A. Classroom Management

1. Definition of Classroom Management

There are many definitions of classroom management the expert explained. As cited in Peace Corp (2010:06) classroom management refers to teachers behaviors that facilitate learning. A classroom management well increases learning because students spend more time in doing tasks.

Moreover, in Ahmad et al (2012:174) classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behavior by students.

Berliner adding in Ahmad et al (2012:174) the term of classroom management is the prevention of disruptive behavior of students. Not only to prevent disruptive behavior, Arikunto in Djamarah & Zain (2010:177) also added in the following sentence, there are 2 aspects of classroom management. Firstly, management of students; secondly, management of physic such as room, furniture, and learning equipment. According to

Based on the explanation above, it can be concluded that classroom management is teacher’s action which has aim to prevent students disruptive behavior and maintaining positive class condition.

2. Goal of Classroom Management

The goals of classroom management vary. Sudirman N opine in Djamarah & Zain (2010:178) that the goals of classroom management essentially have been contained in education goal. Classroom management goal is generally provision of facilities for learning activities in social environment, emotional, and intellectual in class, so the environment can be discipline, intellectual development, emotional and students’ self appreciation.

It is almost the same as Karwati & Priansa (2014:28) that they explain the goal of classroom management is to increase the effectiveness and efficiency in achieving learning objective, as for physical management activities and socio-emotional management which is a part of achieving learning objective and students’ learning.

Bear also voiced in Emmer & Sabornie (2015:26) there are two aims of classroom management. First, maintaining order, engagement, and cooperation; second, developing self-discipline.
Based on the classroom management goal above, it can be concluded that the goal of classroom management is creating and maintaining classroom condition, so that teaching learning process and learning objective can achieve well.

3. Activities in Classroom Management

There are two activities of classroom management in Karwati & Priansa (2014:24) as follows:

a. Students Management

The function of teacher in this management is guiding, and directing every activity that must be done by students, so management of students is how a teacher manages and places students in class based on the intellectual potential and emotional development. The management of student includes behavior, discipline, attention, passion of study, and group dynamics.

b. Physical Management

Teacher and students activities are very influenced by physical condition in class, the form of physical environment is facilities and infrastructure, it can be filled and support the interaction that happened in class. The minimum criterion which must be created in a class is peaceful, clean, healthy, and comfortable, beside that the facilities in a class have to manage well so it can be used optimally. The physical management
includes ventilation, lighting, comfort, seating arrangement, and students’ placement.

4. Strategies of Classroom Management

Classroom management is one of crucial aspects for learning that have to be mastered by teacher. Every teacher must have classroom management ability, so teaching learning process can run well.

This statement above is supported by Foutz in Rahman et al. (2010:97) effective classroom management begins with the teacher. The teacher should plan all of the things well so students will be able to meet their learning and behavior objective. It means teacher has to know how start and finish the activities, what is the needs in teaching learning process, what kind of instruction given by teacher, what is the order for doing activities and also how to prevent the problems that happened in learning process and how to control students, so learning condition is constantly optimal.

a. The Requirements of effective classroom management

In realizing effective classroom management, there are three requirements based on Jacobsen et al explanation (39-42:2009). These are class condition, teacher’s characteristics, and correlation between management and teaching. The explanation can be seen bellow:

1. Class Condition
The positive class condition does influences students in the class because they feel capable, included, and peaceful. But the positive class condition does not occur automatically, this condition based on the teacher and students learning experience.

2. **Teacher’s characteristics**

We know problems that occurred in a classroom such as students leave the class and there is a student who make noisy compared with class that included students who are discipline and tidy. The factor influences both comparisons is teacher. Effective teacher usually has important characteristics such as:

a. Care

Care is the foundation of positive classroom condition. Added by Rogers in Jacobsen et al (2009:40) the way of knowing teacher care with students can be seen such as listening and trying to look something from students’ perspective; creating peaceful of learning environment, helping students by making the tasks easily understand.

b. Assertive

Assertive helps students to increase their responsibility. If teacher is not assertive to face students who violate the rules, students have not consequent for their actions.

c. Modeling and enthusiasm
Teacher’s beliefs toward teaching and learning is communicated through modeling and although the ordinary topic and may be not interest topic will motivate students by showing teacher’s enthusiasm.

d. High expectation

Teachers have high expectation on students such as students can do difficult exercise successfully, but there are students who can’t do the task successfully. Teacher usually deals with student who have high expectation than students who have not. They often praise students who have high expectation and give complete feedback on them.

Keep in mind that students are very sensitive on different treatment. Teachers have to be able in handling problems related to teaching learning process, so classroom management can be implemented effectively. Haddad (2006:20) voiced that one of strategies in managing large classes is using a variety of teaching method so students will more attentive and their potential for learning will be increased.

