

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will describe and discuss the findings of the research. For more details, the researcher presents them based on the problems stated in chapter I. Those are relating to strategies used by English teacher in large class, the application of strategies, and the problems faced by the teacher in applying the strategies.

A. Findings

These findings are presented based on the interview with English teacher, observation in class, and students' interview as in the following writing.

1. Teaching Strategies and Their Application in a Large Class

To know the strategies and the application in a large class partially the researcher interviewed some informans. The researcher interviewed an English teacher at XI RELIGION 1 class of MAN 2 Model Banjarmasin and all the students of that class, the following is the result of interviews are:

a. Interview to The Teacher

Based on the interview to the teacher which has done on 29 April 2019 in MAN 2 Model Banjarmasin, the results of interview can be seen in the Table.

Table 4.1. Teaching Strategies

No.	Questions	Yes	No
A. Teaching Preparation			
1.	Do you clearly tell students about the goals for each lesson in class?	✓	
2.	Do you consistently maintain the order that has been made?	✓	
3.	Do you continue to develop your pedagogical abilities on an ongoing basis, (like taking the UKG test, MGMP forum)?	✓	
4.	Do you previously prepare a lesson (lesson plan, media, and material)?	✓	
B. Setting Rules			
5.	Do you involve students in regulating rules that apply in the classroom?	✓	
6.	Do you teach students about character values by being a role model?	✓	
C. Attractive Classroom			
7.	Do you organize the teaching and learning process according to student needs?	✓	
8.	Do you make the classroom environment attractive and active?	✓	

D. Building Enthusiasm			
9.	Do you maintenance voice when teaching and learning process?	✓	
10.	Do you group students in class?	✓	
11.	Do you arrange furniture in the classroom so that it does not interfere with the student's learning process?	✓	
E. Fair Teaching			
12.	Do you give opportunity to the students for asking some questions while teaching and learning process?	✓	
13.	Do you always deal with students who are very active or need attention in class?	✓	

Base on the table above, it is known that the teacher said that she always explains about what the goals will reach in teaching learning process to the students. She also explains to the students what the lesson for the next meeting and orders the students to prepare themselves. She also usually joins MGMP forum and joins UKG test. Furthermore she always prepares all things before teaching and all the preparation prepare by herself.

In addition, she makes some rules together with her students and committed for always keep the rules together with her students. Beside that, she become role model for her students.

The table also reveals that she should balance the teaching learning

Table 4.2. Teaching Strategies on Students Points of Views

process based on students' needs. She usually does an Ice breaking like made some games and listening to music.

From the table it is know she explains the lesson by clear voice. She often makes a group in the class, but she let the students choose the group members by themselves. She also arranges and organize the classroom furniture's at the beginning of the semester together with the students.

Moreover, after explaining the lesson, she gives opportunity to the students for asking some questions. The last, she said that she has her own way to deal with students who are very active or need attention in class.

b. Interview to the students

The result of interview also can be seen in the following table:

No.	Pertanyaan	Jumlah	
		Ya	Tidak
1.	Apakah guru kamu membuat hukuman ketika kamu melakukan kesalahan dalam belajar?	15	24
2.	Jika iya, apakah kamu mendapat hukuman fisik saat melakukan kesalahan di kelas?	0	39
3.	Jika iya, apakah kamu mendapat hukuman pendidikan saat melakukan kesalahan di kelas?	25	14
4.	Apakah kamu melakukan tugas secara individu di kelas?	31	8
5.	Apakah guru kamu biasanya membuat tugas kelompok di kelas?	39	0
6.	Apakah guru kamu menggunakan media dalam proses pembelajaran?	39	0
7.	Apakah guru kamu membuat peraturan dalam proses pembelajaran?	35	4
8.	Apakah kamu diperbolehkan menggunakan ponsel atau koneksi internet dalam proses pembelajaran?	36	3
9.	Apakah guru kamu meminta kamu untuk membawa kamus dalam proses belajar?	27	12
10.	Apakah guru kamu datang tepat waktu ke kelas?	10	29
11.	Apakah guru kamu membuat beberapa permainan dalam proses belajar?	39	0

