

CHAPTER I

INTRODUCTION

This chapter is consists of the background of study, research questions, research purposes, research significances, and conceptual framework.

A. Background of study

A teaching and learning activity is the process of sharing or providing students with information and knowledge about a material or subject. This activity is designed to provide students with a wealth of information and abilities or skills that they will remember and be useful for them in the future (Malcom, 1973). In the process, this activity requires the teacher's role as a guide and facilitator who will assist, guide, support, and intermediary students in acquiring knowledge and developing their understanding. Djamarah and Zain (2010), state that, among other things, teacher involvement in this activity is very important. Because the teacher will assist students in maximizing knowledge and developing their abilities to achieve goals optimally, teachers must be able to manage students and their classes so that teaching and learning activities run smoothly and successfully.

Classroom management ability is a conscious effort to organize teaching and learning process activities systematically and is one of the abilities that must be mastered by the teacher so that students can obtain material more effectively in class (Reski & Aswad, 2018). These efforts lead to the preparation of learning materials, learning infrastructure, and arrangement of study rooms, which are directed at creating an effective learning atmosphere. In addition, to make the class more interesting, charming, and colorful, teachers are expected to be more active and creative. A successful and good classroom management system will definitely help increase students' knowledge and understanding in class (Asrianto, Rohmayadevi, & Umi Rokhayati, 2020). This shows that if the teacher is more innovative and creative in the learning process, students may not be bored and information will be easier for students to remember and remember. A good learning strategy, readiness

of facilities and infrastructure, a safe, comfortable classroom atmosphere, and good social interaction will make the learning process effective.

As a teacher teaching a foreign language, one of the most common problems teachers face is class size. This class size has a significant impact on the educational environment (Almulla, 2015). Class size is classified into two categories: small class and large class. The concept of class size relates to the number of students in the class with a teacher. No one knows the exact number of students to be called a large class, and this is because the perception of large classes is subjective and also depends on various variables. Several research results show that class size, especially large classes, is important because it has many important effects on teaching (Allwright, 1989). In Indonesia, small classes are defined as groups of 15 to 25 students, while large classes are defined as groups of 25 to 35 students or more (Sibarani, 2017).

There are several research results that state that classroom management is important as a factor in the success of the learning process. For example, research by Wang, Heartel, and Walberg (1993) suggests that classroom management is the first order of factors influencing the learning process. Marzano and Marzano (2003), also got the same result that class management is still the most important factor influencing the learning process. Also, Ben (2006) says that an effective classroom management strategy will make the learning process successful and create a positive learning atmosphere.

From the description above, it can be concluded that classroom management in teaching and learning activities is important, and the ability to manage this class must be mastered by teachers, especially English teachers in class. However, unfortunately, managing large classes is the most common problem faced by teachers, especially English teachers, because not all teachers have this ability (Todd, 2006). Many teachers feel that large classes have a lot of difficulties in the learning process. Although it is exciting and interesting, teaching a large group of students is more difficult and requires more energy than a regular class for English teacher (Suwartono, Karini, & Pungki, 2019).

Muna Thaher (2005) says that many other researchers believe that large classes make teachers less likely to achieve goals and maximize learning. This is due to a large number of students in the class, which requires the teacher to work twice as hard as usual and share his concentration and attention with a larger number of students. The pressure from the increasing number of students is increasingly being felt by teachers when teaching large classes.

From the explanation above, the researcher is interested in finding out about the difficulties encountered by English teachers when teaching large classes and what strategies they use to overcome the difficulties they encounter during the learning process. With this research, it is hoped that can help other teachers who face large classes in order to improve how they should teach students in a good and right way. Because of this, the researchers took two English teachers at Islamic Elementary School of Maslakul Huda as participants who taught large classes.

B. Research Questions

Refereeing to the statements above, the following questions are formulated:

1. What are the teachers' challenges in managing an EFL large class size?
2. What are the teachers' coping strategies in managing an EFL large class size?

