CHAPTER II

REVIEW AND LITERATURE

This chapter contains two main points that explain the literature related to the research conducted. The first point is about teaching English as a foreign language, which consists of three discussions namely, 1) The nature of English Foreign Language, 2) Teaching English in large classes, and 3) Strategies that can be used by teachers to teach English in a large class. While the second point discusses classroom management which consists of two discussions namely, 1) The nature of classroom management, and 2) Classroom management skills. At the end of the discussion in this chapter, there is also a review on related studies that supports this research.

2.1. Teaching English as a Foreign Language

2.1.1 The Nature of English Foreign Language

Unlike in neighboring countries such as Singapore, Hong Kong and Malaysia where English is considered a second language, in Indonesia English, is more likely to be taught as a foreign language (Sulistyo 2016: 396). This means that teaching and learning English occur mostly in classrooms, rather than during daily communication. Brown (2001: 116) argues the context of foreign languages is the context in which students do not have a ready-made context for communication outside the classroom. Learning English outside the classroom may be obtained through reading books, media, language clubs, and tourists. However, this is very limited and not all students can do it. Learning English

outside the classroom has fewer opportunities because English is not used as the main communication tool among people (Sulistyo 2016: 397).

Mustofa and Hamied (2014: 5) argue English was declared a foreign language in 1955, and obtaining mandatory learning status at school is estimated in the same year. Foreign language learning is officially taught in all secondary schools for six years, divided into three years of high school and three years of high school (Lie 2007: 2). Thus, learning English as a foreign language can only be processed and learned effectively through learning in class while studying at school. English language learning is required to be taught at junior high and high school levels, there are almost 11,000 young people learning English every year through formal education (Lie 2007: 7)

Therefore, In Indonesia, English is one of the mandatory learning taught in schools because English has an important role in society. English has an important influence on school students, job seekers, and professionals. As we know that English is defined as an international language, which means English is a communication tool with other countries in the political, economic, social and cultural fields. Thus, as a foreign language, English is important to learn in the classroom.

Teaching and learning English in class is not easy to do since English is not a native language. Therefore, the teacher plays an important role in controlling the learning nets. According to Kumbakonam (2016), there are several roles of teachers in the classroom including 1) Teachers as learning, teachers are tasked with convincing students that learning in the class meets the needs of students. 2)

Teachers as a facilitator, provide the best in directing and supporting students in finding and developing their potential. 3) Teachers as assessors, the teacher's duty are to assess to know the abilities possessed by students. 4) Teachers as a manager, teachers can manage time, place and other arrangements according to their own experiences in teaching in class. 5) Teachers as an evaluator, a teacher must conduct an evaluation to give homework to students' careers.

2.1.2 Teaching English in a Large Class

A large class is a relative term in learning in the classroom. A class will be considered as a large class when the number of students exceeds the space and facilities. The number of students in a large class also has a different perception in each country. Many teachers agree that classrooms consisting of more than 30 students are large. This is consistent with the opinion revealed by Hadi and Arante (2015: 1) a class consisting of 30 students is 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. To give students many opportunities to participate and get the attention of individual language classes ideally no more than a dozen people (Brown 2001: 196-197). In Indonesia, teaching English in a large class is also a challenge that must be faced by every teacher in Indonesia. Teaching large classes has different difficulties, limited space makes the teacher not free to move and condition all students in the class. Besides, a large number of students do not allow teachers to interact with all the students in the class.

Hayes (1997: 108-114) showed the teacher's problem in teaching in large classes. Including: 1) discomfort due to limited space and physical constraints imposed by a large number in limited classrooms. 2) The teacher feels worried about the aspects of large class discipline and the difficulty of class control so that the class becomes noisy. 3) The teacher feels worried when evaluating the teacher cannot complete in checking all student work. 4) The teacher cannot know every action and what students learn from all students in the class.

2.1.3 Strategies that can be Used by the Teacher to Teach English in a Large Class

In facing the challenges of teaching a large class, a teacher needs a strategy in teaching and learning English in the class. This strategy is used as a tool to achieve learning objectives in the classroom. Good classroom management and strategy can make it easier for teachers to control a large number of students in each class. Hoover (2003: 127-164) shows strategies that can be used by teachers in teaching in the classroom. There are:

1) Whole Class Strategies

Whole-class strategies generally require less time in preparation and teaching. Whole-class strategies include lectures, discussions, debates, and teacher demonstrations. The lecture is defined as giving verbal knowledge by integrating other strategies. In this case, the teacher has greater control in the learning process. The teacher acts as the class manager and controls the course of learning activities and becomes the center of learning.