12.	Apakah guru kamu mengatur posisi duduk kamu di kelas?	0	39
13.	Apakah guru kamu aktif berbicara di kelas?	36	3
14.	Apakah guru kamu biasanya meminta kamu menulis ulang pelajaran?	3	36
15.	Apakah guru kamu memberi kesempatan kepada kamu untuk mengajukan beberapa pertanyaan saat belajar?	37	2
16.	Apakah guru kamu biasanya meminta kamu untuk menjawab pertanyaan lisan secara individual?	30	9
17.	Apakah guru kamu berjalan keliling kelas saat pelajaran berlangsung ?	21	18
18.	Apakah guru kamu mengontrol pekerjaan kamu satu persatu siswa di kelas?	17	22
19.	Apakah guru kamu mengingat nama dan posisi duduk kamu?	4	35
20.	Apakah guru kamu membagi atau mengelompokkan berdasarkan tingkat kemampuan kamu?	0	39

c. Observation in the class to teacher

Based on the observation to the teacher in XI RELIGION 1 at MAN 2 Model Banjarmasin which has done from 23 April 2019 – 28 Mei 2019 for five times at MAN 2 Model Banjarmasin, the results of observation as follows:

Table 4.3. Observation Result

No	Activity	Rating				
		Always	Often	Some-Times	Seldom	Never
A. Teaching Preparation						
1	Tell the students about the goals for each lesson in class.	✓				
2	Previously prepare lesson (lesson plan, media, and material).	✓				
B. Setting Rules						
3	Teach students about character value by being a role model.	✓				
4	Involve the students in regulating rules which are applied in the classroom.	✓				
5	Consistently maintain the rules that has been made.			✓		
C. Attractive Classroom						
6	Organize the	✓				

	teaching and learning process according to the students' needs?					
7	Make the classroom environment attractive and active.		✓			
8	Actively supervise (move, scan, interact, reinforce).		✓			
D. Building Enthusiasm						
9	Arrange the room to maximize (teacher to-student) proximity and minimize crowding and distraction.			✓		
10	Conduct smooth and efficient transitions between activities.		✓			
11	Maintenance voice in teaching and learning process.	✓				
E. Fair Teaching						
12	Gives opportunity to the students for asking some questions while teaching and learning process.		✓			

13	Know all students' name and their needs.			✓		
14	Divide or group the students based on their level and ability.					✓
15	Have solution in dealing with students who are very active or need attention in class.			✓		

Based on the table 4.3 above, that can be concluded that;

- 1.) The teacher would give punishment to the students if they broke the rules that have been made. However, she did not give physical punishment, she just gave educated punishment such as memorizing some vocabularies, doing extra exercise and so on.
- 2.) In making classroom rules, the teacher and students works together and make agreement to keep the rules consistently.
- 3.) In teaching and learning process, the teacher divided students into a group in order to make teaching and learning process easily although she let students to choose their group by themselves. Teacher also used media, by letting her students to bring their handphones when teaching and learning process.
- 4.) In making attractive and active classroom, the teacher did a game, was active to supervise the students' work such as moving, scanning and

interacting their works. However, the teacher could not control all students because there were many students in the class. It took much times to check students one by one. The teacher also gave the students opportunity to ask some questions and usually asked them to answer the question orally.

5.) In maximizing classroom, the teacher did not arrange the position of students' seats, and also the teacher needed more time to remember all of students' name. Although, the size of classroom is also not big enough for the students.

2. Problems Faced by The Teacher

The problems faced by the teacher were lack of teacher's ability to maximize the use of media as learning material and hard to find them. In a certain time, the teacher broke the rules and also could not be always a good role model for the all students. The teacher had to have extra energy when explaining the lesson material because there were many students in class, especially when the students made noise. The teacher was sometimes exhausted, so the teacher would give punishment to the students based on the rules that had been made. There is not enough space for the students to move or do another activity, because the classroom is not big enough. Finally, she needs more time to know all students' names and needs to be fair in teaching.

B. Discussion

1. Teaching Preparation

Based on the table 4.1 it is known that the teacher tells clearly about the goals for each lesson in class. That is also related with the observation result which the teacher always tells the lesson goal to the student in order to make the students know about the reasons why they learn the topic material in teaching and learning process.

In the perspective of national education policy as outlined in Permendiknas No. 41 of 2008 concerning Standards, the process of evaluating one component in the preparation of an RPP is the learning objectives which describes process and learning processes that are expected to be used by students in accordance with basic competencies. The learning objectives are taken to be designed and made the starting point of thinking of the teacher in preparing the RPP, which will illustrate the other planning components.

Efforts to formulate learning goals can provide certain benefits, both for teachers and students. Nana Syaodih Sukmadinata (2002) identified 4 (four) benefits of learning objectives, namely: (1) Facilitating communication of the purpose of teaching and learning activities to students, so that students can do their learning activities more independently; (2) Make it easier for teacher to select and compile teaching materials; (3) Help facilitate the teacher in determining learning activities and learning media; (4) Makes it easy for the teacher to make an assessment.