C. Research Purposes

Based on the questions above, the purposes of this study are:

1. To find out the teachers' challenge in managing an EFL large class size.
2. To know the teachers' coping strategies in managing an EFL large class size.

D. Research Significances

This research is expected to be a source of information about the importance of classroom management and how teachers manage their classrooms, especially large classes.

Practical significances, this study gives significance to:

1. The teachers

This research will contribute to emphasizing the importance of classroom management and help teachers manage their classrooms by explaining the strategies that can be used to manage class and the barriers or challenges they might face in manage class as well, especially in large class.

2. School manager

With this research, it is hoped that school manager will provide more learning facilities and media to make it easier for teachers to handle classes, especially large classes or classes with many students.

E. Conceptual Framework

1. Definition of teachers

A teacher is someone who teaches students, usually in a formal environment such as a school. A teacher is also a professional who is responsible for assisting students in acquiring knowledge and facilitating learning at various levels of education. Harmer (1998), stated that teachers can behave as performers because they are always on stage, operators or orchestras because of their simple structure and farmers because they plant seeds and then help those seeds grow.

Teachers, who play a variety of responsibilities in most countries, are the most significant factor in education. Teachers should assist and lead students in achieving their full potential in terms of knowledge and talents. Teachers also need to provide students with inspiration and support in order to reach their goals and targets. All teachers have these roles and responsibilities, including English teachers, who have the extra responsibility to make sure that the students learn proper grammar, writing, and reading comprehension.

2. Definition of Classroom management

Management is defined as activities and tasks performed by a person or groups with the goal of archiving and focusing on the efficient and appropriate use of human, economic, and information resources, such as planning, decision making, organizing, leading, and controlling. On the other hand, classroom

management refers to the teacher's actions, activities, and techniques for keeping the class under control during the lesson (Nunan, 1988). Classroom management is more concerned with establishing and maintaining a system that can be applied to groups of students rather than detecting and punishing misbehavior or attracting individual students' attention (Burden & Bryd, 2007).

As a teacher who teaches foreign language, mastery of classroom management is required in order to promote an effective learning process (Reski & Aswad, 2018). Students will feel more at ease during the learning process if the teacher makes the classroom environment pleasant and fascinating and also it will make the lesson will be fully comprehended by the students. It can be assumed that if a teacher is more creative and active in his or her teaching, students will be less bored and the material will be easier to keep and recall.

F. Research Scope

This research only focuses on the difficulties of English teachers in dealing with large classes and their strategies for overcoming these difficulties or problems. This research was conducted at Islamic Elementary School of Maslakul Huda, with two English teachers as participants who were involved in this research.

G. Previous Research

The way to support and make this research stronger, the researcher found several studies related to teachers' strategies in managing EFL large class size. The first is research by Tono Suwartono, Zulia Karini, and Oom Diana Pungki (2019) shows that there are three difficulties when handling large EFL classes and there are several strategies that the English teacher uses with large classes. The second is research by Abu Habil and Laila Muftah Abu Lifa (2020) shows that 100% of teachers were in agreement that behavior problems can disrupt teaching and learning processes. The result also shows that all of the teachers agree that large class size affects the quality of their teaching and impact monitoring the lessons.

Research by Mohammed Abdullatif Almulla (2015) shows that teachers in both small and large classes believe that class size has some impact on their teaching. Teachers in large classes report that they usually use a limited range of teaching methods, which tend to be more teacher-centred. And the last is research by Pungki & Suwartono (2019), which focuses on identifying the difficulties and revealing the English teachers' strategies in managing a large class at SMK Karya Teknologi 01 Jatilawang.

So, the difference between this research and previous studies is that this research focuses on what are the difficulties of teachers in the Islamic Elementary School of Maslakul Huda in dealing with large classes and what their strategies are for overcoming these difficulties.

