

# **EFL TEACHER'S CHALLENGES AND STRATEGIES IN TEACHING LARGE CLASS AT SMPN 1 KANOR**

## **THESIS**

Submitted in partial fulfilment of the requirement for the degree of  
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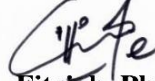
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## ABSTRACT

Muniffatim, Sri. (2021). *EFL Teachers' Challenges and Strategies in Teaching in Large Class at SMPN 1 Kanor*. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor I: Dra. Hj. Arba'iyah YS., MA, Advisor II: Fitriah, PhD

Key Words: *EFL teacher, teaching challenge, teaching strategy, large class.*

This study is to describe the challenges and teaching strategies used by EFL teachers in teaching in large class to grade eight students of SMPN 1 Kanor in the academic year 2020/ 2021. It was conducted to investigate the teachers' teaching challenges and strategies they used to cope with those challenges they faced. The researcher used descriptive qualitative analysis to analyze the data. The researcher collected the data by conducting interviews with the EFL teachers. The researcher used interview guides as the research instrument. Based on the collected data, the researcher concluded that there were eight challenges faced by the teachers which are: (1) unequal voice (2) tired of rising voice (3) unequal attention, (4) disparate interaction, (5) annoying voice, (6) inactive students, (7) stubborn students, and (8) school environment. The strategies used by the teachers to cope those challenges are: (1) making eye contact to all students, (2) asking questions to draw students' attention, (3) changing students' seat, (4) warning the students, (5) praising the obedient students, (6) giving purpose to listen to others, (7) giving students responsibilities, (8) using group work, (9) involving students in the lesson, (10) giving written instruction, (11) using the class list for nomination, and (12) using mimes and gestures. Based on the conclusion, the researcher offers several suggestions to cope with the challenges faced by the EFL teachers. The teacher should use more creative strategies such as using class list nomination to make the learning process more effective and efficient and the school should build higher windows so that the students will not look out the windows and the teaching learning process can run well.

## ABSTRAK

Muniffatim, Sri. (2021). *EFL Teachers' Challenges and Strategies in Teaching in Large Class at SMPN 1 Kanor*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dra. Hj. Arba'iyah YS., MA, Pembimbing II: Fitriah, PhD

**Kata Kunci:** *guru Bahasa Inggris sebagai bahasa asing, tantangan mengajar, strategi mengajar, kelas besar.*

Penelitian ini adalah untuk menggambarkan tantangan dan strategi mengajar yang digunakan oleh guru bahasa Inggris untuk mengajar di kelas besar pada siswa kelas delapan SMPN 1 Kanor pada tahun ajaran 2020/ 2021. Hal ini dilakukan untuk mengetahui tantangan mengajar para guru dan strategi yang mereka gunakan untuk mengatasi tantangan tersebut. Peneliti menggunakan deskriptif kualitatif untuk menganalisis data. Peneliti mengumpulkan data dengan melakukan wawancara dengan guru bahasa Inggris. Peneliti menggunakan pedoman wawancara sebagai instrumen penelitian. Berdasarkan data yang dikumpulkan, peneliti menyimpulkan bahwa ada delapan tantangan yang dihadapi oleh para guru yaitu: (1) suara yang tidak setara, (2) lelah menaikkan suara, (3) perhatian yang tidak sama, (4) interaksi yang tidak merata, (5) kebisingan yang mengganggu, (6) siswa tidak aktif, (7) siswa yang bandel, dan (8) suasana sekolah. Strategi yang digunakan oleh guru untuk mengatasi tantangan tersebut adalah: (1) melakukan kontak mata dengan semua siswa, (2) mengajukan pertanyaan untuk menarik perhatian siswa, (3) mengubah tempat duduk siswa, (4) memperingatkan siswa, (5) memuji siswa yang nurut, (6) memberikan tujuan untuk mendengarkan orang lain, (7) memberikan tanggung jawab kepada siswa, (8) menggunakan kerja kelompok, (9) melibatkan siswa dalam pelajaran, (10) memberikan instruksi tertulis, (11) menggunakan daftar kelas untuk nominasi, dan (12) menggunakan mimik dan gerakan. Dari kesimpulan tersebut, peneliti menawarkan beberapa saran untuk menghadapi tantangan-tantangan yang dihadapi oleh guru. Guru seharusnya menggunakan strategi yang lebih kreatif lagi seperti menggunakan daftar kelas untuk nominasi dan sekolah seharusnya membangun jendela yang lebih tinggi sehingga siswa tidak melihat keluar jendela dan proses pembelajaran akan berjalan dengan lancar.

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## CHAPTER 1

### INTRODUCTION

This chapter provides a brief summary of the research's overall content, which includes background of the study, research questions, objectives of the study, significance of the study, scope and limit of the study, and definition of key terms.

#### A. Background of the Study

Teaching is a method of delivering to students on a subject that they can understand. The aim of teaching learning process is for students to acquire information and be able to comprehend it. To accomplish the goal of teaching, the teacher's ingenuity is crucial in selecting materials and strategies that are appropriate for the students' need and making the lesson simple to comprehend. Beside that, a teacher's position is crucial in ensuring that the teaching and learning go smoothly.

The performance of teacher is one of the internal factors that has a significant important on the quality of teaching and learning<sup>1</sup>. It is the ability to control the classroom environment throughout the process of teaching and learning. The most critical position of teachers, according to Robert J Marzano, is that of a manager. The basic task of the instructor, according to Joyce McLeaod's book "The Key Element of Class Management" is to become a teacher's guide. Teacher is responsible for the

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<sup>1</sup> Buchari, *The Impact of Noise Level on Students' Learning Performance at State Elementary School in Medan* (American Institute of Physics, 2017).

social, intellectual, and physical structure of the class in order to fulfill that function. As a result, teachers will be able to fulfill their responsibilities effectively. In order to achieve the desired level of students' achievement, the teacher must be able to provide conducive learning environments and effectively manage the class. The process of teaching will be difficult if the teacher is unable to effectively handle the class. Besides that, if there are disruptions in the class, they should be able to control and overcome them<sup>2</sup>. They have important role in the class such as, how to run and manage the class well as well as to control their students especially when the class is noisy<sup>3</sup>. So, a teacher is the key in a teaching learning process.

Reflecting on this, classroom management is an important factor for the success of the teaching. A convenient classroom is described not only by how nice and tidy it is on the inside, but also by how the teacher teaches students. It is important to learn how to handle a classroom and create a fun environment. A teacher who knows how to run a classroom can help students grasp the content more easily. It is for this purpose that classroom management must be effective in the teaching and learning process<sup>4</sup>. Unfortunately, not all teachers, particularly in large classes, are capable of effectively managing their students. Many teachers agree that one of the most difficult aspects of introducing successful learning is dealing with a board class. There are difficulties and

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<sup>2</sup> F. Heppner, *Teaching the Large College Class*, 2007.

<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition* (USA: Pearson, 2009), 108.

<sup>4</sup> Marzano. Robert J, *Class Management that Works: Research-Based Strategies for Every Teacher*, 2003.

problems may occur in teaching with a large number of students such as crowded and noisy classes, lack of understanding of the lesson and also lack of students' attention.

Several studies have found that teaching English in large classes will result in a variety of issues. According to the British Council, teaching English in large classes makes it impossible to maintain good discipline. Many English teachers who teach large classes, according to Muna Taher, become anxious when they are unable to achieve the objectives of teaching and learning processes. Students were unable to focus on the lesson because of the conditions and less favorable environment in the classroom, which had an effect on their achievements<sup>5</sup>. Moreover, the limited space to move because of the number of students make teacher difficult to interact with all of the students in large class<sup>6</sup>. Therefore, this study focused on identifying how teachers manage large classes.

As one of the problems, teaching English in a large class is faced by EFL teacher in SMPN 1 Kanor. The researcher had done an initial investigation in SMPN 1 Kanor. The problem here emerged from the total number of the students enrolled in a class. In SMPN 1 Kanor the number of students in each class is more than 25 students. The teacher of SMPN 1 Kanor faced difficulties in teaching English in a large class. The difficulty appears when students talk with others while their teacher is explaining

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<sup>5</sup> Taher Muna, "*The Effects of Large Class on EFL Students*". 2005

<sup>6</sup> J. Harmer, *The Practice of English Language Teaching* (London: Longman, 1991).

materials. Furthermore, the sound from one class to the next is very mingled, which disrupts students' learning focus.