In Permendiknas No. 41 of 2007 concerning Standards of Process it is stated that learning objectives provide instructions for selecting subject

content, arranging the sequence of topics, allocating time, instructions in choosing teaching aids and teaching procedures, and providing measures (standards) to measure student learning achievement.

Submission of learning objectives by teacher to students is one of the important phases in each learning. The teacher uses any model, strategy, or approach, so one step always contains the delivery phase of the learning goal. This already implies how important it is to convey the purpose of learning. The delivery phase of learning objectives is always done by the teacher in the initial learning activities. If the learning sequences are divided into 3 major sections: Introduction, Core, and Closing, then the delivery of objectives is in the introduction, done sequentially after the activity prepares students physically and mentally, such as apperception and motivation.

Another possibility is that students do not pay attention to the delivery of the objectives conveyed by the teacher. Students do not see the red thread between the learning objectives that the teacher delivered with the subject matter or learning activities, to the evaluation of learning. There are many cases that the teacher teaches also does not refer to the learning objectives. If observed carefully, some RPPs prepared by the teacher have a synchronization between learning objectives with learning materials, learning activities, and evaluation of learning. There should be a red thread for this. For example, if in the learning objectives students will be invited to be able to identify 3 parts of the human body, learning material should be about 3 parts of the human body, learning activities are also related to the 3

parts of the human body, until finally learning evaluation checks their abilities to identify the 3 parts of the framework of the human body. Must be in line, not to be off the mark. For learning activities, teaching material, until learning evaluation has nothing to do with the learning objectives, it is only natural that students do not care about the teacher when she conveys the learning objectives. So, the teacher must be careful when planning, implementing, and evaluating. The teacher needs to make a KBM / RPP, teaching materials, the implementation of teaching and learning / PBM, and evaluations that are consistent with the learning objectives. If not, it is certainly natural that students assume that the learning objectives conveyed by the teacher are not important, so they do not need to be considered and understood.

Based the table 4.1 also says that the teacher continues to develop the pedagogical abilities like taking UKG test or MGMP forum. MGMP for teacher is for Sustainable Professional Development or *Program Keprofesian Berkelanjutan* (PKB). Based on the Permenpan number 16 of 2009 concerning Teacher's Functional Position and Credit Numbers, what is meant by PKB is the development of teacher competencies carried out as needed, gradually, to improve their professionalism. PKB is one component in the main element whose activities are given credit numbers. The elements of PKB activities consist of 3 types of activities, namely; 1) Self-development; 2) Scientific publications; 3) Innovative work. Self-development, through the activities of participating in functional training

and carrying out teacher collective activities. In book 4 of the PKB Activity Guidelines page 15, it is explained that the teacher's collective activities are the activities of the teacher in participating in scientific meetings or participating in joint activities carried out by the teacher which aim to improve the processing of the teacher concerned. The types of activities can be in the form of; 1) Participating in workshops or group activities / teacher work meetings or inhouse training for the preparation of curriculum tools and / or learning activities including ICT-based learning, assessment, development of learning media, and / or other activities for teacher professional development activities; 2) Following, both as discussants and as participants, at seminars, collections, panel discussions, or other forms of scientific meetings; 3) Following other collective activities that are in accordance with the duties and obligations of the teacher related to professional development.

Teacher as education personnel substantively play a role not only in teaching or transferring knowledge (cognitive) but also required to be able to provide guidance and training. UU no 20 in 2003 article 39, it is explained that educators are professionals who are tasked with planning and implementing the learning process, assessing the results of learning, guiding and training, and conducting research and community service, especially for educators in universities. The professional definition contained in UU no. 14 in 2005 concerning Teachers and Lecturers is work or activities carried out by a person and becomes a source of income for life that requires expertise,

expertise, or skills that meet certain quality standards or norms and requires professional education, to realizing teacher professionalism.

As a professional position, the teacher must have a place to unite the movement and control the entire profession. In this case the professional organization plays an important role in increasing awareness, quality, attitudes, and activities of the teaching profession as well as improving teacher welfare. As explained in UU No. 14 of 2005 concerning teachers and lecturers in article 4, it is explained that teachers form independent professional organizations that aim to advance the profession, improve competence, career, educational insights, professional protection, welfare and community service. In this UU, it is also explained that the teacher must be a member of the organization.