Apart from lectures, the discussion can be used in whole-class strategies, discussions focus on student interaction. In this case, students are allowed to

express their knowledge, understanding, and experience in support of learning activities. The teacher acts as a facilitator who supports students in interacting. Another strategy that can be used in a whole class is debate. The debate is a strategy that requires higher thinking because students are invited to discuss issues that are based on controversial issues that have pros and cons. In learning students play a greater role in interacting and the teacher has a role as an active facilitator.

The last is the teacher demonstration. The demonstration is a form of "show and say". In a teacher demonstration, place the teacher as an expert who provides knowledge and skills to students by showing the method step by step. The purpose of this learning is to provide procedures for students to follow. The possibility of the teacher in choosing this strategy is due to the limited time and learning materials needed and to avoid direct contact with students with hazardous materials by showing appropriate use.

2) Small-Group Strategies

Making students work in groups is the most effective strategy. Working in groups will make it easier for students to complete the given task. In the setting of working in small groups, students will have a great opportunity to participate and improve their abilities in learning. Small-Group Strategies can be used by using cooperative learning, collaborative and project groups. The formation of group divisions in cooperative learning is done by mixing students who have different backgrounds, abilities, and genders. Students are asked to learn in an environment that is not cooperative but can be an added value if group members can work together positively in achieving the desired goals.

On the other hand, if in cooperative learning students are asked to work together with a cooperative environment, collaborative learning is the opposite. In this study, students will work together with other students who have the same sameness, the same skills, and good social relations. Students learn to complement each other and help each other to get maximum achievement. The last Small-Group Strategies are group projects. Project groups are used to complete a task to produce a product or presentation, such as science and social science. When learning time is limited, the teacher can use group work so that students get knowledge and understand the concepts of learning.

3) Working in Pairs

Learning strategies that are usually used in working in pairs, namely mentoring and student partnerships. Mentoring is a valuable strategy to use in managing a class. In this study, the teacher asks two students to work together at a certain time in completing the task by following the guidance given by the teacher. In addition to monitoring, there is also a student partnership. Students are asked to cooperate in the form of study partners, with a study partner that can facilitate students in understanding the material and completing assignments. Pairs learning can also encourage students to be more excited and motivated in learning.

2.2 Classroom Management

2.2.1 The Nature of Classroom Management

Classroom management is often an important concern for teachers in teaching and learning in class. The teacher's greatest concern is about how students behave and how to distribute learning material. For this reason, the

teacher must have the ability to manage and control the class and the right strategies to create a conducive learning environment. The strategy used allows the use of appropriate and concise learning time with a large number of students in the classroom but can achieve the desired learning outcomes.

Wong & Wong (2009) asserts that an important character of an effective teacher is being a good classroom manager. Classroom management is defined as everything that teachers do in managing students, space, time, learning material (Wong 2009: 1). Classes that are well managed have a good system and can maximize time for learning.

According to Hue (2015: 4), classroom management refers to the teacher's actions in leading to create a positive learning environment and can be supportive as a learning facility. It aims to improve students' cognitive, personality and social growth, understanding, control, management, and evaluation. Classroom management becomes a consideration in the process of determining decisions in determining the situation of the classroom environment. For example, arranging tables and chairs to create a conducive class, planning to learn to create effective teaching processes, using methods to motivate students in teaching and learning activities. Classroom management refers to actions to create and maintain a learning environment that is conducive to the successful interaction of Brophy (2016: 17).

Everson and Wheinstein (2006), (in Kopershoek, Hams, et. al. 2014: 12) classroom management refers to the actions of teachers in creating supportive environments for academic and social-emotional learning of students.

Furthermore, According to Scrivener (2012: 1), classroom management is a way for teachers to manage student learning by organizing and controlling classroom learning.

From some of the definitions above, it can be concluded that classroom management refers to the ability and actions of teachers 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 includes setting the place, time, procedure, material and everything that can be used by the teacher to support teaching and learning activities.