The researcher's goal is to look into the challenges that teachers face when teaching in large classes and the strategies that EFL teachers use when teaching English at SMPN 1 Kanor. After completing this study, the researcher hopes that other teachers who are struggling with similar issues will benefit from the result about teaching strategies for large classes.

As this study discusses the challenge and strategy in large class, there have also been some previous research studies which investigated the same topic. The first study was discussed by Pauline Carolyne Fortes with the title "Dealing with Large Classes: A real challenge". The research was focused on the effectiveness of teaching foundation Math for every large classes (150-200 students)<sup>7</sup>. The researcher does not explain about the challenges faced by teacher when they teach. Different with the previous, in this study the research mentions and explain a few challenges faced by EFL teachers in teaching in large classes. And also the lesson subject studies between the two researches is different.

The second previous study was written by Oom Diana Pungki and Suartono with title "English Teacher's Strategies in Managing Large Classes". The focus of the research was how important the classroom management is in the success of the learning

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<sup>7</sup> Pauline Carolyn Fortes, "Dealing with Large Classes: A real Challenge". International Conference on Mathematics Education Research 2010 (ICMER 2010).

objectives. The study found some strategies used by teachers in managing large class<sup>8</sup>. Different with the previous, this study focused on the strategies that EFL teachers used to cope the challenges faced by them when teaching in large classes.

The third previous study entitled *EFL Teachers' Teaching Strategies in Public Vocational High School in Singaraja*. Nurul Inayah was the author. The study was to investigate the EFL teachers' teaching strategies and the similarities or differences of strategies used. The researcher found that there were similar strategies applied from one school with others. The setting of the study were three public vocational high school<sup>9</sup>. Different with the previous, this study the researcher just took one school. The reason why the researcher just took one school is because after conducting a mini-survey of schools in the Kanor religion, and SMPN 1 Kanor being a single school in the district with a large class size, with more that 25 students in each class

### **B. Research Questions**

The study will be guided by the following research questions:

1. What are the challenges that EFL teachers face when teaching English in large class at SMPN 1 Kanor?
2. What are the strategies used by EFL teachers in SMPN 1 Kanor to deal with the challenges of teaching English in a large class?

### **C. Objectives of the Study**

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<sup>8</sup> Oom Diana Pungki, - Suwartono. "English Teacher's Strategies in Managing Large Classes".

<sup>9</sup> Nurul Inayah, "*EFL Teachers' Teaching Strategies in Public Vocational High School in Singaraja*".

Based on the research questions, the objectives of the research are:

1. To find out challenges that faced by EFL teacher in teaching English in large class in SMPN 1 Kaanor.
2. To know the EFL teacher's strategies that used to deal with the challenges in teaching in a large class in SMPN 1 Kanor.

#### **D. Significance of the Study**

To demonstrate the significance of the study, here are the researcher's statement about this case. The researcher anticipates that this study will benefit both ELF teachers and future researchers

##### 1. EFL Teachers

The result of the research may be used as a citation for EFL teachers who face the same problems while teaching large classes. Other teachers could apply the strategies found in this study to improve the quality of the teaching process in large classes.

##### 2. Futures Researchers

The researcher hopes that after reading the study the future researcher will carry on with this theme. There are other types of classroom situations that the future researcher could also investigate. The future researcher might be able to notice the efficacy of EFL teachers' strategy in these types of classroom situations. Future researchers also may investigate the same topic



with more participants and involve more schools in identifying the challenges and strategies that teachers use in teaching large classes.

### **E. Scope and Limits of the Study**

The research's scope is the EFL teacher challenge and strategy for teaching English to large classes. While EFL teachers have a variety of teaching strategies at their disposal, the researcher only looked at those that were successful in solving problems in large classes. The researcher did not observe all of the issues that arise in large classes, instead, she concentrated on the noisy class, which is a common issue in large classes.

The limitation of this study is the large English class at SMPN 1 Kanor, especially in A and F class grade eight. The researcher chose those classes because they were in the same situation in which they had low windows and also both classes had the same number of students. The researcher wants to observe not just one but two ELF teachers in this study. To make this study objective, two EFL teachers were needed.

### **F. Definition of Key Terms**

Researcher jots down definitions of key terms to aid the reader's comprehension of the analysis and to ensure that they have the same perception as the researcher.

#### 1. EFL Teachers

EFL teachers, also known as an English as Foreign Language teachers, is a teacher who instructs English as a second language to

students in a non-English speaking country. The teacher, on the other hand, is still the most crucial tool for controlling the teaching learning activities in a large class. A teacher's qualifications and personality are two of the most important factors to consider. Cognitive, affective, and psychomotor competencies are expected of a teacher<sup>10</sup>. The researcher defines an EFL teacher in this study as a teacher who teaches English as a foreign language in a school, especially in SMPN 1 Kanor.

## 2. Challenge

A challenge is something that provides as just a summons end up making a specific hand work, a requirement to explain, validate, or complicate and endeavor that is stimulating to the person doing it by its design or character<sup>11</sup>. The researcher considered the challenge in this study as the EFL teachers' problem in teaching, especially teaching English in large class at SMPN 1 Kanor.

## 3. Teaching Strategy

All of these perspective, positions, plans, and patterns<sup>12</sup>. Then, a teaching strategy is a plan devised by a teacher that includes a set with

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<sup>10</sup> H. Brown Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy* (San Fransisco: Longman, 2001), 342.

<sup>11</sup> Neeta Baporikar, *Senior Entrepreneurship and Aging in Modern Business* (University of Pune India).

<sup>12</sup> Fred Nickols, *Strategy Definitions and Meanings* (2017), 7.

activities aimed at achieving general academic goals. The researcher described strategy in this study as that of the way EFL teacher's plan teaching learning activities to actually implement components in order to deal with the problems they face in the large class.

#### 4. Large Class

A class is large if the teacher believes there are too many students to study, according to Joanna Baker and Heather Westrup<sup>13</sup>. There is no quantitative description of a large class since people's perceptions differ depending on context<sup>14</sup>. A large class in this study is described as a group of more than 25 students.

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13 Joanna Baker - Heather Westrup, *The English Language Teacher's Handbook* (London, UK: Continuum, 2000), 2.

14 Wang Qiang-Zhang Ning, *Teaching Large Classes in China- English as a Foreign Language* (2011).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Chapter II discusses several aspects of the study that cover some theories relating the items' analysis about challenges and strategies in teaching English in large class.

#### A. Literature Review

##### 1. English as Foreign Language Teacher

There are many numerous metaphors for describing to a teacher, according to Harmer, teachers are similar to gardeners in that they grow plants and then letting them struggle, teachers are also an actor because they are always on stage, and a teacher also orchestral symphonic operators even if they guide design and while also setting the tempo and timbre. Furthermore, teachers as trained educators are responsible for training, directing, assessing, and evaluating students at all levels, starting from elementary school to university. Besides that, a teacher is a person who has been entrusted with responsibility of becoming an educator in the field of education, and they have the authority to teach in formal educational institutions. They still have a responsibility to run the class. In order for the teaching learning process to be simple, active, and relaxed for the students, the teacher must have facilities for them<sup>15</sup>.

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<sup>15</sup> J. Harmer, *The Practice of English Language Teaching* (London: Longman, 1991).

The word EFL or English as Foreign Language has been widely shown in English teaching. An EFL (English as Foreign Language) teacher is one who teaches English in a country where English is not the native language. English is not used only as a foreign language throughout which it is not used. Language content awareness is required of competent teachers. Teachers with content awareness may assist students with challenges that they can face when studying and comprehending the topics discussed in class. Grammar and other aspects of language mastery are examples of content knowledge which are already needed for learners to acquire conversational proficiency in English<sup>16</sup>.

The term “teacher professional development” refers to the ongoing process of teacher improvement. It refers to the process by which EFL teachers improve language proficiency as well as their probabilistic and structural EFL strategic control. In response to the critical professional development must cover two areas:

- a. Propositional Knowledge: the current topic learned by teacher, including the English lesson they use.
- b. Procedural Knowledge: linked to the systems, processes, or techniques to help teachers carry out their responsibilities as teachers.