Moreover, based the table 4.1 shows that the teacher previously prepares a lesson (lesson plan, media, and material). Based on the observation, the teacher also always prepared the lesson, such as preparing the lesson plan, media, and also material. That is a good way in teaching learning process. Teacher should always be prepared for the next lesson. Preparation and planning are a critical component of effective teaching. The impact of preparation and planning is tremendous on student learning. Organizing your approach, planning your lesson to ensure students' understanding are critical goals of preparation. It requires understanding of content knowledge, instructional strategies, and classroom management strategies. It also takes some experimentation and even a little luck.

Effective planning does matter, and can never be viewed as a waste of time. Instead, it should be viewed as an investment. This is an investment that will pay off in the long run.

Teaching media is a tool used by the teacher when teaching to help clarify the subject matter presented to students, and prevent the occurrence of verbal self-student. Teaching is much use of verbal, would be boring, instead of teaching would be more interesting if the students delighted in learning, or pleased because they felt attracted and understand the lessons they received. Thus, learning activities will be more effective.

Effective learning must begin from direct experience or experience in the concrete and toward a more abstract experience. Learning will be more effective if assisted with the props in teaching than in unassisted with a teaching tool. In order for teaching and learning process can work well, students should be encouraged to utilize all the senses. The teacher tried to show the stimulus, which can be processed in many senses. The more sensing devices used to receive and process information, the more likely the information is understandable and can be maintained in memory.

According to the interview result to the students, most of students said that teacher used media in teaching learning process such as ordering to bring HP during teaching and learning process, but the teacher restricted students in using HP for other purpose. Furthermore, some students also said that the teacher asked them to bring dictionary during learning English which can make effective learning in the classroom.

In conclusion, the first strategy that the teacher used in teaching a large class is preparation which the teacher must prepare the lesson plan, media and material and then tell clearly the lesson objective to the students in order to make students aware about the lesson which would they learn. In order to do that, the teacher must continue develop her competencies such as joining MGMP forum or taking UKG test. The problem of doing preparation in teaching a large class is lack of teacher's ability to maximize the use of media as learning material and also hard to find media that can be used by many students.

2. Setting Rules

Based on the table 4.1 it is found out that the teacher involves students in regulating rules that apply in the classroom. When discussed together with students, parents of students, teachers and schools sit together to make rules and joint commitments on how to give sanctions, it will make the school environment democratic and not authoritarian.

Furthermore, with the existence of a joint forum between teachers, students and parents will create a common rule, in which all participants must be followed later. This also will create personal discipline in the school environment.

If possible, at the beginning, the teacher, students and parents commit to sanctions that will be given, it contains how the sanctions are what and what they should get. So, if there are punishments given it is based on the commitments made, so students will be aware and disciplined the rule,

where it is a jointly decided rule. Surely if the teacher also makes a mistake, she also must be subject to sanctions for violations so that she can provide a good example.

Afterwards, main thing that must be addressed in the Indonesian teaching system is improving the quality of teachers. The most appropriate education is to apply friendship relations between teachers and students.

It is not the era if the teacher applies colonial methods in which students must obey and can only be instructed by the teacher, which will certainly frustrate the child. The teacher must also provide education in creative ways so that children become creative, how to consider them friends and intertwine friendship. If only create a child as a robot and must according to all kinds of things, the child will explode, especially in adolescence.

This is where the role of the Ministry of Education must also educate teachers in Indonesia so that they have good character, because the teacher does not only teach subjects, but a teacher in a school must also be able to educate the character of her students, and to educate the character of a teacher. which the Ministry of Education should also pay attention to.

The table 4.1 also shows us that the teacher consistently maintain the order/rules that has been made. In maintaining the rules that has been made, based on the observation, the teacher sometimes did not obey the rules, such as the teacher came late to the class because she has some affairs to be

finished first, However, she and the students try consistently to maintain the rules that have been made together.

School is not only forging students into academically clever people. But school also play a role in the formation of students' attitudes. Discipline is one form of attitude that must be instilled in students from the beginning. Sometimes students complain about the teacher's actions. They think, they should just give her punishment. That is the point of view of those who are less accepting given a punishment for their mistakes. But in terms of educators, it needs to be done to discipline students. If there are students who complain about the punishment given by the teacher, then the teacher can show the class rules that have been agreed upon.

Furthermore, if arranging students only takes about fifteen minutes when starting to study, then their study time has been cut off that much. With the existence of class rules, teachers are helped to arrange students to be orderly in the classroom.

It's like a proverb that says that where the heavens are upheld, there the earth is grounded. This means that wherever we are there must be rules that we must follow. Like traffic lights that must be obeyed by road users. If only there were no traffic lights, it was not impossible that there were many accidents. Each is selfish. They will use anger to solve problems, not with patience and logic. That is the importance of making regulations.

