TEACHER'S STRATEGIES IN MANAGING A LARGE CLASS IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 KARANGANYAR IN 2012/2013 ACADEMIC YEAR

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by

NURI SUSILOWATI
A 320 090 283

SCHOOL OF TEACHER TRAINING AND EDUCATION
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NIM : A 320 090 283
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NIP : 725
Nama : Siti Fatimah, S.Pd, M. Hum.
NIK : 850

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Nama : Nuri Susilowati
NIM : A 320090283
Program Studi : Bahasa Inggris
Judul Skripsi : TEACHER'S STRATEGIES IN MANAGING A LARGE CLASS IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 KARANGANYAR IN 2012/2013 ACADEMIC YEAR

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Pembimbing I

Pembimbing II

Aryati Prasetyarini, S.Pd, M.Pd.
NIK. 725

Siti Fatimah, S.Pd, M.Hum.
NIK. 850
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by
Nuri Susilowati
English Department, A 320090283
Email: Nurisusilowati@gmail.com

ABSTRACT
The objectives of this research are 1) to describe how the teacher manage the large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 Academic Year; (a) the teaching strategies applied, (b) the seating arrangement used, (c) the teacher feedback, (d) the teacher evaluates. 2) to identify the problems faced by the teacher and the students during implementing the teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 Academic Year. The skill is descriptive qualitative research. The writer gets the data of this research from handbook/LKS, syllabus (lesson plans), and interview notes and the source of the data research from the teacher and students. The techniques of collecting data used are observation, interview, and document. The techniques for analyzing the data is descriptive comprising interactive reducing the data, presenting the data, drawing conclusion. The result of this research shows that are: 1) The teaching strategies are: (a) the teaching techniques used lecturing, group project and small group discussion, (b) the seating arrangement: the lecturing (the teacher in the front zone and the students in back zone), the group project (two-three students each groups) and small group discussions (four-five students each groups) the students seating position changed, (c) the teacher give feedback: when the students have difficulties, the teacher give some clue to the students to help them understand the material given, (d) the teacher evaluates the students: the teacher given task and motivations for the students. 2) The problems faced by the teacher are the classroom conditions, the crowded conditions, controlling individually, the interaction between the teacher and students in the classroom is uneffective, the students’ less vocabulary, the limited media and the problems faced by the students are lack of confidence, the students have difficulties in translation.

Keyword: Classroom Management, Managing a large class, Teaching English
A. Introduction

Classroom management is one of the important aspects in teaching English. Classroom management that used by the teacher can influence the teaching English. So, the teachers English are challenged should be able to manage the classroom, including creating and maintaining of the optimal learning conditions.

According to Allen (2010: 2),

Classroom management is complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about ‘discipline’.

According to Good and Brophy (1994),

The finding show that the teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their role as authority figures or disciplinarians.

From the above statements, Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students.

According to Hayes classifies the problem associated with teaching in large classes into five category; 1) Discomfort; 2) Control problems (discipline aspects); 3) Lack of individual attentions; 4) Difficulty on evaluation; 5) Problems of changing learning effectiveness. It is a common problem faced by teachers teaching English. The discuss to know a number of ways or devices for handling large class the researcher to try reference as writing support.

SMA Muhammadiyah 1 Karanganyar have two types of classes. There are small classes with 25 student (ICT class) and the large classes (Regular
class) with more than 35 students. So, the teachers must work more in teaching English. The researcher chooses this school because the teacher must be able to difference teaching strategies. The researcher chooses regular classes having more than 35 students, to be observed. Usually teachers who should many more than 35 students in the classroom get difficulties in the teaching learning process. Students tend to be noisy and not to pay attention to the teaching explanation. The researcher choose the eleventh grade because in the regular class there are more than 35 student in it. And the researcher wants to describe how the classroom management strategies which is used by the teacher in managing the large class.