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<sup>16</sup> Soepriyatna, “*Investigating and Assessing Competence of High School Teachers of English in Indonesia*”. Malaysian Journal of ELT Research, 8.2, 2012, 38-49.

Adopting an individual exchange group that requires teachers as leading experts with content developmental projects, and inviting professionals into the educational settings to participate in such organizational changes, is one model of teacher professional development. All of the proposed models are aimed at assisting teachers in developing their English proficiency and teaching abilities.

## **2. Large Class**

A definite description of a large class has not been settled upon in the literature. Indeed, definitions differ across countries, institutes, and event lectures. Depending on the discipline and teaching situation, the definition of a large varies. A large class is often described as one that a student or lecturer perceives to be large. A large class, according to Qiang and Ning, is one with more students than the teacher can handle and plan for. Hayes, on the other hand, believes that a language class should have no more than 30 students. He went on to say that with such a large group, students have a strong chance to interact with one another<sup>17</sup>. Furthermore, in most Indonesian schools, the number of students in a class varies. An EFL class could have fewer than 20 students in some cases, while in others, the amount of students may be much higher.

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<sup>17</sup> Manar Asqalan, "The Effect of EFL Large Classes on Yarmouk University Students' Achievement". Arab World English Journal (AWEJ) Vol7no1.21 (March 2016).

A regular class has 30 students, and if that number is exceeded, the class is known as large classes. A large class for language learning is one that has more than 20 students. A simple criteria for determining large classes, on the other hand, is lacking. A class of more than 20 students is considered a large class in this study. Sulistoyawati points out that the Indonesian government recommends a class size of 20 to 32 students. EFL teachers, especially in Indonesia, face a number of challenges as a result of large classes. These difficulties have had an effect on both the learning outcomes of foreign language learning and the quality of language learning<sup>18</sup>.

### 3. Challenges in Teaching Large Class

Teaching English, although it may appear to be similar to any other subject, has its own set of difficulties. What are some of the difficulties that English teachers face? The difficulties encountered in English teaching are listed below.

The very first issue is indeed a serious lack of preparation. A serious shortage of qualified English teachers has been recorded in some countries<sup>19</sup>. As a result, teachers who lack adequate English training in general or in teaching English to learner in particular may find themselves teaching English<sup>20</sup>. Teacher

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<sup>18</sup> Marham Jupri Hadi - Lalu Teguh Arante, “*Barriers in Teaching English in Large Classes: Voice of an Indonesian English Language Teacher*”. (2015).

<sup>19</sup> D Nunan, *The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific region*, (TESOL Quarterly, 2003), 589-613.

<sup>20</sup> S. Garton, Copland, F., - Burns, A, *Investigating Global Practice in Teaching English for Young Learners: Project Report* (London, England: British Council, 2011), 13.

with insufficient teaching experience may strive to effectively embody teaching methods<sup>21</sup>. It is difficult to apply appropriate teaching methods and teach because the teacher must consider not only must four language skills be transferred, but students' motivation and enthusiasm for learning and practicing English must also be maintained<sup>22</sup>.

Dealing with a crowded classroom is one of the most difficult challenges in teaching. According to Emery, most commonly issues that mentioned by EFL teacher is overcrowded class, as well as the impact such a situation will have on educational activities<sup>23</sup>. Baker and Westrup identify a few issues with teaching in large class, including nearly impossible to move desks and chairs, student sitting close together within, and limited capacity to keep moving in the class, a thin wall between classes, and sound from one class could well interrupt the other<sup>24</sup>. As a result, it is essential that the educational process be convenient and enjoyable, otherwise, teachers may struggle to reach the needs of their students and accomplish their educational goals.

A teacher may also face difficulties due to a lack of vocabulary. According to Hasan, one the most difficult task that faced by student is mastering

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<sup>21</sup> W. Littlewood, *Communicative and Task Based Language Teaching in East Asian class. Language Teaching* (2007), 243-259.

<sup>22</sup> A. A. Ansari, *Teaching of English to Arab Students: Problems and Remedies* (Educational Research, 2012), 519-524.

<sup>23</sup> H. Emery, *A Global Study of Primary English Teacher Qualifications, Training, and Career Development* (ELT Research Papers, 2012), 1-32.

<sup>24</sup> J. Baker - Westrup, H. *The English Language Teacher's Handbook* (London, UK: Continnum, 2000), 2.



vocabulary<sup>25</sup>. Mayurama identifies the reason for students' lack of vocabulary, in other words, students believe they do not need to know words because they are uncommon, if not uncommon in their daily lives, as a result they are disinclined to learn the words. As a result, students learning English as a foreign language are restricted by their knowledge of the target language's grammar and vocabulary and must struggle to comprehend the content<sup>26</sup>.

Linguistic issues may present the next challenge for the teacher. Mukattash divided English language teaching challenges into two categories. First, the majority of errors in spelling, morphology, vocabulary, and syntax. Second, most students struggle to express themselves in English<sup>27</sup>. Khan also emphasizes the first issue, which is that specific intonation, pronunciation, and stress become a challenges to students<sup>28</sup>. As a result, linguistic problems can be found in any language proficiency, making students unmotivated to practice a language skill. Interference from one's first language or mother tongue is another linguistic

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25 L. N. K. Hasan, *The Effect of Lack of Vocabulary on English Language Learners' Performance with Reference to English Departments Students at Salahadin University-Erbil* (ZANCO Journal of Pure and Applied Sciences, 2016), 211-227.

26 H. V. Chung, Doctoral Dissertation: *"A Study of Reading Comprehension Problems in English Encountered by First Year Students of Faculty of Vietnamese Studies at Hnue"* (Hanoi: Hanoi University of Education, 2016), 5-6.

27 L. Mukattash, *The Problem of Difficulty in Foreign Language Learning* (Amman, Jordan: University of Jordan, 1983).

28 I. A. Khan, *Challenges of Teaching/Learning English and Management* (Global Journal of Human Social Science, Vol. 11, 2011), 72.

problem. Both teacher and student continue to express themselves in their native language, which has an unintended impact on their English performance<sup>29</sup>.

Psychological issues are another teaching challenge that teachers face depending on. According to Pande, many students have the misconception that English is the most difficult subjects<sup>30</sup>. According to Fatiloro, dealing with students' negative attitudes toward practicing English is the most difficult aspect in teaching English as a second language. Student for example, may scared to speak in the front of their fellow students, especially if there are competitive students in class<sup>31</sup>.

Some students are shouting and screaming during lessons, the voice of the teacher cannot be heard by the students in the back , some students are passive learners, the teacher became tired in rising their voice after short period of time, the annoyance sound that irritated students' concentration, the question and answer section to draw students attention that takes much time, students are doing their own activities, unequal teacher's attention, students feel bored, and, the limitation of teacher's interaction that restricted to the students who sit in the

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29 O. F. Fatiloro, *Tackling the Challenges of Teaching English Language as Second Language (ESL) in Nigeria* (IOSR Journal of Research & Method in Education (IOSR-JRME), 2015), 26-30.

30 V. B. Pande, *Problems and Remedies in Teaching English as a Second Language* (Confluence, 2013), 416-421.

31 O. F. Fatiloro, *Tackling the Challenges of Teaching English Language as Second Language (ESL) in Nigeria* (IOSR Journal of Research & Method in Education (IOSR-JRME), 2015), 26-30.

front are some challenges in teaching large class mentioned by Le Phuoc Ky, M. A.<sup>32</sup>

#### 4. Strategies in Handling Large Class

##### a. Definition of Teaching Strategies

In educational strategy, a teaching strategy is a plan method, or set of actions intended to accomplish an educational objective. Strategy is a way that consists of a set of actions aimed at achieving specific learning outcome. A teaching strategy is plan developed by teachers to achieve a specific goal during the teaching-learning process. In other words, teaching strategy is a method of instructing students. Teachers must employ a strategy for striking the right balance between both the teacher's method and the way materials are applied<sup>33</sup>.