Class rules are the first discipline of student discipline. If students begin to get used to discipline in the classroom, then outside the classroom

such as the school environment, are also familiar with disciplinary behavior. Therefore, it is important to make class rules at the beginning of learning to enter new students. This is like a promise or contract of learning between students and teacher. With orderly classes, the learning process is more satisfying. If there are students who make noise, the teacher has the right to take action. It aims to make other students not join in making a scene in the class.

The rules in the school must also be followed by all school members. Not only students are obedient to school rules but teachers and employees must also follow school rules. Teacher also play an important role in enforcing school rules. Because the teacher interacts with students directly, teacher should not forget the school rules if they are too close to their students. Therefore, the teacher is more authorized to sanction students who break the rules.

According to the interview result to the students about how the teacher gave rules to the students, the teacher did not give physical punishment to the students. She gave educated punishment. That is a good way to make students become discipline during teaching and learning process.

Discipline is essential in every sector but in education it is something more than important. A teacher can't do justice with her profession without discipline. She can perform her duties only by maintaining discipline in her daily activities otherwise it'll be short of one thing or another.

At the same time a teacher is role model for her students. If she is not well disciplined, she cannot inherit it to his students. Definitely it'll be injustice with this honorable profession and with innocent students.

While discipline is a crucial and vital requirement for teaching, it is a core learning outcome. Teacher should work on the development of discipline as a learning outcome to get the safe and healthy environment they need. When they work on discipline as a learning outcome, they should consider the components of discipline, knowledge, skill and attitude. And at the same time, they assess the progress of the outcome: it could be integrated in school subject, i.e. integrated in learning tasks and activities, or done separately.

It is also indicated by the table 4.1 that the teacher said that she teaches students about character values by being a role model. The teacher as an educator whose main task is teaching, has personality characteristics that greatly influence the success of human resource development. A strong personality from the figure of a teacher will set a good example for students and the community, so that the teacher will appear as a person who deserves to be "guided" and "imitated". Teacher's personality is the most important factor for the success of students' interests. For example: the teacher must be able to give examples to students of examples of behavior, clothing, discipline, neatness, and courtesy. The teacher must give an example of this so that students can follow what they see.

In conclusion, the second strategy that the teacher did is making rules together with the students and consistently maintaining it. However, the problem is in a certain time, maybe the teacher will break the rules and also cannot be always a good role model for the all students.

3. Attractive Classroom

Based on the table 4.1. the teacher said that she organizes the teaching and learning process according to student needs. Understanding students is an attitude that must be owned and carried out by the teacher, so that the teacher can know the aspirations / demands of the students that can be taken into consideration in preparing the right program for students, so that learning activities will be able to meet their needs, interests and based on with their development. Teacher need to understand subject matter deeply and flexibly so that they can help students create useful cognitive maps, relate ideas to one another, and address misconceptions. The teacher also needs to see how ideas connect across fields and to everyday life.

Based on the observation, the researcher saw the teacher always organize the teaching and learning process based on the students' needs but as the teacher said in the interview, she needs more time to know about all the students' needs in the class.

Interpreting learners' statements and actions and shaping productive experiences for them require an understanding of child and adolescent development and of how to support growth in various domains cognitive,

social, physical, and emotional. Teaching in ways that connect with students also requires an understanding of differences that may arise from culture, family experiences, developed intelligences, and approaches to learning. Teacher need to be able to inquire sensitively, listen carefully, and look thoughtfully at student work.

Furthermore, the teacher needs to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems. Teacher also need to know about collaboration: how to structure interactions among students, how to collaborate with other teachers, and how to work with parents to shape supportive experiences at school and home.

In addition, as in table 4.1 the teacher said that she makes the classroom environment attractive and active. That is supported by the observation result which the teacher often makes the classroom environment attractive and active. In the learning process, which will achieve the learning goals are students. Teacher needs to create a conducive situation so students can learn. If the learning process is not active, then there is actually no learning word. The teacher is expected to be able to motivate students to be active in learning. The teacher's business motivates and maintains students' attention to learning by means of a fun learning method or method.

One of the teaching and learning technique is PAIKEM. It is an acronym used in the context of learning. Similar acronyms used are ASIK

which means Active, Happy, Innovative and Creative. In general, it is known as PAIKEM, namely Active, Creative, Effective and Enjoyable Learning. But along with its development coupled with the development of creative learning namely innovative learning. And now better known as PAIKEM, namely Active, Innovative, Creative, Effective and Enjoyable Learning.