Based the background above the researcher is interested in conducting a research about “Teacher's Strategies In Managing A Large Class In Teaching English At The Eleventh Grade of SMA Muhammadiyah 1 Karanganyar In 2012/2013 Academic Year”.

A. Research Method

1. Place and Time of Research

   The writer conduct the research in SMA Muhammadiyah 3 Karanganyar located on Jl. Slamet Riyadi 12 Karanganyar Telp/Fax (0271) 495171. And The writer carried out the research from April until May 2013.

2. Type of the Research

   In carrying out this research, The writer uses the descriptive qualitative especially classroom management in the large class. According to Wallace, (1998: 38) Qualitative is used to describe data which not amenable to being counted or measures in an objective way, and are therefore subjective.

3. Subject and Object of the Study

   The subject of this research was English teacher and the students of XI IPS 3 at SMA Muhammadiyah 1 Karanganyar. The writer takes XI IPS 3 class in which there are 37 students, 20 boys and 16 girls in the class and
the object of this research of XI IPS 3 students in SMA Muhammadiyah 1 Karanganyar.

4. Data and Source of Data

The form of the data is information deriving from the observation and interview in the classroom. Besides that, the students handbook/LKS, syllabus, field notes and interview notes accumulated in the field. The sources of data research from the teacher and the students.

5. Method of collecting data

The researcher collected data using qualitative method. Qualitative is used to describe data which aren’t amenable to being counted or measures in an objective way, and are therefore subjective (wallace, 1998: 38). There are some techniques or process to get the data; they are observation, interview and documentation.

6. Technique for Analyzing Data

The technique for analyzing the data used in research is descriptive qualitative analysis. The researcher used an interview model of analysis involving collecting the data, reducing the data, and presenting the data and also drawing conclusion (Sutopo,2002: 95). After the researcher collected the data, she reduced and presented the data. In reducing the data, the researcher rejected meaningless data, so she got the important points of finding. It was followed by presenting the data; it means that the researcher presented about the data systematically and logically, so the meaning of every clear event. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation.

B. Research Finding and Discussion

1. Research Finding

The researcher can describe the result of the observation during three days of the process from classroom management in teaching English at eleventh grade of SMA Muhammadiyah 1 Karanganyar especially in XI IPS 3.
1. The Teaching Strategies Applied by the Teacher

a. Teaching Techniques

1. Lecturing

The first meeting was held on Monday, April 24\textsuperscript{th} 2013 at 07.00 am it is aimed to get information related to the strategies of classroom management which used by the teacher in managing a large class. In this meeting, the lesson beginning with greeting and checking the attendance of the students. Then the teacher asked the students to prepare the module.

2. Group Project

The second meeting was held on Wednesday, April 26\textsuperscript{th} 2013 at 07.00 am it is aimed to get information related the strategies of classroom management which used by the teacher in managing a large class. The teacher came to the class and opened her teaching by greeting the students. The teacher didn’t forget to check attendance first. After that, the teacher reviewed the material which was explained again. In this meeting, the teacher explained about the purpose of hortatory exposition text and the components of hortatory exposition text again.

3. Small Group Discussion

The third meeting was held on Wednesday, 1\textsuperscript{st} 2013 at 07.00 am it is aimed to get information related the strategies of classroom management which used by the teacher in managing a large class. In this meeting, the teacher gave a task to the students about hortatory exposition text and the students were asked to open the Module on page 44.

b. Seating Arrangement

1. Lecturing

The seating arrangement used by the teacher in the large class in the seating model in general class. When the bell rang; the students immediately sat on their place. When the teacher
entered the classroom; He didn’t changed the students seating position, and directly started the learning activities the class. The researcher found the students at the back row gave less attention to the teaching learning process.

2. **Group Project**

   The seating arrangement, the teacher doesn’t change the seating model and position of the students. The teachers only separated them into two groups of two students and one group of three students.

3. **Small Group Discussion**

   The seating arrangement, the teacher changed the model in students seating for 4 students desks and seating position students into a square and faced the table in the group.