According to Hamzah B. Uno, teaching strategies are the method by which teachers select lesson plans to be used in the educational process. In order to achieve specific learning goals, selection takes into account the learners' situations, teaching materials, wants and qualities. Teaching strategies are methods for making decisions about a specific course, or even an entire curriculum that begin with a look at the key variables in the teaching situations. Learner characteristics, learning objectives, and the teacher's

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<sup>32</sup> Le Phuoc Ky. M. A., *Problems, Solutions, and Advantages of Large Classes*, ([www.onestepenglish.com](http://www.onestepenglish.com)), 2002)

<sup>33</sup> Aswan et al, *Strategi Belajar Mengajar* (Jakarta, Reneka cipta, 2010), 43.

instructional preferences are examples of these variables. Following an examination of these variables, educated decisions about structure, evaluation techniques, and other critical components could be created. The importance of forming a subject is indeed not simple<sup>34</sup>.

#### b. Teaching Strategy in a Noisy Large Class

Some strategies presented by Ali Merch and Gonca Subasi which are effectively used in teaching in a noisy classroom. Teachers must use a variety of strategies when teaching a large class. Classroom management will suffer if teachers do not use a variety of methods and strategies to draw students' attention. Here some strategies for EFL teachers to employ in a noisy large class: as a reward, give a surprise activity to the student, being silent, asking questions to draw students' attention, using eye contact, warning the student, giving a purpose to listen to others, assuring to cooperate, stopping the students' own activity, using mime and gesture, giving song as a reward, nominating student, praising the diligent student, giving responsibility to the student, involving student in the lesson, changing the students' seats, and building an enjoyable activity. Ali and Gonca discovered those strategies as solutions to dealing with a noisy class, which is one kind of classroom management problem<sup>35</sup>.

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34 Hamzah Uno, *Learning Model*, (<http://www.blogspot.co.id>, 2008)

35 Ali Merch "Gonca Subasi, *Classroom Management Problems and Coping Strategies of Turkish Student ELF Teachers*" (Turkish Online Journal of Qualitative Inquiry, 2015), 52-53.

## B. PREVIOUS STUDIES

To demonstrate the originality of the research, the researcher draws on previous research. Fety Poerwita Sary conducted the first previous study. The purpose of this research was to determine the teacher's instructional strategies as observed through observation and interview. This study collected data through observation and interviews, which were recorded to ensure the data's authenticity. This study focused on two English teachers and their students. The researcher investigated two English language teachers' strategy for preparing and organizing lessons, formulating the teaching-learning activities, and evaluating students' achievement<sup>36</sup>.

Buchari and Nazruddin Matondang wrote the second study. The goal of this research was to see how much noise there was and how it affected students' educational achievement as indicated by a survey. The students in the school environment were the subject of this study. A survey was used in this study to gather accurate information. The researcher discovered a few modifications to reduce sound are suggested, including such window re-positioning, instrument materials to handle the school wall, or wood trees or grasses as an obstacle across the school area<sup>37</sup>.

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36 Fety Poerwita Sary, *“Teacher Strategies in Teaching English as a Foreign Language to Primary School Students”* (Indonesia University of Education, 2006)

37 Buchari-Nazaruddin Matondang, *“The Impact of Noise Level on Students' Learning Performance at State Elementary School in Medan”* (2017), 97-106.

The third previous study was from Rian Febriansyah. The purpose of this research was to look into the teacher's politeness strategies when providing corrective feedback in students' thesis proposal presentations, as well as to identify how well the student reacted to the teacher's politeness strategies. The researcher employed video recording and a questionnaire. The participants in this study were the teacher and students at the thesis proposal presentation in 2018. This study's findings revealed that, from July to October 2018, four teachers served as examiners for thesis proposal presentations. All of the teachers provided feedback on the students' presentations and three of the four politeness strategies were employed<sup>38</sup>.

The fourth previous study was written by Auliyah. The purpose of this research was to determine whether or not teachers' class management in large English classes is effective. To collect data for this study, some instruments were used, including observation and questionnaire. The researcher concluded that the researcher was successful in creating an enjoyable learning environment, which made it easier for the students to concentrate on their studies. Furthermore, the teachers used appropriate discipline techniques to manage the students' behavior and reduce misbehavior<sup>39</sup>.

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38 Rian Febriansyah, *“Teacher Politeness Strategies in Giving Feedback in Thesis Proposal Presentation of English Teacher Department of UIN Sunan Ampel Surabaya”* (Surabaya: UIN Sunan Ampel Surabaya, 2018)

39 Feni Diniyah Auliyah, *“The Effectiveness of the Class Management of Large English Classes Conducted by the English Teachers at SMP Bahrul Ulum Surabaya”* (Surabaya: UINSA, 2012).

The last was conducted by Nuryadin. The goals of this study were to look into the causes of school noise, the effects of sound on high school students' teaching-learning, and the connection among both levels of noise and level of anguish. The findings of this study showed a significant connection among both levels of sound and the number of respondents. The most vexing sources, according to respondents were traffic congestion, train noise, classroom noise of conversations, and shredding sound from desks and chairs<sup>40</sup>.

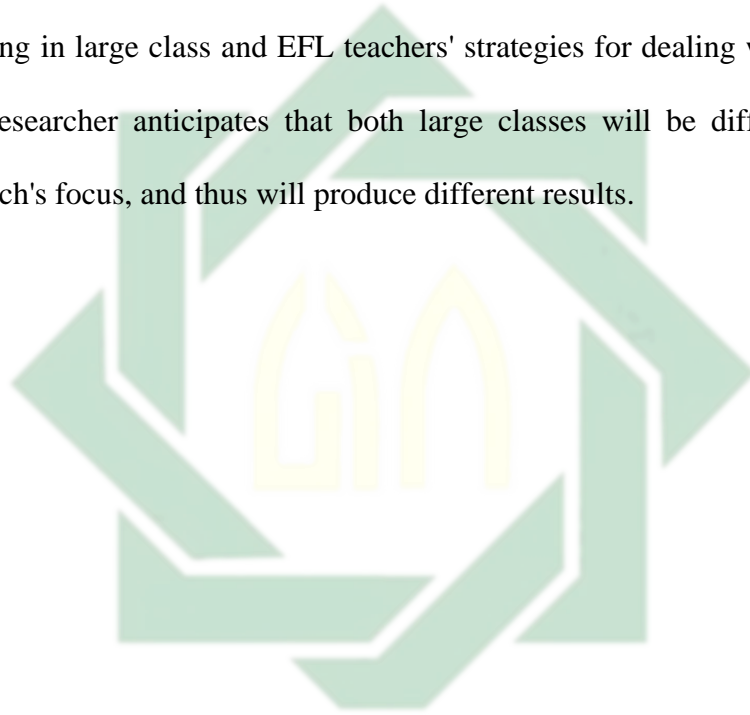
This study differs from the previous five in terms of the challenge and strategy used by EFL teachers when teaching in large classes. With this study, a few of the previous research explained teaching strategy, but in a dissimilar class setting. Some of them discussed specific teaching strategies for teaching specific subjects, and there is also a study that discussed large class but no strategies used were discussed. As a result, the researcher designed a study titled EFL Teachers' Challenges and Strategies in Teaching in Large Class at SMPN 1 Kanor.

The researcher created the above title after reading previous studies on particular teaching techniques to achieve a few targets, teaching methods, the effects of classroom noise, and the effectiveness of class management. The researcher decided to conduct a study related to that conducted by Auliyah titled The Effectiveness of Class Management of Large Classes conducted by the teachers at SMP Bahrul Ulum Surabaya. Despite the fact that this research is very similar, the

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<sup>40</sup> Suwirman Nuryadin, "Effects of Classroom Noise on Teaching and Learning of High School Students in Jakarta" International Journal of Science and Research, Vol. 5, 2016, 1.

focus of the research is completely different. The previous researcher was only interested in the effectiveness of the English teacher's class management in large English classes, but this study discusses challenges faced by EFL teachers when teaching in large class and EFL teachers' strategies for dealing with the problems. The researcher anticipates that both large classes will be different in terms of research's focus, and thus will produce different results.



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## CHAPTER III

### RESEARCH METHOD

Chapter III explains the research method that is shown in this research. It covers design of the research, setting and subject of the research, data and research's source of data, instrument of research, technique of collecting the data, and technique of analyzing the data.