In Indonesia, active learning process is usually called PAIKEM. According to Syah and Kariadinata (2009: 1) PAIKEM stands for Active, Innovative, Creative, Effective and Enjoyable Learning. Furthermore, PAIKEM can be defined as: teaching approach (approach to teaching) that is used in conjunction with certain methods and various teaching media accompanied by environmental structuring in such a way that the learning process becomes active, innovative, creative, effective, and enjoyable

The purpose of each PAIKEM word according to Suparlan et al. (2008: 70), namely: 1) Active means that in the learning process the teacher must create an atmosphere in such a way that active students ask questions, express ideas, and solve problems. 2) Innovative namely the teacher must create learning conditions and new learning activities according to the demands and development of education. 3) Creative, namely the teacher creates diverse learning activities so that they meet various levels of student abilities. 4) Effective, that is producing what must be mastered by students after the learning process that is achieving the stated goals / competencies. 5) It is fun that the teacher must be able to create a pleasant learning atmosphere so that students focus high.

Based on this understanding shows that Active, Innovative, Creative, Effective and Enjoyable Learning (PAIKEM) is a student-centered learning model. Students are required to be independent and active in participating in learning, while teacher is assigned as motivators and facilitators. Every activity carried out by students is always monitored and every difficulty faced by students always provides a solution.

According to the interview the students, all students said that the teacher always make classroom become active with doing a game, such as connecting words.

Broadly speaking Suparlan, et al (2008: 71) describe PAIKEM as follows: 1) Students are involved in various activities that develop their understanding and abilities with an emphasis on learning through doing. 2) The teacher uses a variety of assistive devices and encouraging methods, including using the environment as a learning resource to make learning interesting, fun and suitable for students. 3) Teacher applies more cooperative and interactive teaching methods, including group learning methods. 4) The teacher encourages students to find their own way of solving a problem, to express ideas and involve students in creating their school environment.

Based on the observation, teacher also often actively supervise (move, scan, interact, reinforce) the students. The teacher also tries to design the best learning possible and students must be active in teaching and learning activities. In other words, there is coordination between the teacher and

students interactive learning and every activity carried out by students is always monitored by the teacher.

In conclusion, the third strategy that the teacher used is to make attractive classroom based on the students' need. However, there is a problem. The problem is the teacher need more time to know all students' need. Therefore, the teacher would be able to make attractive and active classroom in the second semester.

4. Building Enthusiasm

Based on the table 4.1, it is also found out that the teacher maintenance voice when teaching and learning process. One of the most effective tools as a teacher is voice. Based on the observation, the teacher always maintained her voice in the classroom although she sometimes is tired because of many students in the class. She would speak loudly if the students made noise or if the teacher want to say an important thing to the students.

In the classroom, what teacher says and how the teacher says it is important. Use an expressive, sincere voice to encourage a student that struggles with new concepts. Quietly affirm someone who has little support or encouragement at home. When the class (or a student) is overly-excited, a calm, steady voice can help diffuse the situation.

Express pride in children and groups when they are cooperative and helpful. When events are on the schedule, share your anticipation through the tone of your voice. Your facial expressions. Tone of voice and pitch

automatically come into play as you speak. Be expressive as you teach and never hesitate to inject true emotion into your voice. This helps the children learn to be expressive.

Based on the table 4.1 it is shows that the teacher group students in class. Based on the observation, the teacher also often grouped students in the class because that is one of solution for teaching a large class. However, the teacher did not grouped students based on the ability or so on. The teacher just ordered the students to select and make a group by themselves.

The reasons for small group work within our classes are obvious and valid, but they cannot be reiterated often enough in this age of conformity. First of all, the teacher grouped the students in order to provide for the vast differences that exist among any aggregation of individuals. The great varieties of interests and purposes, the wide range of talents and skills, the important differences in ability and potential, in speed, depth and nature of comprehension all these distinctions necessitate the use of many varied materials and resources as well as classroom procedures that provide opportunities for each student to move as rapidly as possible in reaching his own potential. And these great differences exist, regardless of any effort to implement ability grouping. For while students can be assigned to classes on the basis of similar I.Q. scores and reading level, all the other kinds of diferences cited here are present and defeat any effort at “homogeneous” teaching, and rightly so.