4. **The Teacher is ways to Give Feedback**

   1. **Lecturing**

      The researcher found that in the class, students brought stationary and appropriate such as pencil and paper to the class. Students were asked to listen and write the material. Some of the students do not perform instruction teacher. When starting lessons, the teacher asked the students to pay attention to the teacher, the teachers had difficulties in controlling the students individually. The teacher asked the students to be quiet and pay attention but the students were difficult to be controlled.

   2. **Group Project**

      In the feedback, the teacher repeated the material described in the first meeting. The teacher asked the students to prepare English-Indonesian dictionary, books and pens. Teachers provided the Hortatory exposition text to each group. The teacher asked the students to discuss with the group. Students required to do the work. Then the teacher provided the opportunity for students and controlled students in each group.
From the four students, their who difficulties in translation and arguments and recommendation.

3. Small Group Discussion

In the Feedback, the teacher asked the students to prepare the dictionaries, books, modules, and pens. When the students had a discussions in the class and the teachers around the groups, but teachers have difficulties in conditioning them individually. So that the students was always facing crowded conditions. When they had difficulties, the teacher provides the opportunity for students to ask questions, there are about three groups that asking. It was about translation.

d. The Teaching Evaluation

1. Lecturing

The teacher provided task for the students to study at home again and the time was over, the teacher also didn’t forget to give motivations to students that learning English is interesting.

2. Group Project

The teacher gave task about the hortatory exposition text identified the title, thesis, argument, recomendation and translation and Before the time was over, the teacher asked the students to collect feedback. The teacher also didn’t forget to give motivations to students that learning English is interesting.

3. Small Group Discussion

The teacher gave task about the hortatory exposition text identified the title, thesis, argument, recomendation and translation and before the time was over, the teacher also didn’t forget to give motivations that learning English is not boring.

2. The problems faced by the teacher and the students

a. The Problems faced by the teacher

From the interview conducted by the researcher to the teacher, the researcher found there are four problems faced by the
english teacher, the researcher found there are four problems faced by the english teacher there are the crowded conditions, interaction between the teacher and students in the classroom ineffective, the students' vocabulary, the limited media.

b. The problem faced by the student

The interview used by the researcher conducted to four students which are two girls and two boys in XI IPS 3 Class, the researcher found some problems faced. They are the crowded conditions in classroom, the students are reluctant to ask the teacher because they felt afraid and the lack of confidence. The students found it difficulties in translating the text and the students can’t understand the material due to less vocabulary.

2. Discussion

Based on the reseracher finding above, the reseracher found that the strategies used by the teacher in managing a large class. The researcher found some differences of each meeting. In SMA Muhammadiyah 1 karanganyar, the writer conduct classroom observations, there are three meetings. The teaching strategies applied by the Teacher: the teaching techniques used by the teacher in managing a large class there are, lecturing, group project and small group discussion. The seating arrangement used by the teacher in the rows position used lecturing and group project (two students in the group project), and the small group discussion the teacher uses seating position changed, consisting of the four students and one group with five students. The teacher is ways to give feedback, when the students found some difficulties the teacher give some clue to the students to help them remember the material given. After that the teacher add some explanation or information based on the material and the questions given. The teaching evaluation the teacher given task about the hortatory exposition identified the title, thesis, argument, recomendation and translation and the teacher given motivations for the students.
The researcher found there are four problems faced by the English teacher; there are the crowded conditions, interaction between the teacher and students in the classroom ineffective, the students' vocabulary, the media is limited. And the problems faced by the students there are class the lack of confidence, difficulties on translation, and less vocabulary.

The theory of the teaching techniques proposed by the Fauziati, (2009: 123-127) “there are several techniques used by the teacher in managing a large class; group project, discussion, collaborative work and learning contracts”. From Fauziati theory the researcher found the group project and discussion used by the teacher in teaching techniques.