#### **A. Research Design**

The qualitative method was used by the researcher in this study. According to Creswell, qualitative research is being used to investigate a topic in order for the researcher to gain a thorough view of a specific problem. The key concept, idea, or process studied in qualitative research is defined as the central problem<sup>41</sup>. Furthermore, according to Christensen and Johnson, qualitative research is concerned with gaining an “insider's perspective” on people and culture, which necessitates close interpersonal and often interactive communication. They also mentioned that gaining near to the research's object through the observation is important in qualitative study because it allows them to experience the subjective dimensions of the problem they study firsthand<sup>42</sup>. Because the researcher wants to investigate a specific problem which was the central problem in teaching English especially teaching English in large class at

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<sup>41</sup> John W. Creswell, *Educational Research Fourth Edition* (USA: Pearson Education, 2002), 16.

<sup>42</sup> R. Burke Johnson - Larry Christensen, *Educational Research 5<sup>th</sup> Edition* (USA: SAGE Publications), 87.

SMPN 1 Kanor, as a result qualitative research was used in this study. The data in this study was analyzed by the researcher to explain EFL teachers' challenge and teaching strategy they used in teaching in large class at SMPN 1 Kanor.

### **B. Research Setting and Subject**

The researcher carried out this study at SMPN 1 Kanor. The researcher chose this school as subject within a week of conducting a survey of several schools in the Kanor region and discovering that the average number of students in a class at SMPN 1 Kanor is 25 to 32, which is a large number class compared to others. The research discovered a problem that the teacher faced when teaching in large class as a result of those surveys. The issue with the large class here stemmed from the school noise that occurred as a result of the classroom environment. Furthermore, the students were so unconcerned about studying that they frequently made noise in class even when studying with the teacher by chatting with the other mates and joking with other mates.

The study focused on two English teachers who taught in different classes but at the same grade level and with the same conditions. Mrs. K is the first English teacher who taught in A class at the eighth-grade level and Mrs. S is the second English teacher who taught in F class at eight grade level. The researcher chose both teachers, Mrs. K and Mrs. S because they taught in a variety of large class settings. The researcher did not investigate the students because her primary focus was on the teachers.

### **C. Data and Source of Data**

This study used primary data. Those data were gathered through interviews, with the interview guided as a tool to aid in data collection.

#### 1. Data

The data for this study were in the form of (a) lists of teachers' problems and. The whole data answered the first question, which inquired about the challenge that EFL teachers face when teaching English in large classes, and also (b) their teaching strategy for dealing with those challenges. The whole data addressed a second research question, which was about the problem solving strategies that EFL used teachers in handling the problems. As a result, the researcher's data in this study came from the EFL teachers' problems and strategies.

#### 2. Source of Data

Teachers as the subject of the interview served as the source of data. The researcher attempted to collect data through interviews with two EFL teachers. In this interview, the teachers would serve as information resources, answering some of the interviewer's questions.

### **D. Data Collection Technique**

Researcher obtained the data using the following data collection techniques:

#### 1. Interview

Sugiyono defines an interview as “a meeting between two people to exchange information and ideas through questions and answers, resulting in communication of meaning about a specific topic”<sup>43</sup>. According to Hadi, an interview is a method of data collection that involves asking and answering questions in a systematic and unstructured manner based on the purpose of the inquiry.

Because of Covid 19, all schools in East Java Province are required to close their teaching and learning activities. The Government orders all schools to carry out learning activities through electronic devices that can be accessed from the house. This condition also applied in SMPN 1 Kanor, all teaching activities are still accessible from students' houses. Due to the situation, the researcher does not carry out any kinds of class observation that involve students in the class. Nonetheless, because the researcher focused on EFL teachers rather than students in this study, the situation did not complicate the researcher's work in conducting this research.

Interviews are classified into three types. They are (a) part of an unstructured interview. The interviewer does not have to organize a detailed procedure of questions for this type of interview, (b) a structured interview. In this second type of interview, the interviewer should develop a summary of questions to ask the subject of the interview before conducting it, (c) a semi

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<sup>43</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&d* (Bandung: Alfabeta, 2008), 231.

structured interview. The interviewer employs a predetermined list of questions designed to elicit specific data. When the interviewer discovers an existing or significant answers which emerges unpredictable from its interview's subject, the interviewer might expand on the originally agreed questions<sup>44</sup>.

The researcher used the second type of interview, a structured interview. Even though the school was closed, the teachers still came to the school to do their teaching and learning through online classes. As a result, the researcher conducted face to face interviews with EFL teachers in the teacher office. The researcher did the interview one by one, Mrs. K first and Mrs. S the next day. The interview was conducted to answer research questions about teachers' challenges in teaching large classes and the strategies they use to overcome those challenges.

#### **E. Research Instrument**

Here was the instrument that the researcher used:

##### 1. Interview Guided

As a result, the researcher conducted a structured interview in which she planned a set of questions or an interview guide for the EFL teacher to answer. The researcher used two interview guides in this study. The first guided interview consisted of some questions about the first research question in terms

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<sup>44</sup> Hadi, *Membaca Cepat dan Efektif* (Bandung: Sinar Baru, 1987), 39.

of the EFL teachers' challenge in teaching English in large class. Second interview guide focused on the strategy applied by the EFL teacher to cope with the challenges. As a result, whenever the researcher carried the interview, the researcher was prepared with the guide to keep the interview focused and the topic did not stray.

#### **F. Research Stages**

Before beginning this research, the researcher will go through the following steps:

1. The researcher began by requesting permission from the school to carry out the research there. After the school granted permission for the researcher to conduct research, the researcher tried contacting both EFL teachers to arrange a time for the researcher to come to the school and ask some questions in an interview.
2. After making an appointment, the next step was to conduct an interview with the EFL teachers. As a result, the researcher gathered with the teacher in the school office and started to ask them several planned questions.
3. The final step was to use a data analysis technique to analyze the data that had been discovered. Following data analysis, the researcher began presenting the data on the basis of description in the research results. Then the researcher discussed the data with the relevant theories to back it up and ensure that the data result's validity. The final step was to reach a conclusion

based on the data presented in data finding and discussion.

### **G. Data Analysis Technique**

When analyzing the data, the researcher employed the qualitative data analysis technique. It is the method by which researchers search for and organize data in order to obtain a better interpretation of the information and present the findings to the other. Following data collection, the researcher tried to listen to interview recordings. The researcher also wrote the audio's transcription to make it easier for the researcher to read and re-read the data.

The following data analysis was performed to describe the EFL teachers' teaching challenge and strategy in large class.

#### **1. Coding**

In this case, the first step in analyzing qualitative data was coding. The most common approach to make learning easier was to read and reread all of the data and shorten it by taking a look for components of meaning word, phrase, and sentence.

As a result, the researcher compiled the challenges by the teacher, as well as the strategy the teacher employed to deal with all of those challenges. As a result, it was easier for the researcher to include them in the findings. The researcher coded data from the interviews, for the example Mrs. K said “The main challenges I face when teaching a large class is getting all of the students

to get attention to the material. Everyone in class is talking to their friends and not paying attention to me”. The researcher coded it by “teacher’s attention challenge”.

## 2. Data Reduction

The process of removing data that is unrelated to the research questions is known as data reduction. As a result, the valuable data had to be kept, while the irrelevant data had to be avoided.

In this study, the researcher eliminates a few irrelevant information which had become categorized during the process of coding. For the example, Mrs. S said “I used to routinely do ice breaking activity as an interval of teaching process, but it was not effective because the students were not conducive”. The teacher’s statement includes an irrelevant information that talk about ineffective strategy used. According to the researcher, did not support the study's research questions.

## 3. Data Display

The data display is used to see a detailed description of the result. At this point, the researcher started to write down the interview findings in the form of a description. The data had to be collected in a descriptive manner because this is a descriptive qualitative study.

The researcher did not separate the data from the interview when displaying it. As a result, the data were described in general terms. After it was



completed, the researcher was able to draw conclusions and confirm that the data was meaningful.

#### 4. Conclusion

Conclusion and validation were the final stages of data analysis. The researcher took this step to conclude and verify the data discovered in order to make the information valid. In this stage the researcher tries to conclude the result of the research about strategy conducted by EFL teachers in teaching English in large class and teachers' challenge in handling large class based on the interview and presents it in descriptive form.



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## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

Based on the data gathered during the investigation, this chapter presents data findings and discussions related to the proposed questions. This study's findings cover teachers' challenges and strategies in teaching in large classes.

