

## **CHAPTER I**

### **INTRODUCTION**

The introductory chapter provides a general insight into the direction of the research being carried out. This chapter contains (1) background of the study, (2) statement of problem, (3) purposes of the study, (4) significance of the study, (5) scope and limitation (6) definition of the key term.

#### **1.1. Background of Study**

English in Indonesia is considered as a foreign language (FL), therefore English language learners in Indonesia are referred to as English Foreign language (EFL). According to Berns (1990) stated that foreign language learning is defined as target language learning where a country does not use this language as a language community. As such, the use of the target language is not used as the main educational tool when conducting an out-of-class conversation. When the use of English as the target language is rarely used outside the classroom, the input and use of English in the classroom become very important (Suryati, 2013). In this case, the teacher's strategy in teaching and managing the class needs to be considered.

Teacher strategies have an important role in helping students develop their potential. According to Brown (2000: 113) strategy is a special method that is used to approach a problem, the mode of operation and design are designed to achieve goals and control certain information. The strategy in this study is an effort made by the teacher in managing the class to provide a sense of conducive

to students to achieve educational goals. On another hand, Marzono (2003), stated that the most important role of teacher compared to other roles is as a manager in the learning process in the classroom. While, according to Mcleod et.al, (2013), the teacher's role in the classroom is as a learning leader. Thus, teachers are required to be able to manage class well and create learning conditions that allow students to get the learning outcomes it is expected.

Furthermore, to manage and create good learning condition, several problems and difficulties arise during the learning process. According to Sulistyowati (2009), several factors create difficulties for teaching EFL in Indonesia. First, EFL teachers must teach English in a large class. Secondly, in Indonesia, English is not the first language to learn. The third, student is not motivated to learn English. Another problem is the number of students in the classroom at many schools in Indonesia.

Minister of Education and Culture Regulation Number 17, 2017, showed for high school level, in one class the number of students is at least 20 and at most 36 students. Therefore, Hadi and Arante (2015: 1) a class consisting of 30 students are considered a normal class and if they exceed that number, such class can be classified as a large class. For language learning, a class with more than 20 students might be considered a large class. In Indonesia, recently a classroom may consist of 30 to 40 students (Sulistyowati 2009: 176). It means that Indonesia applies a large class in teaching and learning English which becomes a challenge that must be faced by every teacher.

Talking about a large class, Carolyne & Tchantchane (2010) state that a large class is a real and complicated challenge that must be faced by every teacher. The teacher has to deal with many students with different characteristics, difficulties in regulating student behavior, and difficulties in interacting with students. According to Hayes (1997: 108-114), the obstacles of teachers in teaching in a large class are an obstacles caused by the physical condition of the class that is limited by the number of students so that teachers and students are difficult to interact with because of limited space to move. To solve the problems, teachers must use creative strategies to create a supportive classroom atmosphere in learning activities, for example, sight and comfort of the physical environment and the voice and gestures of the teacher. It can be concluded that in the learning process of a large class the most important thing are strategies used by the teacher with good classroom management.

Classroom management refers to the behavior and ability of teachers to manage and facilitate learning activities. Brown (2001:192-194) suggests one of the simplest principles of classroom management is the physical environment used for learning. In this case, there are considerations of four categories including 1) sight, sound, and comfort, 2) seating arrangement, 3) the use of blackboards and 4) equipment. Besides, Brown (2001: 194-195) a teacher does not have to own a loud voice, but the teacher's voice is heard by all students in the classroom. The teacher's voice and body language in the learning process can help students understand the message and the material conveyed.

Based on the observations and experiences of the researcher when conducting teaching practice of the internship program on 02 September 2019 - 04 October 2019, SMAN1 Badegan has a large class consisted of 35-40 students in one class. On the other hand, based on the investigation that has been conducted, SMAN1 Badegan is one of the high schools in the small district with good student achievements and professional teachers. It can be seen from the achievements of students in winning competitions held at the district level to the national level. Therefore, based on the background above, the researcher is interested in conducting further research with the title "Teacher strategies in managing a large class in teaching and learning English".

### **1.2. Statement of the Problem**

From the background of the research above, the researcher formulates the problems as follows:

- 1) What are the problems faced by the English teacher in managing a large class?
- 2) What are the teacher strategies in managing a large class in SMAN1 Badegan?
- 3) What are the impact of strategies used by the English teacher in managing a large class?

### **1.3. Purposes of the Study**

- 1) To find out the problem faced by the English teachers in managing a large class.
- 2) To find out the teacher's strategies in managing a large class in SMAN1 Badegan

- 3) To find out the implication of strategies used by the English teacher in managing a large class

#### **1.4. The Significance of the Study**

##### 1) Teacher

The findings of this study can be the input to improve the quality of teaching English in a large class.

##### 2) Researcher

The researcher can obtain information, knowledge, and experience about strategies in managing a large class.

##### 3) Other researchers

The findings of this study can provide useful information for other researchers who want to do the same research about the strategies of English teacher in managing a large class

#### **1.5. Scope and Limitation**

This research focuses on the strategies of English teacher in managing a large class. This research conducted in the eleven grade at SMAN1 Badegan in the academic year 2019-2020. By involving one English teacher in SMAN1 Badegan as research participant.

#### **1.6. Definition of Key Terms**

The writer defines the Key terms in this study to avoid misunderstandings, the definitions of the key terms are as follows:

- 1) *Teacher Strategies* : an effort made by the teacher in managing the class to provide a conducive feeling for students to achieve educational goals.

2) *Large class* : a large class is a class that contains 30 students in a class. It can be concluded that a class that has several students ranging from 30 or more in one class can be called a large class (Brady 2013).

3) *Classroom management* : classroom management refers to the ability and actions of teacher in managing learning to create a conducive, positive and supportive learning environment. It aims to provide facilities to students in improving cognitive abilities, personality, and emotional-social. Classroom management is defined as all the things that teachers do in managing students, space, time, learning material (Wong & Wong 2009).

