the types of students' behavior problems found in one class and the other classes. By doing the research in more than one class and one teacher, it can give more different solutions in managing the students' behavior problems in a large class. Different finding can lead another topic such as the strategies that used by the teacher to teach in a large class and the effects of large class on the students' behavior. It may be the researcher found that in fact there are the effects of a large class on the students' behavior. It is also important to the teachers to know that finding, especially the teachers who teach in the large classes. In addition, the other theories of other experts can also be used as the references.

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