#### **A. Findings**

This part is divided into two sections. The first section discusses the challenges that teachers face when teaching in large classes, and the next section discusses the strategies that teachers used to overcome those challenges.

##### **1. Challenges in Teaching in Large Class**

Every teaching learning process may present its own unique set of challenges. The difficulties may arise from a variety of sources. As this study discusses the difficulties of teaching in large classes, the findings showed there are three aspects that raise some challenges, namely challenges related to the teachers, students, and school environment. Further explanation of each aspect of challenges is described in the following sections.

##### **a. Challenges related to teacher**

The teacher may face some difficulties as an internal factor in teaching-learning activity. Here are several challenges that teachers face when teaching in a large class.

### 1) Teacher's Attention

The analysis of interview data revealed that teachers tended to pay attention to students in the front row. The teacher's attention could not spread to the students who sat in the back, so they occasionally did something other than the lesson, such as talking to their friends, playing, or sleeping. Mrs. K stated that the main challenges she faced were the students who did not pay attention to the lesson. It was difficult for her to manage the class as she had more than 30 students in the class and was very noisy, as described in the following statement.

*The main challenges I face when teaching a large class is getting all of the students to get attention to the material. Everyone in class is talking to their friends and not paying attention to me (Mrs. K, line 33)*

Mrs. K further explained that when she asked the student in the front row, the student in the back row did something else. When she focused her attention on the students in the back row, some of them became agitated in the front row.

### 2) Teacher-Student Interaction

The result indicated that the interaction of the teacher was focused on the students in the front row. It could be,

because those who sat in the front row paid more attention to the teacher, and thus the interaction of the teacher was limited to them. It was difficult to interact with all of the students, especially those sitting in the back row, as described in the following statement.

*Students in the front row are more active than those in the back row. Students in the back row do not pay attention during the lesson and are constantly making noise by conversing with their peers (Mrs. S, line 21)*

Mrs. S further explained that when she proposed questions, she usually liked to ask students in the front row because students who sat in the back row not pay attention to her. Whereas most teachers directly point to the certain students and ignore students who are busy themselves.

### 3) Unstable Teacher's Voice

The teachers stated that the teacher's voice was audible during the teaching and learning activity. Students in the back row could hear the teacher's voice when she was explaining the materials. However, the teacher's voice could be heard clearly by some students in the back row when it was low for a short period of time. It was because, as stated

in the following statements, when explaining the materials, the teacher should always use loud voice.

*Teaching in large class will quickly become exhausting, because of the large number of students in the class. We have to be powerful if we explain the lesson or give the instructions to the students (Mrs. K, line 41)*

Mrs. S also mentioned the same issue to Mrs. K when asked about the teacher's difficulties, as described in the following statement.

*My voice is giving me a trouble. I'm not as boisterous as the other teachers. As a result, if the class is noisy, I will get tired quickly and will be unable to speak in class (Mrs. S, line 29)*

#### **b. Challenges related to students**

Students are the most important component of the teaching and learning process. Students, on the other hand, may pose several issues in teaching activity, particularly if they are studying in a large class. The explanations that follow describe some of the students' difficulties.

##### 1.) Students' attention

The result of interview data analysis indicated that the attention of students was not really focused on the teacher. They could not concentrate because the noise was so distracting. As a result, when the teachers assigned students some tasks or asked

them about the material that they learned, they were unable to complete and respond appropriately. As described in the following statement.

*Students are less focused and rarely notice the lessons. They will occasionally turn their head around, if they are called by friends outside the class (Mrs. S, line 34)*

Mrs. K explained a similar statement that she also faced some difficulties when teaching in a large class, and the difficult one drew the students' attention.

## 2.) Students' own activities

Another challenge that the teacher had to deal with was some students who began to do something besides English lessons. Some of the students were conversing among each other, some were playing or joking, and some were sleeping. Even though the teacher said that they might not talk with others and sleep during the lesson, some of them did not obey it, as described in the following statement.

*Another challenge that I face in teaching large class is students' own activities. I always remind students to pay attention to the lesson and stop their own activity. They will be quite at that time, but after a few minutes, they will be noisy again (Mrs. K, line 55)*

Mrs. S also explained that the role of the class was that the students were not permitted to talk with others and sleep during lessons. The students are forbidden to play and talk during lessons, but it is difficult to forbid them. Many of them still disobey.

### 3.) Students' Participation

The analysis of interview data revealed that some students did not actively participate in class. Despite the fact that the teacher had instructed them to ask question, some students remained silent, as described in the following statement,

*I ask them questions or request that they make a presentation in front of the class because some students are inactive unless I push my students to be* (Mrs. S, line 92)

Mrs. S further explained that she had to push students into answering questions or working in groups in order for them to participate in class. As a result of being forced to do so, the students became more active in contributing to the teaching-learning process.

#### **c. Challenges for school environment**

The results of the interview indicated that the challenge for the school environment came from the sound of other classes. The noise from outside collides with the students' concentration. It was the primary cause of the

disruption that woke up the teaching activity. It was because the next class's sound could be heard. As a result, it diverted the attention of the students, particularly those who were seated near the window. They occasionally did not focus on the teachers and began peering out the window to talk with their friends outside of class, as described in the following statement.

*Sound from outside make students cannot concentration with the lesson*  
(Mrs. K, line 59)

Mrs. S also explained the same problem: that the voice from outside is louder than her voice, it is makes students not pay attention to the explanation.

## **2. Teacher's Strategies in Teaching Large Classes**

Based on the data interview, the researcher found a few strategies that EFL teachers used in teaching in large classes. The variety of strategies used to help deliver materials and engage students in classroom activities. Here are the strategies employed by the teachers.

### **a. Making eye contact**

Furthermore, when the teacher was giving instruction, explaining, or asking questions, she made eye contact with students who were not paying attention. When the teacher looked at some students who were not paying attention, they began to pay attention again.



Maintaining equal eye contact, on the other hand, proved more difficult. Because the teacher only has two eyes, they cannot maintain eye contact with all students at the same time, and that some obstinate students will lose attention if the teachers did not avoid eye contact with them. As a result, the teacher made eye contact only with the learners who were having difficulty focusing on the lesson.

**b. Drawing students' attention**

Asking questions is one of the teacher's ways to draw students' attention. Those questions such as “Hello, Hey, Are you there? Can you respond to that? Have you finished your work?, please pay attention!” etc., as well as checking students' focus by asking “Okay, What must you do?” if they paid attention to the teacher, they were able to explain or instruct. The teacher frequently asked more questions to the student in the back, but some of them were unable to respond because they were not focused on the explanation. Teacher then went over what she had previously explained and asked them again. As a result of having to answer the question from the teacher again, the student began to pay attention.

**c. Changing students' seats**

Both teachers stated that changing students' seats to create groups was effective in the noisy class. It may make it easier for the teacher to

keep track of the students' activities. The teachers visited every group to evaluate and assist their work with the task. When they worked individually, it was difficult for teachers to control them one by one.

**d. Warning the students**

When the students began to do something other than English, the teacher warned them. When some students were arguing, she encouraged students by stating “Stop playing and do your work!” She often chastises students who sleep during lessons and hears their friend outside.

Unfortunately, many students were resistant to being forewarned. Despite the teacher's warning, they continue to run over the same thing or to do something else. As a result, the teacher gave warning to the students not only once, but several times. However, despite the teacher's warning, the students violated again a few minutes later.

**e. Praising the diligent students**

Teacher frequently praised the student who followed her instructions by saying “Great job!” or “Good students!”. It was a teacher's way of showing appreciation for the students who obeyed, as described in the following statement.

*I simply compliment them, saying things like “Good job” and so on. The students may be pleased because they believe the teacher appreciates their efforts (Mrs. S, line 87).*

**f. Listen to others**

By allowing student to speak and listen to others, the teacher instilled in them the value of others. When there was a student trying to answer a question from the teacher or who would present their work in front of the class, the teacher always said “Listen to your friend please!” As a results, students would focus on their friend. During group discussion, the teacher asked each student to share their feedback one at a time, while the rest of the class listened to their friend. They did not make a sound because the teacher often supervised group projects.

