

**TEACHER'S STRATEGIES IN MANAGING A LARGE CLASS
IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF
MAN 2 MODEL BANJARMASIN**

**By
Faizah**



**ANTASARI STATE ISLAMIC UNIVERSITY
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2019**



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BANJARMASIN

**TEACHER'S STRATEGIES IN MANAGING A LARGE CLASS
IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF
MAN 2 MODEL BANJARMASIN**

AN UNDERGRADUATE THESIS

**Presented to
Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan English Language Education**

by

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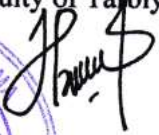
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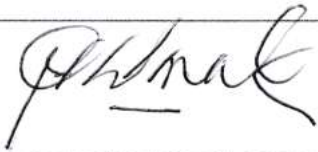


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STATEMENT OF AUTHENTICITY

I, the undersigned, Faizah, SRN 1501240474, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 27th of June 2019

The writer,



Faizah

ABSTRACT

Faizah. 2019. *Teacher's Strategies in Managing a Large Class in Teaching English at The Eleventh Grade of MAN 2 Model Banjarmasin.* Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Drs. H. Ahdi Makmur, M.Ag, Ph.D, (II) Hidayah Nor, S.Pd, M.Pd.

Keyword: Classroom Management, Large Class, Teaching Strategy.

Classroom management is a challenging aspect for the teacher. Large class brings difficulties to both teachers and students in teaching learning process. It is difficult for a teacher to contact with the students sitting at the back and for students to get the individual attention. The teacher should had strategies that should be more creative and how to manage a large class, so the students will easily receive course materials well.

The researcher chose this school and XI RELIGION 1 class which has the most students at MAN 2 Model Banjarmasin. The class had 39 students in it. Based on that fact, the researcher wanted to describe about how the classroom management strategies that the teacher used, how the teacher applied the strategies and also the problem faced by implementing the strategies.

This research was a qualitative research which the subject was an English teacher in XI RELIGION 1 class and the object is all students of the class. The instruments were observation and interview. First, the result showed that there were five strategies in teaching a large class, there are teaching preparation, setting rules, attractive classroom, building enthusiasm, and fair teaching.

Second, the result showed the application of the teacher's strategies: 1) **Teaching preparation**, prepare the lesson plan, media, and material and tell clearly the lesson objective. Continue develop teacher's competencies such as joining MGMP and taking UKG test; 2) **Setting rules**, make rules together with students. Maintain the rules and become a role model for students; 3) **Attractive classroom**, playing games, some interesting videos, music, or by acomodating students's request; 4) **Building enthusiasm**, maintain teacher's voice, grouping students, and arranged furniture in the classroom; 5) **Fair teaching**, order students to ask questions, encourage students become active students, discuss what students' need and want in learning process.

The last result showed that there were some problems faced by the teacher, such as: 1) lack of teacher's ability in using media; 2) hard to find a media that is suitable for a large class; 3) has difficulties to become a role model; 4) need extra energy; 5) not enough space for students in the class; 6) need time to know all students' need.

ABSTRAK

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Kata kunci: Manajemen Kelas, Kelas Besar, Strategi Mengajar.

Manajemen kelas adalah aspek yang menantang bagi guru. Kelas besar membawa kesulitan bagi guru dan siswa dalam proses belajar mengajar. Sulit bagi seorang guru untuk berhubungan dengan siswa yang duduk di belakang dan bagi siswa untuk mendapatkan perhatian individu. Guru harus memiliki strategi yang harus lebih kreatif dan bagaimana mengelola kelas yang besar, sehingga siswa akan dengan mudah menerima materi pelajaran dengan baik.

Peneliti memilih sekolah ini dan kelas XI AGAMA 1 yang memiliki siswa terbanyak di MAN 2 Model Banjarmasin. Kelas ini memiliki 39 siswa di dalamnya. Berdasarkan fakta bahwa, peneliti ingin menggambarkan tentang bagaimana strategi manajemen kelas yang digunakan guru, bagaimana guru menerapkan strategi dan juga masalah yang dihadapi dengan menerapkan strategi.

Penelitian ini adalah penelitian kualitatif yang subjeknya adalah guru bahasa Inggris di kelas XI AGAMA 1 dan objeknya adalah semua siswa kelas tersebut. Instrumen yang digunakan adalah observasi dan wawancara. Pertama, hasil penelitian menunjukkan bahwa ada lima strategi dalam mengajar kelas besar, ada persiapan mengajar, menetapkan aturan, kelas yang menarik, membangun antusiasme, dan pengajaran yang adil.

Kedua, hasilnya menunjukkan penerapan strategi-strategi guru tersebut: 1) **Persiapan pengajaran**, menyiapkan rencana pelajaran, media, dan materi dan jelaskan tujuan pelajaran. Lanjutkan mengembangkan kompetensi guru seperti bergabung dengan MGMP dan mengikuti tes UKG; 2) **Menetapkan aturan**, membuat aturan bersama siswa. Menjaga aturan dan menjadi panutan bagi siswa; 3) **Kelas yang menarik**, bermain game, beberapa video menarik, musik, atau dengan mengakomodasi permintaan siswa; 4) **Membangun antusiasme**, menjaga suara guru, mengelompokkan siswa, dan mengatur furnitur di ruang kelas; 5) **Pengajaran yang adil**, memerintahkan siswa untuk bertanya, mendorong siswa menjadi siswa aktif, membahas apa yang dibutuhkan dan diinginkan siswa dalam proses pembelajaran.

Hasil terakhir menunjukkan bahwa ada beberapa masalah yang dihadapi oleh guru, yaitu: 1) kurangnya kemampuan guru dalam menggunakan media; 2) sulit menemukan media yang cocok untuk kelas besar; 3) memiliki kesulitan untuk menjadi panutan; 4) butuh energi ekstra; 5) tidak cukup ruang untuk siswa di kelas; 6) perlu waktu untuk mengetahui semua kebutuhan siswa.

MOTTO

BE REAL, BE YOU.

GRATEFUL AND BLESSED.

DEDICATION

I dedicate this thesis for:

1. My great and beloved parents, who always give me endless love, pray, support everything for success in my life.
2. My lovely sister and brother, your little sister has been always blessed for the laughs and happiness.
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Finally, the writer hopes that this research will be useful for the next researchers.

The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, 16 Syawal 1440 A.H

June, 20th, 2019 A.D

Writer

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