

CHAPTER I

INTRODUCTION

A. Background of the Study

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 teacher 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 maintining effective learning environments tend to be more succesfull 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.

In Miller, (1989:1) managing the classroom is a critical element in succesful instruction and requires good organizational ability and consistency, and three phases of classroom

management and discipline; (1) planning before school begins, (2) implementing plans, (3) maintenance (Emmer, 1987).

The teacher as namely classroom manager who has a strategies roles in planning for the activities that conducted in the classroom, the teacher who will implements the planned activities by the subject and the object of learners, the teachers determining and the decisions taked of the strategies who will be used by the variety of the classroom activities and the teacher will be determine the alternative solutions to solve problems and challenges emerging.

Classroom management is a challenging aspect for the teacher, Especially the classroom management in the large class. Hayes (1997) in Wang and Zhang (2011) large class is one with more students than the teacher prefers to manage and available resources can support, from this point of view large classes usually are considered to pose insurmountable problems for teacher. The number of students of each class was 35-40. So at the beginning of the teaching English in classroom management was a challenging task for the teacher. To manage any class directly a teacher need to gain different strategies for different situations. To create the students involved in the class, teacher needs to promote the students. It is a responsibility of the teacher to create the class effective by managing class directly.

Because every school has some classes with the same number of students. According to Hayes (1997) in Wang and Zhang (2011), thinks the

ideal size of language class is 30 at most, because only under such a scale can offer enough chances for the students to communicate with each other. For example; The writer conducts an observation in SMA Muhammadiyah 1 Karanganyar (the 11th grade). There, the classes are divided into 2 groups. Class with 25 students are included ICT classes and 35-37 students are included regular classes. So teachers should be responsible to manage the class. Successful teachers teaching small classes may not be able to manage a large class. Because some teachers find it easier to manage smaller classes and more easily control the students in class rather than managing a large class.

Harmer (2000) in Wang and Zhang (2001) also finds out in his the study that large class bring difficulties to both teachers and students and teaching learning process. It is difficult for students to contact with the students sitting at the back and for students to get the individual attention and It is even impossible to organize dynamic and creative teaching and learning sessions. So, the teachers have strategies that should be more creative and how to manage large classes for the students will easily receive course materials well.

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 teacher 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 differentiate 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 chooses 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”**.

B. Limitation of the Study

In conducting her research, the writer limits the problems that are going to be discussed. This research deals only with the strategies of classroom management which is used by the teacher in managing a large class and the problem faced by the teacher and students during implementing the teaching

English and the subject are English teacher and XI IPS 3 students at SMA Muhammadiyah 1 Karanganyar.

C. Problem Statement

Based on the background of study above, the problems of the study are as follow:

1. How does the teacher manage the large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 Academic Year. Specifically, this general question is specified to the following questions:
 - a. What are the teaching strategies applied ?
 - b. What kind of seating arrangement used ?
 - c. How does the teacher give feedback?
 - d. How does the teacher evaluate the students ?
2. What are 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?

D. Objective of the Study

The object of the study is as follows:

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 give feedback
 - d. The teacher evaluate the students
2. To describe 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

E. Benefit of the Study

The results are expected to give benefit both theoretically and practically.

1. Theoretical benefit

The result of the research can be used as input in classroom management, especially the classroom management strategies in managing a large class in teaching English.

2. Practical Benefit

- a. For the readers, it is expected that they will get a large knowledge from this research.
- b. For the teacher, they give some information and knowledge about the classroom management strategies in managing a large class in teaching English.
- c. For the students, they can get motivation and interest to study in teaching English.
- d. For the writer, she can know how is classroom management strategies used by the teacher in managing a large class in teaching English at eleventh grade of SMA Muhammadiyah 1 Karanganyar.

F. Research Paper Organization

The research paper organization of “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” is:

Chapter I is Introduction; it consists of the Background of the Study, Problem Statement, Objectives of the Study, Limitation of the study, Benefit of the Study, and Research Paper Organization.

Chapter II is Review of Related Literature; (A) Previous study, (B) Theoretical framework; the notion of strategies, the notion of classroom management, goal of the classroom management, effective of classroom management plan, managing behavior, managing classroom and the notion of the large class, large classroom setting, teaching principles and strategies in large class, classroom technique in managing a large class, problem in the managing a large class.

Chapter III is Research Method; it consists of Type of the Research, Subject and Object of the Study, Data and Source of Data, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV is Research Finding and Discussion.

Chapter V is Conclusion and Suggestion. The conclusion of the research and suggestion is given to make the research better. After chapter five, the writer presents bibliography.