

CHAPTER I

INTRODUCTION

A. Background of Study

Classroom management is one of the important aspects in teaching English. That is used by the teacher and can influence the teaching English. Therefore, the teacher English should be able to manage the classroom, including creating and maintaining of the optimal learning conditions.

According to Allen (2010, p.2), Classroom management is a complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about “discipline”. According to Good and Brophy (2010, p.5), the teacher who approach classroom management as a process of establishing and maintaining effective learning environments tends to be more successful than teacher who place more emphasis on their role as authority figures or disciplinarians. From the above statements, classroom management is a term used by teacher to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students.

Miller (2010, p.1) says that managing the classroom is a critical element in successful instruction and requires good organizational ability and consistency. According to Emmer (1987, p.48) there are three phases of classroom management and discipline, that is; (1) planning before school begins, (2) implementing plans, (3) maintenance. The teacher as classroom

manager has some strategies and roles in planning for the activities conducted in the classroom. The teacher will implement the planned activities to the learners, determine and decide the strategies used by doing the variety of the classroom activities and also determine the alternative solutions to solve problems and emerging challenges.

Classroom management is a challenging aspect for the teacher, especially in the large class. Hayes (1997) in Wang and Zhang (2011) says that large class is one with more students in which the teacher prefers to manage and available resources can support. From this point of view, large classes usually are considered to pose insurmountable problems for teacher. The number of students of each class is 35-40. Therefore, at the beginning of the teaching English in classroom management is a challenging task for the teacher. To manage any class directly, a teacher needs to gain different strategies for different situations. To create the students involved in the class, teacher needs to promote the students. It is a responsibility of the teacher to create the class effective by managing class directly.

Furthermore, successful teacher who is teaching small classes may not be able to manage a large class. Some teachers find it easier to manage smaller classes that more easily control the students in class rather than managing a large class. Harmer (2000) in Wang and Zhang (2001) also finds out in his study that large class brings difficulties to both teachers and students in teaching learning process. It is difficult for teacher to contact with the students sitting at the back and for students to get the individual attention

and it is even impossible to organize dynamic and creative teaching and learning sessions. The teacher must have strategies that should make him/her to be more creative can manage large classes for the students will easily receive course materials well.

Hayes classifies the problem associated with teaching in large classes into five categories; 1) Discomfort; 2) Control problems (discipline aspects); 3) Lack of individual attentions; 4) Difficulty on evaluation; 5) Problems of changing learning activities. It is a common problem faced by a teacher in teaching English. The discussion to know a number of ways or devices for handling large class, the researcher tries to widen the reference as writing support.

In this study, English teacher must use some strategies in managing English large classes during teaching learning process, so the lesson can be run well directly by the right strategy. Also, the material can be understood clearly and completed by the students. That is also instructed by Holy Koran An-Nahl verse 125 in order to the teacher must teach students well in teaching and learning process. Allah said;

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۗ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ
عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (16,125)

The prophet also explained the importance of doing things right and well

إِنَّ اللَّهَ يُجِبُّ إِذَا عَمَلَ أَحَدُكُمْ الْعَمَلَ أَنْ يَتَّقَنَهُ (رواه

الطبران)

This study focuses on the teacher's strategies and problems faced in managing a large class at the eleventh grade of MAN 2 Model Banjarmasin. In conducting her research, the writer limits the problems that are going to be discussed. This research deals only with the strategies of classroom management which is used by the teacher in managing a large class and the problems faced by the teacher and students during implementing the teaching English strategies. The subject are an English teacher and students of XI RELIGION 1 class at MAN 2 Model Banjarmasin.

MAN 2 Model Banjarmasin has three majors. They are IPA (sciences class), IPS (social class) and AGAMA (religion class). However, in grade eleventh of MAN 2 Model Banjarmasin, there is 39 students in a class. In a large class the teacher works more in teaching English. The researcher chooses this school because the teacher must be able to differentiate teaching strategies. Usually teacher who has many students in the classroom gets difficulties in the teaching learning process. Also, the students tend to be noisy and do not pay attention to the teacher's explanation. Therefore, the researcher chooses XI RELIGION 1 class which has the most students at MAN 2 Model Banjarmasin. The class has 39 students.

Based the background above the researcher is interested in conducting a research about **“Teacher's Strategies in Managing a Large Class in Teaching English at The Eleventh Grade of MAN 2 Model Banjarmasin.”**

B. The research questions

Based on the background of study above, the problems of the study are as follow:

1. What strategies does the teacher use in the large class in teaching English at the XI RELIGION 1 class of MAN 2 Model Banjarmasin?
2. How does the teacher apply the strategies in managing the large class in teaching English at the XI RELIGION 1 class of MAN 2 Model Banjarmasin?
3. What are the problems faced by the teacher during implementing the teaching English at XI RELIGION 1 class of MAN 2 Model Banjarmasin?

C. Objectives of Study

Based on the problems above, the objective of the study are as follows:

1. To describe the strategies used by the teacher in the large class in teaching English at the XI RELIGION 1 class of MAN 2 Model Banjarmasin.
2. To describe how the teacher applies the strategies in the large class in teaching English at the XI RELIGION 1 class of MAN 2 Model Banjarmasin.
3. To describe the problems faced by the teacher during implementing the teaching English at XI RELIGION 1 class of MAN 2 Model Banjarmasin.

D. Significance of Study

The results are expected to give benefit both theoretically and practically.

1. Theoretical benefit

- a. The result of the research can be used as an input in classroom management, especially the classroom management strategies in managing a large class in teaching English.

2. Practical Benefit

- a. For the readers, it gives expected that they will get a large knowledge from this research.
- b. For the teacher, they give some information and knowledge about the classroom management strategies in managing a large class in teaching English.
- c. For the students, they can get motivation and their interest to study in teaching English.

E. Definition of Key Terms

1. Strategy

Strategy comes from the Greek, strategies (the art of general). Strategy is a term that refers to a complex of thoughts, ideas, insights, experience, goals, expertise, memories, perceptions and expectation that provide general guidance for specific section in pursuit of particular end Nickols (2016, p.7). Strategy concerns how people will achieve their aims. Strategy in this study means the action to help a large class in teaching English as a way of reaching a goal either as a monitoring or controlling that is used by teacher of XI RELIGION 1 class of MAN 2 Model Banjarmasin.

2. Classroom Management

Classroom management is a term used by a teacher or teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. In this study, classroom management means teacher's strategies in managing a large class in teaching English, such as preparation, attractive, rules, enthusiasm and fair in teaching learning process.

3. Large Class

According to Hayes (1997) in Wang and Zhang (2011), large class is one with more students than the teacher prefers to manage and available resources can support. From this point of view, large classes usually are considered to pose insurmountable problems for teacher. The number of students of each class is about 35-40. In this study, a large class means the class which has 39 students of eleventh grade that is XI RELIGION 1 class of MAN 2 Model Banjarmasin.