One of theories of classroom management strategies in creating effective classroom management is suggested in a related literature as Jacobsen, Eggen & Kauchak (2009). There are two parts of strategies in creating effective classroom management; these are related to classroom
management (preventive) and classroom management (intervention). Each can be explained as follow:

1. Classroom management (preventive).

   Prevention of management problems must have anticipation beside that problem prevention needs a plan in learning (Jacobsen, Eggen & Kauchak 2009). There are two strategies in classroom management (preventive), each strategy can be explained below:

   a. Classroom Rules

   Classroom rules can be the basic of students’ behavior. It is very important to teacher because by using classroom rules consistently, all problems can be prevented and it is very important for effective management because the rules can be referenced for students’ behavior.

   Teacher also has to declare the rules clearly. The rules have to be understand, if those are not, the rules do not have influence anything to the students’ behavior. Then the teacher has to provide the reasons for the rules, because when the rules have been provided, students will study that those are very logic and rational, and those reasons will help them to obey the rules. Teacher has to declare the rules positively. It means that the teacher has to use the best sentence, for example for giving answer, wait for the teacher pointing you” this sentence is preferably by the students. The rules that are declared positively can create positive expectation and students’ responsibility.
b. Seating Arrangement

There are three seating arrangements will be explained bellow:

1) Traditional seating arrangement

This seating arrangement is started with teacher’s chair in the front of students. It means to focuses students’ attention to teacher and it can decrease intensity of communication between students. This arrangement is very effective when teacher is presenting material in front of students but it can be difficult if students will work in a group. Students in the back are physically separated with teacher but they often produce management problems.

![Traditional seating arrangement diagram]
2) Alternative seating arrangement

Alternative seating arrangement is seating arrangement that teacher’s chair is placed at the edge.

3) Individual seating arrangement

Alternative seating arrangement is a seating arrangement that student have their “work distance” with intent to decrease diversion of vision. This arrangement is often used to individual instruction.
Individual seating arrangement

c. Praising the desired behavior

Giving praise is a good beginning. It is better to teacher for giving praise to students that show good behavior. By giving praise freely and openly to students who show good behavior can catch them being good, such as “I really happy for your work of this weekend. Surely you will get better.” Giving praise is an effort to prevent misbehavior. If teacher gives praise to students for good behavior, the students feel happy and will do good behavior continuously.
2. Classroom management (intervention)

Problem is a perennial and continuous effect (nurture effect). The strategies in order to stop behavior problems can be seen as follow:

a. Non verbal communication

According to Ambady & Rosenthal (1998:775) non verbal communication refers to the communication and interpretation by any means other than language. Non verbal communication includes communication through expressive channel of communication such as facial expression, bodily movement, vocal tone and pitch, and many other channels. There are five nonverbal communications that have to do by teacher in handling students’ unfavorable behavior. The detail explanation can be seen as follows:

1. Eye contact

Eye contact is when teacher looks students who do not do task directly with her/his eyes when giving direction. This is one of example of eye contact strategy.

2. Body orientation

The example of body orientation is when teacher face with students directly.
3. Facial expression

Teacher is slight frown if any noise, laugh if there is funny moment and smile when he agrees with students who help their friend. Those are the example of face expression.

4. Gesture

Gesture is movement of the hands, arms or head, etc. to express an idea or feeling, for example teacher raises his hand (stop) to student who makes noise when there is student speaking.

5. Vocal Variation

The voice, also known as the paralinguistic channel, express feelings and emotions through pitch, intonation, speed, rhythm, pitch range, and volume (Ambady & Rosenthal, 1998:777). The example of vocal variation is a teacher changes his voice, intonation to emphasize and shows his passion and enthusiasm.

b. Behavioral intervention

There are many behavior problems in the class, start from students whispers with their friend until student nudge, rap and kick other student. In maximizing time allotment of learning and minimizing violations, we have to do intervention humbly. Beside those non verbal ways, there are three ways to face students’ disruptive behavior as follow:
1. Disregarding improper behavior

According to Alberto & Troutman in Jacobsen, Eggen & Kauchak (2009: 68) the second principle of behaviorism is stop misbehavior by ignoring misbehavior. This is can be implemented like when a student whispers other student but they do not stop. Combining praise and ignoring misbehavior can effective to minimize small disruption that appeared. It is explained by Priffer et al.; Rosen et al in Jacobsen, Eggen & Kauchak (2009: 68)

2. Indirect signals

Teacher can use indirect signals such as closeness (proximity), direct attention methods, and reinforces like praise, appreciation, and reward. These strategies are appropriate to be applied, especially when there is a behavior cannot be ignored, but it can be stopped or diverted without leading them directly (Jones & Jones). For example, in facing a student who nudges other friend by foot, teacher come a near a student. The teacher use proximity for stopping the action. Proximity is one of indirect signals.

3. Implementing consequences

The accurate planning and effective teaching can prevent a trouble that happen in class, but when strategies cannot stop a trouble, teacher has to implement consequences that related with the problem. For example, if there is a student who has disruption or
misbehavior in the class, teacher has to give a warning. If he repeats it, he will be stopped from teaching activities. After that, teacher meets the student to ask new rules to avoid the same disruption. If the student breaks the rules, teacher may ask him to go out. The key to face those students is consistency.

