CHAPTER I
INTRODUCTION

A. Background of Research

It is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or International language. Because of the importance of English, Indonesian students need to learn and master it.

English is one of compulsory subjects in Indonesian schools. In teaching English, teachers have strategies to be implemented in classroom in order to make students fun, not depressed and easy to receive material.

All strategies can be used by teachers depending on the class. There are two kinds of classes, small and large classes. Based on Haddad explanation (2006: 01) there is no specific definition of small and large class. It depends on the teacher’s perspective, though; a class is large whenever it feels large, but every country has the maximum of students in the class, for example in Thailand the maximum students in a class are 50 students, but in Indonesia especially in Banyumas regency the maximum students in a class are 32 students. It depends on The Technical Instruction of New Students Acceptance Kindergarten, Elementary School, Junior High School, Disability
School, Senior High School, Vocational High School Banyumas regency Academic Year 2012/2013(2012:06) and Academic Year 2016/2017. So if students in a class are more than 32 students, it belongs to a large class.

Teaching a large class is not easy because it needs a lot of energy and creativity to teach a large class in order to make the students understand the material well and it is a challenge for teacher candidates, new teachers and all of teachers. Like the researcher experienced during the teaching practice for three months in one of senior high schools. The researcher faced a problem; she felt difficult to manage large classes. Haddad (2006:1) added from teacher perspective, though, a class is large whenever it feels large. He argued that teachers normally teach 25 students or fewer students, a class of 35 can be a large and overwhelming.

Because of the large number of students in that class, the researcher found out in teaching practice that a lot of students who make the class so noisy, play gadgets, sleep in the class and chat with their friends, so some of them could not focus to study. Those problems affect on learning objective because the students cannot receive material well.

Bahanshal (2013:50) said the language teachers that hold on a negative view toward large classes believe that it raises some problems that affect them and their students. He (2013:50) voices the statement that there is no communication, the class is out of control, lack of individual attention and difficult to set effective group activities and also it is impossible to
concentrate on all students therefore not enough reinforcement will be made to encourage all to participate in different activities.

Marzano (2003) says that teachers play various roles in a classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teacher struggle to teach, and students most likely learn much less than they should.

When the researcher followed the English teacher to enter the class to see she teaches, there is no misbehavior done by students. It is influenced by effective classroom management. Effective classroom management decides the effectiveness of teachers teaching quality and students learning. According to Riaz (Ahmad, 2012:174) it can create condition of cooperation, discipline, and responsibility both for themselves and for their students.

Based on the phenomenon above, it raises a question from the researcher to improve her classroom management. The question is how does EFL teacher manage large classes?

Based on the description above, the researcher is interested in investigating “The English Teacher’s Strategies in Managing Large Classes at SMA Negeri 2 Purwokerto”.

The English Teachers..., Uji Haryani, FKIP UMP, 2016
B. Reason for Choosing the Topic

This research will conduct based on some reasons:

1. Classroom management is one of the crucial educational aspects in teaching learning process to maintain efficiency and effectiveness of learning activities.

2. The researcher has difficulty in managing large classes.

C. Problem of the Research

Based on the background of research above, it is attempt to address the following question:

1. How does the English teacher manage large classes?

D. Aim of the Research

This research will explore the study of English teacher’s strategies in managing large classes at SMA Negeri 2 Purwokerto. This study is aimed at:

1. Revealing the strategies of English teacher in managing large classes.

E. Limitation of the Research

The limitation of this research is the strategies of classroom management focus on students. It means that the researcher just capturing the English teacher’s strategies in order to prevent students’ disruptive behavior and maintain class condition.
F. Contribution of the Study

This study is expected to become an input that is useful for teacher about how English teacher implement classroom management in classroom. Through this study, it is expected that it will give contribution to teaching learning field and will enrich the literature about classroom management strategies research.

1. Teachers

The result of this research will be useful when teacher has problems in managing large classes. The strategies of the English teacher in managing large classes can be implemented by teachers to solve problems in managing classes.

2. Readers

The readers get deep knowledge and information about case study of classroom management and this study can be used as reference or guide to conduct the same research.

3. Researchers

The researchers can use the result of this research as reference to conduct the same research and also the researchers get knowledge about how did the researcher conduct case study of English teacher’s classroom management strategy?
G. Clarification of Terms

In order to avoid misunderstanding and misinterpretation of this research, the researcher clarifies the essential term of the research classified. The terms are clarified as follow:

1. Strategy

Strategy means outlines to achieve the goal which have determined. Connected by teaching learning process, strategy can be interpreted as general pattern of teacher and students’ activities in embodiment of teaching learning activities to achieve the goals that have been determined (Bahri & Zain, 2010:5).

2. Classroom Management

Everstone & Weinstein (Rahimi & Asadollahi, 2012:43) define classroom management is the teacher’s action to create an environment that supports and facilitates both academic and social emotional learning.

3. Large class

Every country in the world has a standard of the maximum students in a class. In some countries, 25-30 students per one teacher are considered large, in other countries this is seen to be normal or even quite small (Hayes, 2010:1).

Based on The Technical Instruction of New Students Acceptance Kindergarten, Elementary School, Junior High School, Senior High School, Vocational High School, Disability School in Banyumas regency
academic year 2012/2013 (2012:06) and academic Year 2016/2017 (2016: 23) chapter 3 about total students in a class at Senior High School paragraph 4 article 7, the maximum students in a class are 32 students. It can be concluded that if students in a class are more than 32 students, it belongs to a large class.