We can no longer afford the luxury of such homogenous teaching, wherein 30 students read the same book, answer the same questions, listen to the same words as continuing standard fare during the school year. In fact, the results of such standardized teaching lead us to a second reason for using groups within our classroom that of promoting more effective learning. We have much evidence to support thesis that small group work, when appropriate, can show that people tend to learn better that which has meaning and purpose for them; that learning is more effective when the learner is actively involved in the learning process; that the total “power” in a group is often greater than the sum of power found in the individuals involved. Were we to keep only these three guiding principles in mind, we would see how a judicious use of committee and small group work can improve the quality and quantity of learning.

A third reason for grouping within our classrooms can be stated simply to vary our teaching-learning procedures. Variety in the learning situation is essential if we are to match method with purpose, procedure with content, approach with maturity level and student needs. The whole concept of method is based upon the appropriateness of any given procedure, technique, approach to the relevant factors involved nature of the learners, nature of any given content, nature of purposes and goals, to name the major considerations. Therefore, any sound theory of methodology involves the use of varied teaching procedures, which in turn include the use of small group work.

Another reason for variety in the learning situation lies in the nature of adolescents, who in their early development have relatively short attention span and need frequent and relevant change of pace. In addition, they need opportunities for productive release of energy, opportunities that can be found in their own involvement in as many aspects of the learning process as possible.

The stereotype of the traditional classroom teacher in front of the room directing a recitation with expected conformity of behaviour, response and attention from the class members during the entire period offers little opportunity for release of pent-up energy and necessary muscular and mental activity so typical of the adolescent age.

Perhaps the most significant reason of all for using small group work is that by so doing we are helping to achieve one of the most important goals of education the development of an individual capable of living and working within the society of men. One of the most insistent needs of men to learn to live together in some semblance of peace and order. Mankind has not yet acquired the know how for such global existence, although efforts have been made since the dawn of time. It would be fantastic and tragic to believe that individuals are born with the talent to live with others. Rather this is a learned skill, an acquired art; and it is time that the school must recognize its responsibility in teaching the fundamentals of good human relationships. In many instances we group in the classroom in terms of commonality of interests, skills talents, ability. At other times grouping should be based upon

differences, involving varied backgrounds, viewpoints, personalities. These two kinds of grouping play an important role in achieving the aims of the educative process.

Based on the table 4.1 also shows us that the teacher arranges furniture in the classroom so that it does not interfere with the student's learning process. Based on the observation, the teacher sometimes arranges the room to maximize proximity and minimize crowding and distraction. She arranges the classroom just in the beginning of semester and sometimes when the classroom untidy and disordered. The teacher has difficult in ordering the classroom because the classroom is not big enough for many students.

The first thing people notice when walking into a classroom is how it looks and how it is set up. Although it may not seem very important, the design of a classroom is crucial to a student's education. The design of the classroom affects student behavior and work ethic. There are many elements to consider when designing a classroom, but three very important ones are the effects of furniture arrangement, the opportunities activity centers bring, and the importance of a literature center. Furniture arrangement in the classroom has a great effect on student behavior. According to Zifferblatt (1972), there is a direct correlation between student behavior and furniture arrangement in the classroom. He discovered that the most effective arrangement was desk clusters of 2-3 desks, the teacher's desk in a corner, and distinct separations of different areas in the classroom. The desk clusters worked well because it gave the students a chance to interact with one another while still being able

to stay on task and pay attention to the teacher. The teacher's desk being in the corner was effective because the teacher was not able to give instructions from his or her desk. The teacher moved around the classroom a great deal, making sure all his or her attention was on the students. Just as the students need to be free from distractions to give their full attention to the teacher, the teacher needs to be giving all attention to the students, without being distracted by other tasks. Another idea to consider when thinking about furniture arrangement is the lesson for the day. If the teacher has a lesson planned that is more geared towards discussion, arranging the desks in a circle would be very helpful. The circle arrangement helps promote on-task oral input from students (Black, 1985). This arrangement creates a more open environment in which students feel more comfortable sharing their thoughts and ideas with their peers. It also creates a more focused environment because the students know they are expected to participate and they want to give on task comments. Having distinct separations of areas in the classroom is important because it makes it more difficult for students to get distracted from doing the task at hand. For example, if the students are sitting in their desks listening to a math lesson and all the toys for free time are in close vicinity to the desks, students will very likely want to go play with toys instead of listen to the teacher. If there is a barrier between these areas, such as a bookcase to act as a wall, the students will be more focused on the lesson being taught.

In conclusion, the fourth strategy that teacher did in teaching a large class is enthusiasm. In order to make enthusiast class, the teacher maintained her voice

during teaching a large class so that all students could hear the teacher's explanation, divided the students into group and arranged the furniture in the classroom. However, there are many problems. The first problem is because there were many students in class, the teacher must have extra energy when explained the lesson material, especially when the students made noise. The teacher was sometimes exhausted, so the teacher would give punishment to the students based on the rules that had been made. The second problem is the classroom is not big enough, so there is not enough space for the students to move or do another activity.