**g. Giving responsibilities to the student**

Giving responsibilities to the student was one of the strategies applied by teachers to get them to participate in the class activity? In this case, the teacher delegated responsibilities to students who were not participating sufficiently in class. Teacher assigned students to join in a group project and showed the results of the discussion. As a result, they were more active in the group discussion, because they were responsible for showing the discussion result to others, as described in the following statement.

*I prefer to assign group projects. As the group leader, I will select students who pay little attention to me. They will be given the*

*opportunity to present the work of their group. At the very least, they will be expected to participate in group projects (Mrs. K, 91).*

#### **h. Using group work**

The result indicated that group work was an effective strategy. It could handle a number of issues at once. Teachers used group work to help them control their students' work, interact with students, and make students become active participants in the classroom. As described in the following statement.

*Using group work is the key in controlling large class, because it make me easier to control their work. (Mrs. S, 96)*

Mrs. K also has the same explanation as Mrs. S. She explained that when she was grouping students, she chose the least active students to be the leaders and then presented the result. As a result, they were unable to select their members on their own.

#### **i. Involve students in the teaching activity**

The teacher actively engaged students in the educational activities by giving questions to the passive students. A detailed explanation was not given by the teacher. After a brief explanation of the lesson, she assigned them an assignment. The teacher would visit each group to ensure that everyone was participating in the group discussion when doing group work.

**j. Giving written instruction**

Mrs. S used written instructions as one of her coping strategies to deal with the fact that she could not speak too louds. Giving written instructions, she claims, is also effective, as described in the following statement.

*I like to give written instruction in the blackboard. For me, giving written instruction is effective way in teaching large classroom. It is very useful for someone who cannot speak load like me (Mrs. S, line 98)*

Mrs. S further explained that she applied written instruction by writing the instructions in on the blackboard and instructed the student to read those instructions by knocking the eraser on it. And thereby, the students who were making a nuisance of themselves were made aware of the instruction.

**k. Using nominations**

Mrs. K used class nominations by giving them stars and sticking them in the nomination note. It was needed to encourage students to be active and energetic when completing all tasks assigned to them, as described in the following statement.

*Students were motivated by class nominations. I give a star for those who want to respond to my questions or for students who can*

*answer my questions correctly. As a result, they are overjoyed because they have received their reward.* (Mrs. K, line 115)

Mrs. K further explained that for who accumulated the most stars at the end of the semester she gave some gift for them. In order for students to be more active and enthusiastic in class.

### **1. Using mimes and gestures**

Teachers also used mimes and gestures to warn the students. According to the interview, the teachers' gestures were mostly made with their hands and chin. The teacher used their mime to chastise students who violated the rules of the class. When the students were playing with others, the teacher warned them. Mrs. S stated that she directed the students with her hand. She clapped her hands and motioned to the students with her hand. She intended to request that the students stop what they were doing and pay attention to the lesson. It demonstrates that the teacher used mimes and gestures to warn the students.

In this case, Mrs. K also stated that she was always showing an optimistic and confident face when explaining the materials. Her hand also moved actively when she was explaining. To make the learning process both serious and fun, she was always smiling to her students.

### **3. Strategies to Cope the Teaching Challenges**

In order to answer the second research question about how to cope with teaching challenges, the researcher has clearly explained strategies in teaching large classes in point 2. However, the researcher summarizes the challenge and strategy faced by the EFL teacher in the table below to provide more obvious information about the strategy of dealing with the challenge.

**Table 4.1 Strategies in Coping the Challenges**

Challenges	Solution
The teacher's voice is inaudible in the back row.	<ol style="list-style-type: none"> <li>1. Change seats</li> <li>2. Use mime and gesture</li> </ol>
In a short period of time, the teacher becomes tired of raising their voice.	<ol style="list-style-type: none"> <li>1. Change seats</li> <li>2. Use mime and gesture</li> </ol>
The teacher will not be able to give each student equal attention.	<ol style="list-style-type: none"> <li>1. Make group work</li> <li>2. Change the seats</li> </ol>
The interaction of the teacher is limited to the student in the front row.	<ol style="list-style-type: none"> <li>1. Make group work</li> <li>2. Change the seats</li> </ol>
Students are irritated by the sound while teaching activity.	<ol style="list-style-type: none"> <li>1. Give responsibility to the student</li> <li>2. Draw the attention of student</li> <li>3. Involve student in teaching</li> </ol>

	activity
Student do not actively participate in the class.	<ol style="list-style-type: none"> <li>1. Give responsibility to the student</li> <li>2. Involve student in teaching activity</li> <li>3. Draw the attention of student</li> <li>4. Praise the obeyed student</li> </ol>
Some students pursue interests other than English.	<ol style="list-style-type: none"> <li>1. Give responsibility to the student</li> <li>2. Give warning</li> <li>3. Use mime and gesture</li> <li>4. Involve student in teaching activity</li> <li>5. Make an eye contact</li> </ol>

The last challenge that the teacher had to deal with was the school environment. The sound from the other class posed a challenge. This condition may be the root cause of all challenges in the teaching-learning activity, because it is the primary source of noise distraction. As a result, all of the strategies addressed these major challenges.



## **B. Discussions**

### **1. Teachers' Challenges in Teaching Large Classes**

According to the explanation in the findings, teaching English in large classes was difficult for teachers, as evidenced by the interview results. According to Le Phuoc Ky, M. A., some challenges in teaching large class that are related to the noisy class are : become in rising their voice after short period of time, the voice of the teacher cannot be heard by the students in the back row, the annoyance sound irritated students while teaching activity, the limitation of the interaction of teacher, some students are passive learners, some students make noise during lesson, students feel bored, students are doing their own activities, unequal teacher's attention, also the questions and answers section to draw students attention that takes much time<sup>45</sup>.

The researcher used those theories to create an interview instrument and discovered eight challenges faced by EFL teachers that were divided into three categories: those posed by the EFL teacher, those posed by the student, and those posed by the school environment. The challenges posed by the EFL teachers were as follows: 1) the teacher became tired of rising their voice after period of time, 2) the voice of the teacher could not be heard by the students in the back, 3) unequal teacher's attention, and 4) the limitation of the interaction of teacher. While the challenges posed by the students were as follows: 5) the

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<sup>45</sup> Le Phuoc Ky, Op.Cit.

annoying sound that irritated student's concentration, 6) some students were passive learners, and 7) some students were doing their own activities. While the challenge came from the school environment, the teacher stated that 8) the problem that came from the school environment was the noisy sound from the outside. Baker and Westrup identify some issues about teaching in large class, including fixed tables and chairs that are hard to manage, student sitting in rows are closed, limited space to move both teacher and student, this walls between classrooms, and noisy sound from other classes<sup>46</sup>

## **2. Strategies in Coping the Challenges**

Ali Merc and Gonca Subasi presented some strategies effectively used in teaching in noisy large classes. The strategies used are: as a reward, teacher gives a surprise activity to the student, being silent, asking questions to draw student's attention, using eye contact, warning the student, giving purpose to listen to other, informing the cooperating teacher, using mime and gesture, stopping students' own activity, listening to a song as a reward, using class nomination, praising the diligent students, giving responsibility to the students, involving student in the teaching activity, changing seats, and build an enjoyable activity<sup>47</sup>.

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<sup>46</sup> J. Baker-Westrup, Op Cit

<sup>47</sup> Ali Merch -Gonca Suabasi, Op.Cit.

The researcher analyzed the data from the interview, referencing the thirteen strategies for teaching in a large class, and the teacher discovered ten strategies used that were consistent with what Ali Merch and Gonca said<sup>48</sup>. These ten strategies were as follows: 1) make eye contact with student, 2) give praise to diligent student, 3) use questions to draw the attention of student, 4) give warning 5) give purpose to listen to others, 6) use mime and gesture, 7) give responsibility to the student, 8) use class nomination, 9) changing seats, and 10) involving students in the teaching activity.

Eye contact or eye's talk that the teacher used was in order to get the students' attention when the student did not focus on the lesson. The other aspect of nonverbal communication is eye contact. As long as it is not overdone, it can help teacher get their students' attention excessive eye contact can be perceived as unkind, violent, and condescending<sup>49</sup>. However, a strong relationship between the quantity of eye's talk used as an adjustment method and the total number of eye's talk used as an adjustment method. The higher the level of eye's talk, the more intimate the relationship<sup>50</sup>.

