

## CHAPTER II

### LITERATURE REVIEW

#### A. Classroom

There are two types of class: small class and large classes. Large classes are often perceived as one of the major obstacles to ensuring quality education. Indeed, there are many research studies that point to the disadvantages of large classes and advocate small classes as a factor to ensure quality education.

People have varying opinions on how “large” and “small” the number of students should be in a so called “large class” and “small class”. There can be no quantitative definition of what constitutes a “large” or “small” class, as perceptions of this will vary context to context (Zhichang Xu, 2001). 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.

The smaller groups will be much easier to teach and will enable the teacher to pay closer attention to individual learners, thus reducing the chances of serious learning problems. While large class has its own advantages and disadvantages. The advantages of large class are decreased instructor cost, efficient use of faculty time and talent, availability of resource, and standardization of the learning experience. However, there are significant disadvantages to large class, including

strained impersonal relations between students and teacher, limited range of teaching methods, discomfort among teachers teaching large class, and a perception that school who teach large classes are of lower status at the institution (Carpenter, 2006).

## **B. Classroom Management**

The previous relevant study 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*” conclude that it is very important for the teachers to master the classroom management strategies to have a smooth learning process in large classes. Moreover, by considering the classroom management strategies, the teacher can avoid some unexpected and anticipated interventions during the teaching learning process in EFL large classes.

### **1. Definition of Classroom Management**

Classroom management is one of teaching skills that must be acquired by teachers. Generally, Brown (2001) defines that the term of Classroom management refers to the setting and situation that require a good management to overcome what happen inside it. Tauber (2007) states that when data from both research analyses and surveys from experts are combined, classroom management tops a list of twenty-eight categories that most influence learning. He also said that the connection between perceived teacher competency and successful classroom management has existed more than 150 years.

While, Coetzee; Niekerk; and Wydeman (2008) define classroom management as planned, organized activities and procedures which allow for effective teaching and learning to take place. It must be well-planned and varied lessons, minimal disruptions and disciplinary problems, Calm and efficient problem-solving, then differentiated instructions for learners with different needs, moreover, established routines for specific behaviors, there are an atmosphere of respect, and also consistency

Emmer & Evertson (2006) state that the purpose of classroom management is to establish and maintain students' engagement and achievement. It means that the instruction and the students' achievement are controlled by the management skill.

In other words, the aim of classroom management means achieving class control and order.

## **2. The Scope of Classroom Management**

Classroom management can be divided into some parts. According to Emmer & Evertson (2006); Coetzee, Niekerk, and Wydeman (2008); Robert T (2007); and Carpenter (2006), it can be drawn that the scopes of classroom management involve:

- a. Classroom climate is the tone that the class experiences in its normal daily life. A positive classroom climate conducive to the students-centered learning. There is an enjoyable environment for learning such as fostering

participation by all learners; quickly dealing with interpersonal tension; and creating a positive attitude and excitement for learning

b. Communicative and monitor expectations

Consistently it provides clear and achievable directions and fosters appropriate behavior norms; clear standard; check for; understanding monitors expectations; immediate attention to behavior, i.e., feedback and correctives as appropriate.

c. Establish and use effective classroom routines and procedures

In every classroom the teacher and learners should adjust to one another. Developing set routines and procedures will help the classroom to run itself.

d. Anticipate problems

It concerns with teacher preparation for learning or handling minor disruptions including giving rewards, feedback, or punishment.

e. Using management skill effectively

It consistently demonstrates awareness of off-task students' behavior as well as monitors some class activities.

### 3. The Strategies of Classroom Management

Some theories of strategies to create the effective classroom management are suggested from some related literatures such as Haddad (2006) ; Emmer & Evertson (2006) ; Emmer & Evertson (2011) ; Hammond & Bradsford (2005) ; and Hattie & Timperly (2007) ; and also the previous study conducted by Siswayani (2011). There are three main dimensions in

term of strategies of classroom management: physical environment, psychosocial climate, managing and monitoring activities.

#### **a. Physical environment**

Ideally, a class is held in a bright, clean, well-equipped room that accommodates every student comfortably and allows them to move around and work well either individually or in groups. To encourage active learning and students' involvement, seats are arranged so students can see each other as well as the teacher. Unfortunately, very few classrooms are ideal settings for learning and, especially in large classes, space is usually limited. Often hot, crowded, and noisy, small classrooms overflowing with many students offer a poor learning environment for teachers and students.

