

CHAPTER II

LITERATURE REVIEW

A. English as a Foreign Language (EFL)

English as a Foreign Language is the language which is used by the people of other country or society, it is the teaching of English to people whose first language is not English for example in Indonesia. EFL is an abbreviation for 'English as a Foreign Language'. According to Patel and Jain (2008: 35), Foreign Language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language. Moreover, Gebhard (1996: 2) states that by EFL, English as studied by people who live in places where English is not the first language of the people.

People study English in other place where English is the first language. The goal of EFL in the educational system is to pass English entrance exams to enter good high school and universities. Such as, much of the teaching is directed at making students' able to analyze and comprehend English, so they can pass entrance examinations, no necessary to preparing them to communicate in English.

B. EFL Class Management

There are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve. 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 the teacher is to make the classroom environment conducive and active in the lesson.

Classroom management appears to be one of the most recurring teachers' concerns, namely for beginning teachers. This may be related to the fact that "the ideals that the beginning teacher formed during teacher training are replaced by the reality of school life where much of their energy is often transferred to learning how to survive in a new school culture" (Farrell, 2006, p. 212). Issues such as classroom discipline, dealing with individual differences and mixed-ability classes, organization of class work, relationships with parents, insufficient and/or inadequate teaching materials, overcrowded classrooms, sitting arrangement, noise, and social and cultural activities (Sariçoban, 2010; Veenman, 1984), to name a few, usually get in the way of teachers, especially in their initial years of teaching. In many settings, such issues tend to constitute real challenges that all teachers must learn to cope with.

C. Teacher Strategies in EFL Learning Processes

Teaching strategies can be defined as a plan method, or series of activities designed to educational Achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives. According to Brown (2001:113) strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then

strategy is as a remedy the teacher in making system area that happened to process teaching learning (Ahmadi:2005: 32).

According to Brophy and Good (1989) in Borden (2013:75-78) cited in Rudyanto (2014), this data is designed to give a few tips that would help the researcher with class management strategies :

1. *Get set up*: Preparation in the first teaching is a teacher must have preparation, when teachers want to start teaching, things that need to be prepared is the learning materials and learning implementation plan that would be submitted. It trains teachers better in teaching, and teachers should plan and develop daily schedules and lesson plans that are closely aligned with the provisions given by the school district. This plan should match the needs and learning styles of each student in the classroom.
2. *Make the room attractive*: Teachers should be able to create an exciting and conducive classroom atmosphere so that students can appreciate and enjoy a clean and comfortable room for where they perform their teaching and learning activities. In other words teachers are asked to be more creative and innovative in making students to remain happy while learning.
3. *Set classroom rules*: The rules in the classroom is needed because it can be a tool of control and mentors in teaching, so it can make the classroom to be maximal and conducive, and the teacher involves students designing the rules and they will run it so as to enable students to work discipline in running the rules. Once this rule has been made and then made it a responsibility, all

students who violate or do not see that the rule is followed correctly or not. And give rewards to students who run the rules properly. This will encourage other students to continue to follow the rules and motivate students who are not successful enough to get rewards in the future.

4. *Be enthusiastic about the lessons:* When the teacher gives the lesson have earned more interactive with the students and engage them to participate and could understand. And develop methods that created and encourage all students to participate in lessons teachers teach and if students gave a wrong answer, the task of the teacher is to encourage and help them to succeed by helping them with the correct answer and give instructions, ask questions and answer appropriately. Make sure that the teachers always thank for the student to their participation in the following lesson in school classrooms.
5. *Be fair with the students:* as a teacher it is necessary for teaching to be fair to all of the students. Make a point to always hear students out and treat each one of the pupils with dignity and respect. Don't make differences in them and give the ones that appear a bit disobedient as much respect as teach give those who present themselves respectfully all of the time. Because they would all love and appreciate teacher for this attitude of being fair to all students.

From some strategies above, the researcher described it would help the teacher to get it together in the classroom; be prepared, have an attractive classroom, design classroom rules, teach with enthusiasm, and be fair.

D. Problems of Managing English Classes

There are some challenges for successful classroom management that hinder to classroom management. They are explained separately in the following sections:

1. Students' Characters

Character is one of the attributes or features that make up and distinguish an individual. According to Sjarkawi (2006:1) character is a characteristic or style of a person that comes from the environment, such as the family and others. As we know, one student to one student has different characters. There are the students who respect to what the teacher said and what the teacher asked to them. It means, they are being tolerant of differences, using good manners and appropriate language, not threatening, hitting, or hurting anyone, and dealing peacefully with anger, insults, and disagreements. Beside, there are students who didn't care about what the teacher said and they felt lazy to hear if the teacher uses Foreign Language (FL) in giving instruction.