Teacher praise is one method that can be a powerful motivator for students.

Praising the diligent student may motivate other students to be active in

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<sup>48</sup> Ali Merch -Gonca Suabasi, Op.Cit.

<sup>49</sup> Chen, X. *A Cross-Cultural Perspective on Reading Motivation* (OISE, University of Toronto, 2005), 224.

<sup>50</sup> E. Ushioda. *Motivation from within, Motivation from without* (University of Warwick, 2008)

participating in the class activity or in completing the tasks. Unfortunately, teachers' compliments were general, as Mrs. S stated, "I just give encouragement to my students, like "Good job", and so on". As a result of the compliment, students may be overjoyed. They believe that their work is valued by their teachers, while a compliment like "Good job! Great work" is insufficient because it demonstrates a behavior characterization. When such a statement is expanded to include a behavioral component, it becomes acceptable: "You found eight credible sources for your essay. Excellent work!"<sup>51</sup>.

The teacher used questioning as one of their strategies to get students' attention and participation in class. According to Mrs. K, by asking questions, students can become more active participants in the teaching-learning process. "I asked them questions or I ask them to have a presentation in class because many students are passive if I do not force them", she said. Questioning is an important type of instructional interaction because it acts as motivational stimulation. Teachers can construct students' thinking and modes of inquiry by asking questions<sup>52</sup>.

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51 Hawkins, S. M., - Heflin, L. J. *Increasing secondary teachers' behavior-specific praise using a video self-modeling and visual performance feedback intervention* (Journal of Research of Science Teaching, 1996), 33.

52 W. M. Roth. *Teacher Questioning in an Open-Inquiry Learning Environment, Interaction of Context, Content, and Student Responses* (Washington DC: ERIC Clearinghouse on Assessment and Evaluation, 1998), 33.

Using mimes and gestures assisted EFL teachers in gaining students' attention while also sparing their voice when teach in large classes. Students could understand what the teacher was saying even if they only used mimes and gestures. It demonstrated that students could easily understand mimes and gestures. Gestures can take many forms, including hand gestures, facial expressions, pantomime, body movement, and so on. They can either mine or symbolize something, and if they are unambiguous and simple to understand, they can truly help learners guess the meaning of the verbal<sup>53</sup>.

Giving students incentives can help them stay motivated. Mrs. K applied the class list to motivate herself with this strategy. She rewarded students who got the most stars at the end of the semester. She said that “I use a star point system for active students or those who want to respond to my questions”. As a result, they are ecstatic because they have received their reward. Then “I give out prizes to the students who has the most stars at the end of semester”. The effects of rewards have been dubbed “the hidden costs of rewards”. It has the potential to lower self-reward for target outcomes or activities. It may also assist teacher establish positive relationships with their students quickly<sup>54</sup>.

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<sup>53</sup> D. McNeill. *Hand and Mind: What Gestures Reveal about Thought* (Chicago: The University of Chicago Press, 1992), 150-151.

<sup>54</sup> Edmund T Emmer-Evertson, Caroly. *Handbook of Classroom management* ([www.books.google.co.id](http://www.books.google.co.id) )

Because some students were not participating in class, the teacher took the initiative to appoint them as group leaders. The teacher expected that they would be more active, and make students feel like they had responsibilities in managing their group. Mrs. K stated, “I will choose the student who rarely pays attention to me to be the group head”. Students will be given the opportunity to present the work of their group. At the very least, they will be expected to participate in group projects. Students will learn more if they take an active role in their own education. They must take more responsibilities for their learning if they are to improve their comprehension and achieve success outside of the class<sup>55</sup>.

According to the teacher, changing students' seats was effective in terms of giving sufficient respect and interacting with all students easily. When teachers assign students to work in groups, they arrange the seating arrangement. When working in groups, teachers were able to assess students' work and contributions by changing their seats. Mrs. S stated that doing group work will also make it easier for me to control students because they sit in groups. Instead of going to each student's seat, I only need to come to each group to control their work. A good classroom seating arrangement is the most cost-effective method of classroom management, it provides discipline for free<sup>56</sup>. Many experienced

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<sup>55</sup> C. Bonwell-Eison, J. *Active Learning; Creating Excitement in the Classroom* (ASHE-ERIC Higher Education Report No. 1. Washington DC, 1991), 43.

<sup>56</sup> Jerry, Gebhard. *Teaching English as a Foreign or Second Language* (United States of America: University of Michigan, 2006), 1.

teachers advocated for assigning seating to students in order to facilitate discipline and instruction. However, classroom layout should be adapted to accommodate a variety of teaching process<sup>57</sup>.

In addition, the researcher discovered two additional strategies used by the teacher in teaching in large classes. Group work is the first, and the second is writing instructions. Any method that involves two or more student is considered group work<sup>58</sup>. It is necessary to group the students, if the students work together in a group, they can complete the task more easily. In completing the task they may also inquire with their peers about the difficulties. Because of the ease of this strategy, teachers chose this strategy to help them easily interact and manage the students' work. Mrs. K informed me that "I prefer to assign group projects. It will also be easier for me to control them if they do group work because they sit in groups. I simply need to visit each group and supervise their work, not visiting every student's seat". The instructor or teacher should go over each group's written plan of action during group discussion, or meet with each group individually to go over the plan<sup>59</sup>. The EFL teacher prefers group work over individual work because it allows them to easily review and control the student.

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<sup>57</sup> Qinglan et al. *Effective Classroom Management in Young Learner* (2004), 5.

<sup>58</sup> Teaching Strategies and Definition (Online public resource)

<sup>59</sup> B. Davis G. *Tools for Teaching* (San Francisco: California, 1993), 147.

The researcher discovered eight challenges posed by the EFL teachers were as follows: 1) the teacher became tired of rising their voice after period of time, 2) the voice of the teacher could not be heard by the students in the back, 3) unequal teacher's attention, and 4) the limitation of the interaction of teacher. While the challenges posed by the students were as follows: 5) the annoying sound that irritated student's concentration, 6) some students were passive learners, and 7) some students were doing their own activities. While the challenge came from the school environment, the teacher stated that 8) the problem that came from the school environment was the noisy sound from the outside and discovered ten strategies were as follows: 1) make eye contact with student, 2) give praise to diligent student, 3) use questions to draw the attention of student, 4) give warning 5) give purpose to listen to others, 6) use mime and gesture, 7) give responsibility to the student, 8) use class nomination, 9) changing seats, and 10) involving students in the teaching activity.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion regarding the EFL teachers' challenges and strategies in teaching in large classes. This chapter addresses the suggestion for the teacher and the school.

#### A. Conclusion

The finding of the study addressed two research questions: the challenges in teaching large classes and the strategies for dealing with those challenges. The following is a brief summary of the findings regarding challenges and coping strategies:

1. The findings revealed challenges faced by teachers when teaching in large classes. Eight difficulties are as follows: 1) the voice of teacher could not be heard by the students who set in the back, 2) teachers became tired of raising their voice after a short period of time, 3) unequal teacher's attention, and 4) the interaction of teacher was limited to the students in front. While challenges posed by students were: 5) the annoying sound that irritated teaching activity, 6) some students were passive learners, 7) began to do their own activity, and 8) sound from outside the classroom disrupted students' concentration. Both of the teachers who were the subjects of this study found it difficult to teach English in a large class.
2. According to the findings of the interviews, teachers used twelve strategies

to deal with the challenges of teaching large classes. The following strategies were discovered: 1) making eye contact with all students, 2) asking questions to draw students' attention, 3) changing students' seats, 4) warning the students, 5) praising the diligent students, 6) giving purpose to listen to others, 7) giving students responsibilities, 8) using group work, 9) involving students in the lesson, 10) giving written instruction, 11) using the class list for nomination, and 12) using mimes and gestures. The teacher used these strategies to deal with the difficulties that came with teaching in a large class.

## **B. Suggestion**

1. For the teachers
  - a. Teacher has to employ more innovative strategies to improve the effectiveness and efficiency of the learning process.
  - b. Teachers could use various teaching media to support the strategies the use to help students grasp the teaching material.
2. For the school

The researcher recommends that the school rebuild higher windows, so that students do not look out the window and the teaching learning process runs smoothly.

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