

EFL TEACHER ABILITY IN MANAGING A LARGE CLASS: CLASSROOM MANAGEMENT PERSPECTIVE

Tiara Monika

*English Education Department, Faculty of Teacher Training and Education,
Institute Agama Islam Negeri Bengkulu, Indonesia*
tiaramonicabkl@gmail.com

Risnawati

*English Education Department, Faculty of Teacher Training and Education,
Institute Agama Islam Negeri Bengkulu, Indonesia*

Dedi Efrizal

*English Education Department, Faculty of Teacher Training and Education,
Institute Agama Islam Negeri Bengkulu, Indonesia*

Abstract: Classroom management is a set of teacher actions taken to create and maintain a learning environment. The existence of classroom management aims to make the class conducive and learning objectives can be achieved. But in reality, not all teachers are able to manage their classes well, especially in large classes. Therefore, the purpose of this research was to identify the classroom management in a large class. This research used descriptive qualitative approach. The instruments used were observation, interview and questionnaire. The result of the research showed that to handle a large class, the teacher used the conventional seat arrangement. The teacher also used both English and Indonesian in the teaching and learning process in order to make the students understand. In making the students understand the teaching material easier, the teacher acts as an informer and monitor in the teaching and learning process. The teacher used small groups in grouping students. The teacher gave feedback to the students individually or in groups. Thus, the English teacher could manage both of physical management and management of students well.

Keywords: EFL teacher, classroom management, large class

INTRODUCTION

The purpose of the teaching learning process is to make students possess knowledge and be able to understand the knowledge. Teaching English language precisely and professionally is going to give students 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.

According to Raimondo, Esposito, and Gershenberg (1990), there is a negative relationship between class size in an introductory course and subsequent performance in an intermediate course

depending on the course content. However, there have been mixed results regarding the effect of class size on student performance and results likely depend on other variables that affect a student's ability to process and learn information, such as instructor quality, course content, and exam difficulty. Although issues of budget and of learning are important, students' preferences for and assumptions about larger or smaller class sizes should also be considered, as these preferences might affect students' attitudes and motivation, along with students' investment in their education.

In regard to student preference of class sizes, research has found that overall students provide more negative evaluations of large class sizes and prefer smaller class sizes, suggesting that they too might enjoy the active learning style often seen in smaller classes. To achieve a high quality of education, teaching and learning process must necessarily be accompanied by various elements of quality education as well. That one of the supporting aspects that lead to high quality and excellent education, namely the existence of management classroom and classroom management skill controlled by teacher.

LITERATURE REVIEW

EFL Teacher

Teaching English is known to be interesting, fun and practical but also difficult, and energy consuming at the same time. For the sake of a better education system, strategies in teaching English language to teenagers in schools have to be adopted by the teacher. To achieve the purpose of teaching, the teacher should be creative in choosing the materials and strategies of teaching in order to make the students understand the lessons easily. Moreover, the role of the teacher is also very important to make learning process fun.

Teaching English language precisely and professionally is going to give students 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.

Large Class

A class is large if the teacher feels that there are too many students for them all to make progress in English. Therefore, a large class can mean any number. Many studies show such classrooms are found in developing countries. There are many factors for establishing large classes namely, reduction/elimination of school fees and rapid population growth. These factors caused to the increase of class size and affect the quality of the education and have brought

negative results to education system. Joanna (2000) stated that most of the teachers in Asia are working in schools that indicate many students or almost full of classroom.

Rohulla (2013) stated that large class improves teachers' evaluation skills that teachers exercise different ways to observe their students, they really learned the lessons. Teacher can give assignments to their students inside or outside the class that they will ask what the students learned. The other advantage of big class is that many students participate in one class and they can share their ideas and life experiences. Likewise, in a large class there are many students with many opinions or maybe different cultural background, different experience and learning styles. The students can share their ideas and create an effective discussion or positive classroom atmosphere that support language learning with close cooperation to each other. Therefore, in big classes, some students learn quickly, and then he/she can be the assistant of his/her teacher to help the other students.

Classroom Management

Classroom management refers to the actions and strategies teachers use to maintain order in classrooms. Classroom management focuses on establishing and maintaining workable system for classroom groups rather than ways to spot and punish misbehavior, resolve behavior disorder, or capture the attention of individual students, and intricately related to teaching. They cannot exist independently.

Classroom management focuses on ways to establish attention and to spot and punish misbehavior, resolve behavioral disorders, or capture the attention of individual pupils. In a well-managed class discipline problem are few and learners actively engaged in learning task and activity. This contributes to the motivational level and expectation for success that the teacher creates in the class. Teachers who manage their classroom effectively report enjoying teaching more and having greater confidence in the ability to affect pupil achievement.

METHODS

In this research the researcher used descriptive qualitative research. Qualitative is used to investigate a problem in order to get clear understanding of certain phenomenon. In addition, Johnson and Christensen (2008) states that “qualitative research is focus on understanding the ‘insider’s perspective’ of people and their culture, and this requires direct personal and often participatory contact”. The researcher used qualitative method to get rich information and deeper understanding from participants who was a teacher and the students of SMA N 1 Bengkulu Tengah.

To collect the data, the researcher used a questionnaire that was administered to the students to gain information on their perspectives on physical management and management of students done by their teacher. In addition, the researcher also used documents and observation checklist.

In analyzing the data, the researcher interpreted and described the data gained from the questionnaire, documents, and observation.

RESULTS AND DISCUSSION

The result of observation data

The researcher did classroom observations to know the English teaching and learning process in the classroom. The observation was conducted on August, 31th 2020. In conducting this observation, the researcher come to the classroom along with the teacher.