5. Fair Teaching

Based on the table 4.1 it can be known that the teacher gives opportunity to the students for asking some questions while teaching and learning process. Students simply aren't encouraged to ask questions in class. They may spend the entire class period listening to the teacher lecture without ever really engaging or, if they're confused, they may not even know where to begin with the questions they have to ask. Much of the question-asking process depends, not on the students themselves, but on their teacher and knowing how, as a teacher, to facilitate great question-asking can help create a more effective classroom.

Many teachers assume that if their students aren't asking questions, they must understand the material. Unfortunately, all too many students have been conditioned not to ask questions by teacher who is indifferent at

best about their questions (and who, at worst, only want to deliver instruction, with no regard to whether or not students are actually learning).

However, based on the observation, the teacher often gave opportunity to the students for asking some questions while teaching and learning process. It means the teacher wanted to know whether the students really understand the material or not.

In the classroom, there are several cues which a teacher can look for to determine whether or not students truly understand the material. First, *are students engaged with the content?* If there is a classroom discussion, are students participating? Often, students who don't have a good grasp of the material will disengage from the discussion or appear disinterested. Second, *how well are students asking questions or engaging in discussions together?* Proctoring lesson discussions are essential for the teacher who want to check student learning. By paying attention to what your students are discussing and how they're discussing it, the teacher will get a much better idea of how well they've absorbed the material. Third, *what does the work look like?* The teacher shouldn't have to give a quiz to check for student understanding. Instead, check over the work students have done on the lesson for the day. Do they appear to understand, or are they missing vital concepts. Fourth, *have you asked your students?* Sometimes, all it takes is a little prompting to determine whether or not students have a good grasp of the material. A quick check-in will allow students to self-evaluate and determine their grasp of the material. Without student questions, many

teachers don't really have any idea whether or not their lesson was absorbed. In order to create this vital shift in classroom structure, it may be necessary to establish a new direction for the classroom one that will ultimately benefit both teacher and student. Fifth, *Get comfortable with silence*. If it's silent in the classroom, even in the middle of a classroom discussion, don't feel as though you need to be the one student to fill it. Instead, get comfortable with silence, and wait for students to speak. By giving them time to formulate their thoughts, you put them in a better position to ask those vital questions. Sixth, *Ask more questions*. Listen to student answers really listen. They may ask questions of their own, or they may go off on a tangent. That's okay! Listen to everything they have to say before you answer. Seventh, *never mock a question*. Every teacher knows that there are some questions that really do come across as "stupid" but they were not stupid to the student who asked them. Never mock or belittle a child for asking a question. Instead, provide clear, solid answers that will genuinely help students with their questions, even if they are difficult. Eighth, *Give students time and space*. Some students need more time to work with new material than others. Give them a chance to try out an assignment so that they can learn what they do and don't know about the material before coming to you. The last, *Create an environment of respect*. If you're working with several students at the same time, make sure they are respectful of each other and offer one another their attention when they're asking questions.

Based on table 4.1 it shows that the teacher always deals with students who are very active or need attention in class. When work is tedious, one strategy is to keep the work familiar. Organizing schoolwork into routines can help students stay focused on their objectives because they know what to expect from the day, and they know what is expected of them. This consistency helps students feel grounded in the classroom and can keep them focused on the task at hand. Time can be organized into regular blocks, including time for instruction, time for students to complete assignments, and time for students to prove what they know.

However, sticking to a rigid routine is impossible for any classroom. There will always be disruptions and distractions in the classroom. An important skill for every teacher to have is learning how to anticipate them and deal with them. Stop distractions before they start by grabbing students' attention right away and being aware of regular disruptions like announcements or breaks so that you can plan for them.

Finally, when it comes to managing the classroom, teacher/teachers need to make sure there's nothing about the physical space itself that is creating disciplinary issues. This could include separating students who can't seem to stop talking and making sure that you're able to supervise the entire room without obstruction.

In conclusion, the last strategy that teacher used in teaching large class is must be fair for all students although the teacher cannot control the students' works on by one. The teacher always ordered the students to ask a question if they

have a problem in understanding the material and also encourage the students become active students. In dealing with students who are very active or need attention in class, the teacher usually called the students' name and tried to discuss with students about what students need and want in teaching and learning process. The teacher also always reminded the students about the rules and punishment which have been made if they still ignore their teacher.