Haddad (2006) put forwards strategies on organizing physical environment. She states that teachers should concern to several aspects when the teacher intends to arrange the students' seats, among others:

##### 1) Maximize classroom space

In large class settings, space is often a luxury. To maximize what learning space is available, consider removing unnecessary furniture to reduce the feeling of overcrowding and to facilitate movement. Teachers also can use some necessary facilities as long as it doesn't take up too many spaces. In other words, teachers, in this case, have in charge in arranging any necessary or unnecessary facilities in the classroom that supports the teaching learning process.

## 2) Facilitate movement

It refers to the students' seating arrangement that enable all students to be involved well in teaching learning process. In this case, teacher could plan in advance how to organize the students' seating which depends on what kind of activities will run in the classroom.

## 3) Use space outside of the classroom

School grounds can be a rich resource for learning, and they can serve as an enjoyable complement to crowded classroom. Teacher can create an outdoor activity which can be more challenging for the students to work in group or to have a positive competition.

## 4) Display student work creatively

It is better to display student work rather than display board or table which takes up space. Decorating the room with student work will help the add to the attractiveness of the room and make it more welcoming, even if there are a lot of students in it.

### **b. Psycho-Social Environment**

It is very important to create a sense of community that has a communication between the teacher and the students in the classroom. This can motivate the students to learn, get them involved, and help them to learn even under crowded conditions. The psycho-social environment covers establishing rules and giving rewards and feedback

## 1) Establishing rules

It is very necessary for the teachers to propose the classroom rules to have a smooth teaching learning process. The rules can be established not only by the teacher but also by involving the students.

Emmer and Evertson (2006) states that the rules must be fair, clear and consistent. “Be fair” means that both teacher can act fairly to the students who violent the rules. “Clear” means the teacher explains the class rules from the beginning either verbal or wittingly. “Be consistent” means that teacher will apply the rules constantly. There are some common rules in which the teachers establish including tardiness, disruption, cheating or lack of students’ participation.

However, Hammond and Bradford (2005) reveal three methods in developing classroom:

### a) Low control method

Low control method is based on cognitive psychology and philosophical belief that students have primary responsibility for controlling their own behavior and they also have the capability to make decision. This method emphasized shared control with students, maintaining student self-concepts, and balancing consequences with empathy.

b) Medium control

Medium control method refers to the development that comes from a combination of innate and outer forces. Thus, the control of students' behavior is a joint responsibility of the students and the teacher. The teacher, in this case, drives the students to make responsible choice

c) High control

High control establishes more punishment rather than negotiation of classroom rules. Teacher usually gives more rewards if the students can behave well or follow the rule. Otherwise, the teacher gives punishment if the students violate the rules. For example, the teacher uses a threat of physical violence or makes a humiliation punishment. As the result, the student who cannot take the punishment as the consequence or violating the rule will get frustrated and cannot concentrate well on his study.

Moreover, Hammnond & Bradsford (2005) argue that low and medium control methods may be more desirable because they are associated with high-quality teaching and gather intrinsic motivation for students. Teacher should also be cautious dealing with high control method to avoid negative effect of this punishment. As it is stated by Haddad (2006), it is better to give punishment to the student who violates the rule in form of positive discipline technique. Teacher can take several actions as follows:



- a) Praise the student when he is not seeking attention and misbehaving
- b) Distract the student, such as ask direct question, ask a favour, give choices, and change the activity.
- c) Have a target-stop-to-do: that is, target the student by name, identify the behavior to be stopped, tell the student what he is expected to do at the moment, let him make decision about what he does next and its consequences.

## **2) Giving reward**

Reward becomes one of corrective approaches in classroom especially for the students who can give a contribution to the learning process. The teacher can take many forms of reward strategies, such as spoken praise, a few comments, extra grade points or individual or group award (Emmer and Evertson, 1984)

## **3) Giving feedback**

Feedback is information with which a learner can confirm, add to, overwrite, tune or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and task, or cognitive tactics and strategies (Hattie and Timperley, 2007). Moreover, feedback is considered as a positive approach when the teacher gives correction or clarification of students' error.

Emmer and Evertson (2006) suggest that teacher should frequently check for student understanding so that they can provide correction and

explanation as needed. They also add that feedback should be managed as an information rather than evaluation for students. In addition, although students perform better and are more engaged in classrooms in which they receive frequent feedback about their performance, teachers may not always use feedback appropriately.

