CHAPTER II
THEORETICAL REVIEW

A. Classroom management

1. Definition of Classroom Management

In classroom management teachers also provide facilities for various learning activities in the social, emotional, and intellectual environment of the classroom Djamarah & Zain (2010: 178).

Classroom management is the administration, setting, and the arrangement of the class. Good classroom management will provide good learning outcomes for students as well. Makes the students from not knowing to know, from not understand to be understand, and from not knowledgeable to be knowledgeable that has wide insight.

Kounin added in Daniel Muijis & David Reynolds (2008: 117) in managing the class the teacher should be understand about the students’ behavior by managing the good classroom with the teacher discipline enforcement techniques, the term of classroom management is the prevention of disruptive behavior of students. Not only prevent disruptive behavior. Arikunto in Djamarah & Zain (2010: 177) also added in the following sentence. There are 2 aspects of classroom management. First, is management of students. And the second, is management of physic such as room, furniture, and learning equipment.

Gaining students’ cooperation in urban classrooms involves establishing a classroom atmosphere in which teachers are aware of address students’ cultural and ethnic needs as well as their social, emotional, and cognitive needs (Brown: 2004: 2).
Howard (2001) described one urban elementary student’s view of teacher caring, “The student’s comments would appear to reflect a teacher practice that is essential to culturally responsive teaching, which is creating a learning environment that helps students to reach their highest levels of academic achievement”. Teachers can create a caring learning environment through several means, and assertive and explicit demands for academic performance and cooperative behavior appear to be a need for many urban students. Culturally responsive classroom management is connected to a teacher’s ability to use culturally responsive curricular materials and instructional processes. Research reveals, however, that even greater than those two essential components of teaching is an educator’s knowledge of and demonstration of caring attitudes and actions, congruent communication, assertiveness and authority, and demands for students’ efforts and academic production.

Based on the explanation above, it can be conclude that classroom management is the teachers’ action which has aim to prevent students disruptive behavior and maintaining positive class condition. And also makes the students feel comfortable and happy with the condition in the class.

2. **Goal of Classroom Management**

The goal of classroom management is when the learning process runs smoothly without any obstacles, and the teacher can manage the class well, so that students can develop their ideas and their potential in the learning process.

Based on Sudirman’s explanation in Djamarah & Zain (2010: 178) the goal of classroom management is essentially have been contained in educational goal. Classroom management is generally provision of facilities for learning activities in social
environment, intellectual, and emotional in the class. The environment can be discipline, intellectual development, emotional and students’ self appreciation.

Suharsimi Arikunto added in Djamrah & Zain (2010:178) the goal of classroom management is to make every students can work by the order in the class, so that it makes the classroom condition will be full of interaction between teacher and students.

Every teacher should have skill in manage the class. In other words with the skills in the classroom management of the students would indirectly participate in the strategy made by the teacher, which is the goal of classroom management, the teacher is to make the classroom environment conducive and active in the lesson.

According to Fatuurohman & Sutikno (2010: 104) there are three characteristics in goal of classroom management. They are:

1. Speed, the students can learn in the process of speed and progress, so that the students doesn’t need long time to learn. And the teacher will teach them in efficient time, and the students will understand the material and get the new knowledge based on the material that the teacher delivered.

2. Simple, the organisation and the material in the class becomes the simple thing, easy to understand, and the situation in the class more alive and conducive.

3. Self-confidence, the students can learn with full of their self-confidence without worried and unconfident. The students will interest and think if their can learn and get the achievement.
3. **Activities in Classroom Management**

Rohani (2010:148) stated that there are two activities of classroom management, they are:

a. **Students management**

The function of the teacher in this management is guiding and directing every activities that should be done by students. In this situation is how the teacher manage and place the students based on intellectual and emotional development. The management include behavior, discipline, attention, passion of study and group dynamic.

b. **Physical Management**

Teacher and students are very influenced by physical condition in the class. The form of physical environment is facilities and infrastructure, it can be filled and support the interaction that happen in the class. The minimum criteria which must be created in the class is peace, clean, health, and comfortable, beside that the facilities in the class have to manage well so it can be used optimally. The physical management is belongs to the building of the class, ventilation, Air Conditioner, lighting, setting arrangement, cupboard, and students’ placement.

4. **Strategy of Classroom Management**

Classroom management is a very important aspect of teaching these researcher collects data within the strategy of the management class that teaching is a pleasure and the students would be enthusiastic in learning, every teacher must have classroom management ability to makes the teaching learning process can run as well. 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.