The theory of the seating arrangement proposed by Bailey and Nunan, (1996: 125-126) “the conditions, the front of the classroom lies within the surveillance zone of the teacher (front zone) and the back is outside the teacher attention zone (back zone)”. From Bailey and Nunan theory the researcher found the teacher cannot controlled students in the back zone in the lecturing technique because the teacher in the front zone, but the group project and small group discussion the teacher was good controlling the students in the back zone because the teacher always moving around the each groups and attention zone during class.

The theory of the teacher is ways to give feedback proposed by Wang and Zhang (2011) in Chinese “establishing good rapport with students; communicating with students frequently, giving feedback in time”. From Wang and Zhang the researcher found the teacher giving feedback time, when the students have difficulties the teacher give some clue to the students to help them remember the material given. After that the teacher add some explanation or information based on the material and the questions given.

The theory of teaching evaluation proposed by Wang and Zhang (2011) in Chinese “applying multi-evaluation system; differentiating evaluation, using both summative evaluation and formative evaluation, combining teacher evaluation, peer evaluation and self evaluation”. From
Wang and Zhang (2011) in Chinese the researcher found the teacher uses difficulties on evaluation.

The theory of problem faced in the large class proposed by Hayes “discomfort, controll problems (discipline aspects), lack of individual attentions, difficulty on evaluation, learning effectiveness”. From Hayes the researcher found problem faced by the teacher and students in the large class, discomfort, controll problems (discipline aspects), lack of individual attentions, difficulty on evaluation, learning ineffectiveness.

The conclusion of theory analyzed the researcher found the teacher have good seating arragement in the groups project and small group discussion techniques, the feedback in lecturing, groups project and small group discussion and the teacher have less techniques and seating arrangement in the lecturing, the teacher have difficulties evaluation in lecturing, groups project and small group discussion due to the teacher is difficulties to control the students individually and pay attention to all the students in the classroom activities.

C. Conclusion

From research finding, the writer can conclude that there are two main points found. First, the teachers strategies in managing a large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 Academic Year. Second, the problems faced by the teachers and the students during implementing the teaching strategies and the solutions for the large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 Academic Year.

The strategies used by English teacher in managing a large class in teaching English at SMA Muhammadiyah 1 Karanganyar, the writer found a large class with 37 students in XI IPS 3. The writer focuses on the English teacher strategies in the large class are, teaching technique, seating arrangement, teacher’s feedback and teacher’s evaluation.
In SMA Muhammadiyah 1 Karanganyar, the writer conduct classroom observations, there are three meetings:

1. The teaching strategies applied by the Teacher:
   
a. The teaching techniques used by the teacher in managing a large class there are, lecturing, group project and small group discussion.

b. The seating arrangement used by the teacher in the rows position used lecturing and group project (two students in the group project), and the small group discussion the teacher uses seating position changed, consisting of the four students and one group with five students.

c. The teacher’s ways to give feedback, when the students found some difficulties the teacher give some clue to the students to help them understand the material given. After that the teacher add some explanation or information based on the material and the questions given.

d. The teaching evaluation the teacher gives task about the hortatory exposition identified the title, thesis, argument, recomendation and translation, and the teacher given motivations for the students.

2. The researcher found problems faced by the teacher and students there are:
   
a. The English teacher there are the crowded conditions, the interaction between the teacher and students in the classroom which is uneffective, the students' limited vocabulary, the limited media.

b. The problems faced by the students there are the lack of confidence, difficulties on translation, and less vocabulary.

In this case of the large class, it immposible for the teacher to manage the best atmosphere in the teaching English and to get attention of the students in lecturing. And the teacher use the groups project and small group discussion is more good controlling the students in the large class. Clssroom activity suggests that the direct of teachers engage the students to take actively participate.
The classroom management is implicit as a classroom setting with consider to facilities such as seating, furniture, books, and teaching tools. Though learning facilities class setting only a small part, which mainly means the class is conditioning how the teachers plan, organize, to conduct various activities in the classroom, so it can be managed very well.
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