

CHAPTER I

INTRODUCTION

A. Background of the Research

Teaching English in high schools is known to be interesting, fun and practical but also difficult, energy consuming and precise at the same time. For the sake of better education system, strategies in teaching English language to teenagers in our schools have to be adopted by the teacher. The purpose of teaching is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher is as a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge. Besides that, the role of the teacher is also very important to make learning process fun well (Sibarani: 2017: 1). Teaching English language precisely and professionally is going to give them necessary language skills. One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom.

Djamarah and Zain (2010:39) stated that the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, teaching and learning process would not run effectively.

Teachers have a crucial role in classrooms as a leader of instruction. To fulfill that role, teachers should pay attention to the social, intellectual and physical classes. So teachers can carry out their role appropriately. Besides that, teachers must be able to control and

overcome if there are disruptions in the classroom. Thus, it can be concluded that the most important thing in teaching and learning process is classroom management. Classroom management is one of the things that are important in determining the students' learning outcomes. Students should feel comfortable with the situation of the class. Classes are convenient not only of how nice and neat classroom, but also in terms of teacher teaching in the class. Mastery classroom when teaching is necessary, because teachers who master classes could make learners would easily captured the subject matter presented well. It is reason why the effectiveness of classroom management is required in teaching and learning process.

From the description above it can be seen how important classroom management in the success of the learning objectives and the basic skills of a teachers in improving students learning activities. Unfortunately not all teachers are able to manage their classes well, especially in large classes. Many teachers assume that a large class is one of the main obstacles to implement effective learning. They feel that many of the difficulties and problem arise when teaching in large classes. Problems that arise could be either physical or psychological.

Considering the phenomenon discussed above, the fact shows that the teacher's strategy is very important things in managing the classroom. Because teacher's strategy in teaching the students will give the influence to the student's achievement. Based on the explanations above, the researcher interested in investigating about English Teacher's strategies in managing a large class. It will help the teachers to improve how teach in a good way by looking at students teachers' strategies. So, the researcher wants to know "English teachers' strategies in managing a large class at SMK Karya Teknologi 1 Jatilawang".

B. Reasons for Choosing the Topic

This research was conducted based on some reasons, they are:

1. Classroom management is an important thing in the success of the learning process
2. Classroom management is one of the crucial educational aspects in the teaching learning process to maintain efficiency and effectiveness of the learning process.

C. Problem of the Research

Based on the background of the research above, it is attempted to address the following questions:

1. What are the difficulties faced by an English teacher in managing large classes?
2. How do English teachers manage large classes?

D. Aims of the Research

The aims of this research are:

1. To identify the difficulties when a teacher manages the large classes.
2. To reveal the strategies that a teacher used to manage the large classes.

E. Limitation of the Research

The limitation of this research is that the research only focuses on the English teacher. It means that the researcher digs up the teacher's strategies on handling large classes.

F. Contribution of the Research

This study is expected to become an input that is useful for teachers to implement classroom management. The researcher hopes that this research can give contribution for:

1. Teachers

The teachers can get more information about strategies in managing the class, especially in managing the large class. Then, this research will be valuable to give reference to the teachers in teaching learning process.

2. Readers

The readers get deep knowledge and information about case study of classroom management and this research can be used as reference or guidance to conduct other research.

3. Researcher

The result of this study will be input for the researcher to develop the teaching strategy in English subject. And also the researcher will get scientific data of an English teacher's strategies. This research will be able to formulate new plans based on the findings.

G. Clarification of Terms

In order to avoid misunderstanding and misinterpretation of this research, the researcher clarifies the essential terms of the research classified.

The terms are clarified as follows:

1. Strategy

Strategy means that the effective ways in learning process to enrich the target of learning. (Djamarah & Zain, 2010:6).

2. Classroom Management

Classroom management is the learning process that the teacher not only as the motivator and facilitator, but also as a guide for the students. Leadership and

teachers' management in the practice and implementation in the class. Sudirman in Djamarah & Zain (2010:178).

3. Large class

Every country in the world has a standard of the maximum students in the class. According to Smith & Warburton (1997: 225) the researcher was identified from the 1996 from 7 data as having in them at least one class with more than 35 students. Schools were selected to provide an opportunity to visit a variety of settings, from which it was hoped, a set of common approaches to managing large classes would emerge.

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 (2006:1). 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 less, a class of 35 can be a large and overwhelming.

That statement is reinforced by Hess in Bahanshal (2013:51) stated that a class is considered large if it contains 30 students or more.