Hamer (2001) stated that large classes strategies are implemented with all students within the class and address the needs of most students in terms of behavior, while individualized strategies might be needed for a small number of students who will not respond appropriately to class-wide strategies. A classroom management plan will help a provider establish clear rules, set class norms, and define consequences, while classroom management strategies work to keep the students engaged, connected, and keep students on-task as much as possible and therefore less likely to be disruptive or exhibit challenging behaviors during class time.

There are five classroom management in large classes, the detailed description can be seen as follows:

1. **Creating a classroom management plan**

   Creating a classroom management plan is a short activity it is crucial in establishing how the classroom with function. The classroom management plan should be
posted during every lesson, reviewed often, and referred to when challenging behaviors arise.

2. **Being genuine and sincere with praise**

   While praise is very important and is often times a great prompt to the class acknowledging appropriate behavior, empty praise or praising for small tasks or less than adequate work can actually cause students to disengage and lose interest in your feedback. Be thoughtful in what you say to students and work to find ways to offer genuine praise and feedback. Always try to focus genuine praise on the work and behavior of a student and not the student themselves.

3. **Balancing teaching and facilitating**

   While maintaining fidelity to the curriculum, look for ways to balance teaching and facilitating. Teaching is typically the class listening to the information being shared by a teacher or facilitator, while facilitating involves sharing knowledge and including the audience in the lesson. Look for opportunities to have students actively respond and participate. Offer opportunities for students to read aloud, write on the boardSMART board, answer questions out loud, and assist you during the lesson. Depending on the student’s learning style they may learn best when reading, listening, writing information down, or maybe even moving around the classroom a bit. While we can’t accommodate each student’s learning style each time, we can make an effort to allow students opportunities to actively respond.
4. **Circulating the room**

   Facilitators should circulate the room as a way to keep students engaged and attentive. Not only do students have to pay attention and follow where you are, but it allows you the opportunity to check to make sure students are on-task.

5. **Finding a seating arrangement conducive to learning**

   During some lesson activities you may have students working in groups with desks connected, typically when student’s desks are arranged in rows students tend to stay on-task, focus, listen, and complete more work. During activities promoting or encouraging student engagement a u-shape or circle might be effective, but overall other arrangements may help with managing disruptive behaviors. Check in with the classroom teacher ahead of time because the teacher may already have a seating assignment that works and has certain students in certain seats. As a rule of thumb it is best to avoid any seating arrangements which cause your back to be to the class or even part of the classroom for any length of time. If there is the need to write materials on the board it is a good idea to delegate different students to write on the board for you while your facilitate class instead of turning around and writing on the board.

5. **The Requirements of effective classroom management**

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

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

b. Teacher’s Characteristics

We know problems that occurred in a classroom management such as students leave the class and there is a student who makes noisy compared with class that is belongs to who are discipline and tidy. The factor influences both comparisons is teacher. Effective teacher usually has important characteristics such as: Care, Assertive, modeling and enthusiasm, and high expectation.

Based on Usman M (2010: 9-12) the teacher has some roles when they teach in classroom. They are: the teacher as the demonstrator, manage the classroom well, mediator and facilitator.

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 forgiving 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

According to Daniel Muijs & David Reynolds (2008: 118-120). There are three seating arrangements that will be explained bellow:
1) Traditional seating arrangement

This seating arrangement is started with teacher’s chair in 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.

![Diagram of traditional seating arrangement]
2) Alternative seating arrangement

Alternative seating arrangement is seating arrangement that students’ chair is placed like horse’ shoes.

Alternative group discussion seating arrangement.

3) Discussion seating arrangement

Alternative seating arrangement is a seating arrangement that student have their “work distance” with intent to decreasediversion of vision. This arrangement is often used to individual instruction.
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 to meet you all again, Surely you will get better score if you are diligent and more attention.”
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. Management Classroom (intervention)

Problem is a hard or difficult thing that will move a person to overcome or solve the difficulties. The strategies in order to stop behavior problems can be seen as follows:

a. Non-verbal communication

According to Ambady & Rosenthal (1998:775) non verbal communication refers to the communication and interpretation by any means than other language. Non verbal communication through expressive channel of communication such as facial expression, body movement, vocal tone and pitch. There are five non verbal communication that have to do by the teacher in handling student’s unvorable behavior. The detail description can be seen as follows:

1. Eye contact

Eye contact is when the teacher looks to the students who do not do the task or when the students do not careless with the teacher’s warning, the teacher directly with his or her eyes when giving direction.