2. Students' Level of Ability

Teaching students on different learning levels can be difficult and challenges for successful classroom management. However, learning abilities can help teachers present materials in a way that will engage all students on all levels at the same time. Teaching students with various learning abilities involves creativity, time and a desire to understand how a student learns best.

With the right tools, teacher can rich each of their students no matter how different the style of learning. In UK Educational Technology Blog (2017) stated that:

- a. *Students with lower ability* : Thus a slower pace of learning is by no means an indicator of future failings. Students with less ability may be less academically capable than his or her peers, but teacher should be aware this learner may excel in more specific areas.
- b. *Students with medium ability*: score may find themselves less motivated to learn, particularly if they lack the confidence to perform in groups.
- c. *Students with high ability*: score may not present any immediate concerns for teacher or parents, but teacher must ensure this type of learner does not become complacent. This type of students should still be given regular attention so their interests are constantly stimulated to avoid a lack of motivation.

3. Learning Methods

There are many different ways a person can learn something. As a teachers, in the learning process must be able to determine the appropriate learning method for students. The different students' level is different ways to teach them. Teacher should understand the weakness of each method chosen. Sabri Ahmad (2005 : 52-53) stated that among the conditions that must be considered by a teacher in the use of learning methods are :

- a. The method that used must be able to generate motivation, interest or passion for students learning.
- b. Can stimulate students' desire to learn more, such as innovating and exposing
- c. Must be able to provide opportunities for students to realize their work.
- d. Must be able to guarantee the development of students personality activities.
- e. Must be able to instill and develop the values and attitudes of students in real life.

The teachers should be able to manage the class well, because the class is a place for meeting all students and in order to receive learning material from the teacher. The classes that are well managed will support the course of educational interaction. Conversely, classes that are not well manage will hinder learning activities (Bahri Djamarah Syaiful, 2005:85).

Therefore, the use of methods in the implementation of learning is very important to note so that the technique for presenting learning materials that will be used by the teacher when presenting the lesson material appropriately and according to the subject matter so that students do not feel bored with the lesson.

4. Learning Activities

The teachers' fundamental task is to get students to engage in learning activities that are likely to result in achieving (the intended learning)

outcomes. It is helpful to remember that what the student does is actually more important than what the teacher does. (Schuell, 1986, p.429)

In each learning activities should be clear to both the teacher and the students.

It is equally important that each activity are :

- a. *Meaningful*, and ensures student development and advancement through the unit. Activities should build on previous activities and avoid being repetitive, they should enable students to engage with and develop their skills, knowledge, and understanding in different ways. Meaningful activities engage students in active, constructive, intentional, authentic, and cooperative ways.
- b. *Useful*, are ones where the students are able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose. For example, students are able to directly apply the skill or knowledge they acquired to an assessment task, or to the next activity.

E. Relevant Research Findings

Teachers' strategies of Managing English Classes is 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. In order to support this research, the researcher discusses some related studies that relates to the topic. It derived from education journal and thesis.

The first come from Suryani (2013) analyzed the teachers' strategy for hearing impairment students. The similarities of her study with the researcher's

are about the object of the topic that is teaching English and teachers' strategies, the data was analyzed using descriptive qualitative design and the purpose is finding the strategies of the subject of the research..

The second research was conducted by Rudyanto (2014) analyzed the classroom management strategy applied in English teaching, interest in English teaching and Learning process and teachers overcome the problems. The similarities are the object of research is classroom management strategy and the study is focused on the English teacher.

The third come from Bashyal (2010) carried out research on "Strategies of Classroom Management Used by Secondary Level English Teacher". He tried to explore the major strategies adopted by the secondary level English teachers. Encourage, feedback, motivation etc were the major strategies for classroom management.

The last previous study is conducted by Afrisa (2016) analyzed English teachers view on students learning style in learning English. Afrisa (2016) thesis has similarities with the present study. First, the scope of this education. Second, the research design of the thesis is descriptive qualitative. The differences between the last study with study is the previous study focuses on the English teachers view on students learning style, this study focus on the teachers' strategies of managing English classes.

From the explanation above about some previous researches, it contributes much to this study since they provided about how the teachers'

strategies of managing English classes and some problems that the teachers' often faced when they managing the classes.

