

## CHAPTER I

### INTRODUCTION

#### A. The Background of Study

Teaching English is a challenging activity but when the teacher has a large class, things get even more difficult. However, it is not an easy task to manage the classroom, especially in large class situation. Unfortunately, increasing the number of the learners along with the rapid development of globalization and communication among all countries in the world makes the size of class tends to be larger and larger. It is common for the teachers in Indonesia to teach a class with more than 30 students.

It is relative answer for the question how a class can be considered as a large one. Hayes (1997) says that is no quantitative definition of what constitutes a large class, as people's perception of this varies from context to context. In some private language schools, a class with 20 students may be perceived large. In Lancaster University project an average number of the large class is around 50 (Coleman, 1989), while in Indonesia, large class generally refers to that of holding 30-40 students or more. It can be seen that in different context or culture, people have different degrees of tolerance of class size. It can be concluded, what is relevant to the class considered as large one is how the teacher perceives the class size in the specific situation, regardless of the exact number of the students in it.

Teaching a big class is not easy. There will be some problems arise. The problems in large classes can be physical, psychological and technical. The

teachers in large classes may feel physically weary. They may unknowingly speak louder and move more often or longer distances than they do in small class. Psychologically, some teachers feel it intimidating to face a large “crowd” of students, especially when they do not have much idea who their students are and what their students are expecting from them. Technically, teachers have to be capable of using microphones and LCD properly to make their students hear and see clearly. Other problem such as monitoring attendance and checking assignments are also constantly worrying many teachers involved in large class teaching. Moreover, a large class with different characteristics of students bears different classroom management.

Actually, those problems can be minimized by managing the classroom environment well. Unfortunately, the teachers usually focus on managing learning than managing behavior in the classroom. Whereas, classroom management plays an important role in teaching learning process, especially in large classes. The more competent teachers are in managing classroom environment, the easier the teaching learning process occurs.

From the description above, teachers should realize that effective learning can take place in large class as long as the teacher can manage the classroom well. Since the problems that teachers often encounter while teaching large class is management-related, a case study entitled “ Teachers’ Strategies in Managing English as a Foreign Language Classroom” has been conducted in the junior high school level (SMP Negeri 1 Karanglewas) to identify the teachers’ attitudes in EFL classroom management. This includes investigating the potential benefits and

challenges of the teachers' management strategies and also the students' perception to it. The similar study was conducted by Siswayani (2011) from Indonesian Education University with the title "*A Case Study of EFL Large Classes in One of Private University in Bandung*". She revealed the teachers' management strategies by comparing the novice and experienced teacher in one of private university in Bandung. But she did not reveal all of the student's perception towards the implementation of their teachers' classroom management strategies. However, it is important to know clearly all of the students opinion as a feedback for the teacher itself in increasing her classroom management quality. It is hoped that by conducting this research, it will give the additional knowledge and visualization to the readers and the other teachers about the classroom management strategies.

### **B. The Reason of Study**

This research was conducted based on some reasons:

1. Classroom management is very important in teaching learning process.
2. Some teachers usually underestimate the classroom management.
3. Well managed classroom will make the teaching learning process successfully occur.

### **C. Research Questions**

The research is a case study which is aimed at investigating the EFL teachers' strategies in managing large class. In line with the purpose of the study, this research was attempted to address the following questions:

1. How does the teacher manage the EFL large classroom?
2. What are the benefits and challenges of the teachers' classroom management strategies in large class for the teaching learning process?
3. What is the students' perception towards the implementation of their EFL teachers' classroom management strategy?

#### **D. The Scope of Study**

As it has been mentioned earlier, the study is meant to find out the teachers' strategies in managing EFL large classroom. In particular, the strategies on classroom management are classified into organizing physical environment, building psycho-social environment, and managing and monitoring activities. Each strategy has its own characteristic that becomes analysis tool and indicator in this research.

#### **E. The Purpose of Study**

This study explored the case study of teachers' strategies in managing the EFL classroom at the eighth grade class of SMP Negeri 1 Karanglewas. Moreover, it is aimed at:

1. Revealing the EFL teachers' strategies in managing EFL large classroom
2. Finding out the benefits and challenges of the teachers' strategies in managing EFL large classroom.
3. Knowing the students' perception towards the implementation of their EFL teachers' classroom management strategies.

## **F. The Significance of Study**

This study is significant in several areas. First, the teachers will know the strategies in managing EFL large classroom. Second, well manage classroom will make the teaching learning process successfully occur so that the students will easily understand the material. Third, it will raise the teachers' awareness on the importance of classroom management.

## **G. Clarification of Term**

### **1. Strategy**

Porter (1986) argues that strategy is “about being different”. He adds, “It means deliberately choosing a different set of activities to deliver a unique mix of value”. In short, Porter argues that strategy is about competitive position, about differentiating yourself in the eyes of the customer, about adding value through a mix of activities different from those used by competitors.

### **2. Manage**

According to Tripathi (2008), manage refers to a process consisting of planning, organizing, actuating, and controlling. Planning means that managers think their actions in advance. Organizing means that managers coordinate the human and material resource of the organization. Actuating means that managers motivate and direct subordinates. Controlling means that managers attempt to ensure that there is no deviation from the norm or plan.

### 3. EFL Classroom

EFL (English as a foreign language) refers to the learning and teaching of English as a non-native language in context where English is not used outside the instructional situation (Tsun-Lih Yang, 2007)

Li Yingchun (2009) says that classroom is an” arena of interaction” in which all participants contribute all the variables are interrelated. In classroom the classes are taught.

It can be concluded that EFL classroom is an arena or a place which non-native language is taught.

## H. The Contribution of Study

### 1. Teachers

The result of the research will be useful for the English teacher in measuring her capability in managing EFL class and also give additional information for the teacher to solve the problems in managing EFL classroom.

### 2. Readers

The readers will get larger knowledge and information about a case study of managing EFL large class and this research also can be the one of references for other researcher who conducts the same case.

### 3. Researcher

She can get larger knowledge about case study of managing EFL large class