2. Body orientation

The teacher face with the students directly and make an interaction with the students.

3. Facial expression

The expression that produce by the teacher when there is something happen. For example the teacher is slight frown if any noise, laugh if there is funny
moment and smile when he or she agrees with the students answer or when the
students more active in the class.

4. Gesture
   Gesture is movement of hands, head, arms or sign by the teacher to express an
idea or to asking the students that they have to do. For example the teacher
rise his or her hands to ask if there is any question or not.

5. Vocal orientation
   Vocal orientation related with the voice, also knows as the paralinguistic
channel, express feelings and emotions through pitch, intonation, speed,
example when the teacher increase the intonation if there is any noise.

B. Large Class

1. Definition of A Large Class
   A large class generally includes 100 students or more, but there is no single definition.
In some cases, large may signify a class of 50-70 students. (Burnette & Krause: 2).

   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. Haddad (2006: 1) also added that a large class is class of more than 50 students.

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.

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.

2. Problem of Large Class

Based on 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 impossible for teacher, especially as she/he has to exercise many other responsibilities of more than one type.

3. Reacting to Problems Behaviour

According to Hamer (2001:144) the teacher should be act as the problem solver based on the situation and problem that happened in the classroom.

a. Act Immediately

The teacher should act immediately if there is a problem in the class, the teacher should directly look at the students and ask the students to stop their behaviour.

b. Focus on the behaviour not the pupils
The teacher should know the problem and try to solve the problem.

c. Take things forward

The teacher should directly reflect of the situation and give the warning, such as the teacher say “Stop to do it!!, Don’t do that!!”

d. Reprimand and privat

If the situation it not possible to solve the problem in the class, then the teacher should invite the students to speak out of the class. Such as in the teacher’s room

e. Keep calm

The teacher should keep calm and not getting carried away of the situation. The teacher should be neutral, and the teacher ask the students in the class to be quiet.

4. Review of Previous Study

The third part of theoretical review is relevant study on classroom management. Teachers’ strategies in managing large classes being interested topic to conduct it as a research. The researcher has their own style to write their ideas, to collect the data, to generate their findings, and to draw the conclusion. The researcher found out some researchers that relates to the topic. It derived from education journal and thesis.

First, Strategies for managing a large class: a case study, United Kingdom. This research was conducted by Smith & Warburton (1997). The research aimed to investigate of 12 schools that are large classes. The teacher found the problem when facing the large classes. The researcher used observation and semi-structured interview to collect the data. The research used case study showed that the biggest problem of classroom management is ‘students’ feeling and motivation. The teachers and all staff in the school
 worked hard to create a caring and supporting the environment in which pupils felt secure and valued.

Second, Urban Teachers’ Professed Classroom Management Strategies “Reflections of Culturaly Responsive Teaching, West Chester university (2004). This research was conducted by Dave F.Brown. The aim of this research are creating and sustaining optimal learning environment. The researcher used case study that focused on teacher’s attitude in teaching the students where the data was collected by using interview and observation. In this research the researcher used random sampling as the technique for taking the sample. The researcher was choosen 13 teachers (1st through 12th grades) from seven urban school in Amerial cities. The finding of the research is effective teachers’ model whilst providing in-depth details on what transpires in during classroom activity. The researcher propose there are four responsive teacher’s in managing the classroom. They are: a Caring attitude, establishing assertiveness and authority, establishing congruent communication process, and demanding effort.

Third, English Teacher Strategies in Managing Large Classes. University of Jambi (2017). This research was conducted by Maria Santi Sibarani. The purpose of this qualitative study was to investigate of English teachers’ strategy in managing a large class at SMPN 4 kota jambi. The researcher used case study that focused on teacher’s strategies. In that research the researcher used pruposive sampling technique and for the collecting data the researcher used interview and trustworthiness. Based on the result of study, the researcher propose that there are some strategies that used by teacher to manage large class. There are organization, rules, and communication. First, strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well established routine in classroom and giving instruction for make
students comfortable in classroom. Second, strategies in classroom management rules include five sub-themes, there are; making students disciplined in classroom, making students enthusiastic in classroom, making grouping discussion for students in classroom, giving punishment to students in classroom. The last is strategy in communication include one sub-theme, that is bilingual strategy.

5. 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.