B. Large Class

1. Definition of Large Class

There is no exact definition about a large class. Coleman in Burns & Richards (2012:95) what is defined as a large class is one context may be considered a small class in another context. It is reinforced by Ur’s statement in Mezrigui (2015:107) there is no specific number of large classes, the exact number doesn’t really matter: what matter is how you, the teacher, see the class size in your own specific situation.

Hayes (1997:106) voices classes in schools of Thailand contain between 45 and 55 students, many teachers consider these classes are too large and they give rise a number of problems. According to Haddad a large class is a class of more than 50 students (2006:1).

Haddad (2006:1) added from teacher perspective, though, a class is large whenever it feels large. Teachers normally teach 25 students or fewer students, a class of 35 can be a large and overwhelming (Haddad, 2006:1).
That statement is reinforced by Hess in Bahanshal (2013:51) a class is considered as a large class if it has 30 students or more.

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 senior high school students per class are 32 students. If the total students in a class are more than 32 students, it belongs to a large class.

2. Problems of Large Classes

Mezrigui (2015:110) specify the serious problems teachers faced in large classes. There are 4 serious problems, firstly weariness; secondly control problem, thirdly detrimental effect on teaching performance, and the last abundance of students work. The detail explanation can be seen bellow:

a. Weariness

A large class as usual is physically and psychologically tiring for teachers. As the Tunisian secondary school teachers’ complaint about large classes such as they feel tired when they look at the crowd of students.
b. Control problem

Many teachers find the situation very difficult to control a large class; particularly the class includes a big number of teenage low-achievers. Teachers complain about aspects of disruptive behavior on the part of students, such as noise, disinterest in learning, rudeness to the teacher or peers, and absenteeism.

c. Detrimental effect on teaching performance

Many teachers admit that teaching in a large class have serious effect on their teaching performance and on the fulfillment of the learning objectives, for examples they perform much better in a small, interested class; feel that students learn less than expected in a large class; group and pair-work activities rarely succeed in a large class; a large class is not conducive to teaching and learning.

d. Abundance of student work

What may further affect the teacher’s performance detrimentally in large classes is her or his inability to give everybody a chance to take part in all the learning activities, and also to check and evaluate all their work, especially the written work done in the classroom or given as homework assignments. Having to correct all the students’ pieces of writing is well
high impossible for teacher, especially as she/he has to exercise many other responsibilities of more than one type.

C. Basic Assumption

Classroom management is one of crucial aspects for learning. Teachers have to have strategies in teaching EFL learners in order to create and maintain classroom condition, so that teaching learning process is running well and the learning objective can achieved well. All of strategies can be implemented based on class condition because there are strategies inappropriate with class. There are two kinds of classes, small and large class. By conducting a case study of EFL teacher strategies in managing large classes, the researcher assumes that English teacher strategies can be varied.

D. Relevant Study

The last part of theoretical review is relevant study on classroom management. The relevant study can be seen as follow:

a. Teachers’ perceptions of classroom management, problems and its solutions: case of government secondary schools in Chitral, Khyber Pakhtunkhwa, Pakistan

This research was conducted by Ahmad et al (2012). The research aimed to investigate secondary school teachers’ perception of classroom
management its problem and solutions in government secondary schools in District Chitral.

This research used survey method and the respondent were 100 randomly sampled teachers in six Tehsils of the district through a close-ended questionnaire were taken from out of 40 boy’s secondary schools. For validity test the questionnaire, the researcher was trial in five schools before it used to investigate the sample respondents.

The result of this study showed that the biggest problem of classroom management is deviant behavior of students. Teachers do not plan lessons for their classroom that decreases their abilities of classroom management. Teachers do not involve students in learning activities so students create disruption during teaching learning process. Students do not obey the school rules and regulation.

b. Effective Classroom Management (2012)

This research was conducted by Mansor et al. The aim of this research is trying to explore and identifying the characteristics of an effective English teacher to 10 year old students from different ethnics, various social economic background and multi-level language ability at a private primary school in Malaysia. The researcher used case study that focused on classroom management where data was collected by using interview and observation.
The finding of the research is effective teacher models whilst providing in-depth details on what transpires during classroom activities, thus clarifying further the meaning of effective classroom management. The researcher propose another six more notable characteristics of an effective teacher: (i) loving the profession; (ii) going beyond the lesson time; (iii) creating a suitable yet comfortable physical classroom environment; (iv) practicing the art of scaffolding; (v) weaving values, leadership and thinking skills into the lesson and (vi) creating class rules and boundaries through repetition and humor.

c. Teachers’ Perceptions and Management of Disruptive Classroom Behavior During the Middle Years (Year five to nine) (2004)

Arbuckle and Little conducted a research that is aimed to determine Middle Years teachers’ perceptions and management of disruptive classroom behavior. The researcher use survey method where 96 Australian primary and secondary school teachers were taken based on a stratified random sampling.

The result of this research showed that teachers’ main concerns were related to disrtactibility, student on task-behavior, and adherence to classroom rules. There is no significant differences were identified between the management strategies employed by primary and secondary school teachers in relation with classroom management. However, differences were identified in the management strategies teachers used to
manage the behavior of male and female. In relation to disruptive student behavior, an increase in reports of aggressive male behavior was observed from primary to secondary school.