In line with this, Hattie & Timperly (2007) mention four types of feedback, as follows:

- a) Feedback about task product. This kind of feedback is well-known as corrective feedback which deals with correction of the answer or performance as well as additional information.
- b) Feedback about progress. This feedback emphasizes on the process to produce a product or complete a task. In this case, teacher can give an advice or suggestion to the students' task
- c) Feedback at self-regulation level. It means to give input toward the students' performance by advising him to learn the information more or to do the task better.
- d) Feedback to the "self". It is to motivate or to appreciate the student's effort in doing the task or performance.

### **c. Managing and Monitoring Activity**

#### **1) Managing activity**

Haddad (2006) state that students in large classes will be more attentive and their potential for learning will be increased when they are exposed to a

wide variety of teaching methods and learning experiences, such as the following:

a) Lecture

Lecturing is perhaps the oldest and still most commonly used teaching activity. In this activity, teacher can actively communicate interesting aspects the subject being taught. Besides, lecturing presents a minimum threat to students since they are not required to do anything. However, it has also weaknesses. Lecturing puts students in passive rather than active learners and it is less effective to promote critical thinking and changing attitudes of the students.

b) Active learning strategies

Active learning strategies involve students doing an activity and thinking about what they are doing rather than passively listening. In active learning, there is less emphasis on transmitting information from the teacher to the students (such as in lecturing) and greater emphasis on developing students' analytical and critical thinking. Through active learning, both students and teacher participate in the learning process and they can receive more and faster feedback

There are several activities in active learning based on types of monitoring.

The activities are described as follows:

a) In-class exercise based on whole class monitoring

All students should work on the given activity in the classroom. The activities in large classes are varied, for example: Short in-class writing assignments in which selected students read their papers aloud; or oral summaries of the previous lecture, readings, etc that are prepared and presented by the students; The teacher can also asking student about they understood to start class discussion; Moreover, solving of a problem by students, followed by evaluating each other's work

b) Group exercise and cooperative learning

Students work together to discuss or solve problems, a process that is also called collaborative learning. In a large class, students working in pairs or larger groups can help each other and learn from each other. Group exercises give students an opportunity to meet and work with one another, a good first step toward building a sense of community

In conducting group exercises, organize the groups to suit the students' abilities. Teachers of large classes have tried different strategies.

- a) Mixed ability groups. The more able learners in the group can help the others to master the work so that the teacher need not teach some parts
- b) Same ability groups. The teacher cn leave the groups of faster learners to get on with the work on their own. Teacher can then give extra help to individual learners in the slower groups.
- c) Group leader/monitors. Some teachers appoint faster, more able learners as a group leaders or monitors who can help slower learners.

Emmer and Evertson (1987) state some researchers found that small groups consisting of two low achievers and one high achiever performed better than groups consisting of one low achiever and two high achiever.

## **2) Monitoring activity**

Emmer and Evertson (2006) present three ways of monitoring. First, teachers monitor the entire classroom and attend to what is happening and how the class is functioning as a whole. Second, teachers observe individual behavior and respond to incidents of students' misbehavior promptly and consistently. Third, teachers monitor the pace, rhythm, and duration of classroom activities and assignment.

In specific, Emmer & Evertson propose some monitoring techniques:

- a) Scanning. Teacher frequently look around the room or sit where he can see most students. By doing this, students aware that their teacher monitor their work as well as their behavior.
- b) Circulating. Teacher move around the work area or look at the students work. He even gives praise or support; and anticipates problems. As a result, students realize that their work will be assessed
- c) Making eye contact. Teacher can use eye contact to control the class or avoid interrupting flow of lesson.
- d) Asking question. Teacher can also ask question to the target students in order to check their progress in learning activity.

- e) Using space. Teacher can divide students into several groups so that the students work in group. This technique helps the teacher to assess the students' work. Besides, the students can work together with other friends.
- f) Supporting. Teacher can give appropriate help, either motivational by encouragement or academic by advice.
- g) Changing activity. Teacher can alter pace of work. It is monitor the students who have finish earlier.
- h) Encouraging individuals. Teacher can ensure to all students that he awares of their progress by praising good work for each student or group

Furthermore, Stephens and Crawley (1994) also classify some monitoring strategies based on organization: whole class and group work.

a) Whole class

It means that the teacher treats and monitors all students in whole-class activity. One of the advantages is that students can work in the same time. However, sometimes the students get bored easily especially in particular learning activity such as drilling.

b) Group work

Teacher monitors students' progress based on group work activity in which students can work together to achieve learning goal. Group work can promote positive learning for the students. It makes the students easier involved in various classroom activities and

encourages students to be more critical. Besides, it helps teacher to assess and monitor students' work (Emmer and Evertson, 2009). However, using group work can lead to failure if the teacher is less aware of identifying active and passive students.