1. The Physical Setting of the Classroom

The result of the observation showed that in the physical setting of the classroom. The researcher obtained the data from classroom, the size the classroom was 10x13 meter, it made the teacher easier to manage the class because all the students’ movement could be seen clearly from the front of the class, so when the teacher was giving a quiz to students, they could not discuss with their friends. Because of the large classroom, the teacher generally came closer and gave more attention to the students and for the seat

arrangement is very important to large class, so the teacher used line pattern in large class. As for line pattern the teacher will be easier to see the students’ movement clearly.

2. Psychological Setting of the Classroom

Based on the observation, the classroom situation determines the success of the teaching and learning English. The floors of the classroom looked shiny; it made the classroom feel comfortable. The teacher voice was loud and not resounded. The light in the classroom was bright so it supported the teaching learning, because the classroom was comfortable. The psychological setting of the classroom is very important in the teaching learning process. The classroom situation should be able to make the students enjoyed the teaching and learning activities.

3. English Teacher Strategies in Managing a Large Class

In the process of teaching and learning English, the English teacher had strategies to managed the classroom. The teacher applies third aspect, there were the organization classroom, the rules of classroom and the communication of classroom. Strategies in classroom management organization included three sub themes, there are; preparing lesson plan, making well established routine in classroom and giving instruction for making students comfortable in the classroom. Strategies in classroom management rules include fourth sub themes, namely, making students disciplined in classroom, making the room attractive, making students enthusiastic in classroom, and giving punishment to students in classroom. Strategy in communication include one sub theme, that is bilingual strategy.

The result of interview data

Based on interviews conducted on 1 October, 2020 researchers interviewed an English teacher about Classroom management in a large class. The teacher was interviewed after the distribution of consent form. From the interview, the data

were collected. The general findings were each participant explored their answers about English teachers' strategies in managing a large class.

The researcher grouped questions into three themes that were (1) the organization of classroom, (2) the rule of classroom and (3) the communication of classroom. Strategies in classroom management organization include three sub-themes, namely, preparing lesson plans, making well established routine in classroom and starting on time. Strategies in classroom management rules include four sub themes, namely, making students disciplined in classroom, making the room attractive, making students enthusiastic in classroom, and giving punishment to students in classroom. Strategy in communication include one subtheme, that is bilingual strategy.

The result of questionnaire data

From the data above, it can be concluded that the students feel enjoy with the learning activities used by the teacher. The different activities in every meeting make them more interested in following the lesson. They were also pleased with the seating arrangement that is applied by their teachers. They feel that the seating arrangement that is applied by their teacher makes them easy to contact with their friend and also with the teacher. Based on the result of observation, the teachers of class X IPS 4 set the seating into separate table when she put the students in the group.

Moreover, they feel enjoy when they work in group. They can be more enthusiast in following the lesson, because they can discuss and share about the material with the entire member of the group. From the questionnaire, it also known that students feel bored when the teacher presents the material using lecturing method only.

From the result of questionnaire above, it is known that the media used by the teacher in teaching and learning process makes the students interested in the lesson. They look so enthusiastic in following the

lesson when the teacher uses media such as worksheet.

In addition, to motivate students to learn and actively engaged in the class, the teacher gave reward to the students who can do the task well. The response of the students based on the result of questionnaire was 96% are motivated by the reward or praise that was given by teacher. Besides that, sometimes teacher gave punishment to control students' behavior.

These finding supports Haddad's theories (2006) that one of the criteria of effective classroom management is teachers are able to choose the appropriate discipline technique to manage the students' behavior. It is also based on the Cooper's theory (2011) that one of the criteria of effective classroom management is the development of the students' behavior according to the desired behavior. It also supported by Borich (2007), that one of the criteria of effective classroom management is to stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently.

CONCLUSIONS

The classroom management of large class conducted by the English teacher of SMA N 1 Bengkulu Tengah is Effective. The English teacher of SMA N 1 Bengkulu Tengah can manage both of physical management and management of students well. It can be seen by student's response that classroom management conducted by their teacher was appropriate with some criteria of effective classroom management.

The teachers used a variety of teaching method, and the students felt pleasant with the teaching method applied by their teacher. The teacher also used a variety of teaching aids and equipment in presenting the material that make the students feel interested in the material so that they became enthusiastic in following the lesson. The teacher also was successful in creating enjoyable learning environment, so that the students could easily concentrate in studying. In addition, the teacher was able to manage the seating well based on the learning

activities, so that the students could easily have contact with their friends and also with the teacher and could make the class had the good quality of English learning in a large class. Moreover, the teacher used an appropriate discipline technique to manage the student's behavior and decrease the students' misbehavior.

class size and student performance in intermediate theory courses. *Journal of Economic Education* 21(4), 369-382

Rohullah Rohin. 2013. *Teaching English in large classes in Afghanistan*. (Thesis, Karlstad University, Sweden)

REFERENCES

- Borich. D. G. (2007). *Effective teaching methods, 6th ed.* New Jersey, NJ: Pearson Education. Inc.
- Cooper, M. J. (2011). *Classroom teaching skill 9th ed.* Belmont, CA: Wadsworth, Cengage Learning.
- Haddad. Caroline. (2006). *Practical tips for teaching large classes: A teacher's guide.* Bangkok: UNESCO.
- Joanna, B. W. (2000). *The English language teachers' handbook.* London: Continuum.
- Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches.* Thousand Oaks, CA: Sage Publications.
- Raimondo, H. J., Esposito, L., & Gershensberg, I. (1990). Introductory