2.2.2 Classroom Management Skills

Classroom management skills are important and fundamental in determining teaching success. A teacher who has the skills and abilities in managing class allows himself to be able to condition and control the class well. These skills are needed to create appropriate and creative strategies to support the achievement of teaching and learning goals. Brown (2001: 192-194) argues one of the simple principles of managing classrooms is the physical environment for learning. Which consists of four categories among them:

1) Sight, Sound and comfort

a. Classrooms are clean, orderly and orderly

b. Blackboard erased

c. The chair is set properly

d. Make use of the bouquet board if it is in the classroom

e. Classrooms are free of external noise (motor noises, hallway sounds, etc.)

f. Acoustics in the classroom can be tolerated at least.

g. AC operates well (if applicable)

Scrivener (2012: 30) also state the physical environment of classrooms that are used for teaching and learning must pay attention to several things including:

a. Installing a curtain to block the sunlight coming into the room

b. The acoustic sound produced by noise from other classes

c. Temperature

d. Decor

2) Seating arrangement

Seating arrangements are important to consider, if the class has movable chairs, the pattern after the circle or semi-circle becomes a recommendation for managing large classes. This arrangement can give a new atmosphere and does not seem monotonous in the learning process. However, if the chair is not possible to move, the teacher can anticipate this by grouping students into a small class or group of pairs. This allows students to more easily interact with each other, makes it easier for teachers to monitor student performance, and makes it easier for teachers to control the class. Besides, by grouping students into small groups, students can get used to interacting with other students who have different characteristics and backgrounds. In another hand, Scrivener (2012: 9) suggests seating arrangements that can be applied to all class sizes, including:

a. Rectangular

Seating arrangements with rows of tables and chairs at the four edges of the room, and provide space behind chairs to walk.

b. Curved rows

Seating arrangement by bending the seat line slightly towards the long wall of the room.

c. Reverse

The reverse seating arrangement is done by moving all the desks behind the chairs so that students can face the teacher without obstacles.

d. Notables

This form can be done by doing learning without using a desk so that leaves a lot of space that can be used for talks, games and another stimulus.

e. Facing

This shape is done by rotating the seats facing each other.

3) The use of the blackboard

The use of a blackboard can add visual input and hearing to students. This allows the teacher to illustrate words, graphs, and charts.

4) Equipment

Classrooms are usually equipped with equipment that can be used by teachers to support the teaching and learning process. For example electrical equipment such as overhead projectors, video, and audio players.

a. Make sure that the room has outlets

b. The equipment fits comfortably in room

c. Every student and teacher can see and or hear visual/auditory stimulation

d. Get enough time to get and return the equipment.

e. Equipment functioning properly

f. The teacher knows how to use and operate the equipment

g. There are additional light bulbs that the teacher needs if routine changes are made.

The other fundamental classroom management problems are related to the physical presence of the teacher in the classroom. This is related to messages sent by the teacher through voice and body language (Brown 2001: 194-195). One of the requirements for being a good teacher is a sound projection in teaching, the teacher does not have a loud voice but the voice can be heard by all students in the room. Nonverbal messages are also very strong, especially in language classes where students may not have all the required skills. Like verbal language, student attention is focused on nonverbal communication. There are: the teacher's posture shows a confident attitude, the teacher's face must reflect the attitude of optimism, brightness and warmth, use facial and hand movements to help the teacher deliver unclear messages, dress appropriately and adjust to expectations and the culture in which the teacher teaches.

Scrivener (2012: 36) mentions several physical criteria of the teacher in managing the class including:

a. Being yourself to create authentic classroom charm

b. Reliable and maintaining rapport to create a good working relationship in classroom

c. Ways of listening to listen in a way that is appropriate in various situations in learning

d. Turning the volume up and down to choose the right sound volume at a certain time

e. Finding the right voice tone to find the right tone in learning in class.

f. Varying the quantity of your control

g. Gesture and facial expressions

the use of gestures and facial expressions during learning for example as below:

Hands holding imaginary pen midair, wiggling (Write your answer). Hands held wide in front as if to 'fold' around the class, move upward (Everybody says together). Finger held up (first, you must ...). Finger at lips (Sshhh or silent). Hands dividing class down the middle (get into two teams)

2.3 Review of Related Studies

In this subchapter the researcher took three previous studies to support the research: First, research conducted by Hadi and Arante in 2015 discussed the challenges faced by English teachers in teaching a large class and how to deal with it. The similarity is that researchers describe the difficulties and challenges of teaching English in large classes. The difference is in the object, the object of their research are English teachers from several different schools. This study is the focus of one English teacher.

Secondly, research conducted by Retnaningtyas in 2011 discussed the classroom management of English teaching and learning. The similarity is for researcher to use descriptive analysis and describe classroom management from

English teachers. The difference is in the object, Rika's research object is the junior high school in this study is high school. Another difference lies in the teacher's strategy in teaching English.

The third, research conducted by Pungki in 2019 discussed teacher strategies in teaching English. The similarity is that researcher describe teacher strategies in teaching English in a large class. The difference is in classroom management and objects. Pungki's research classroom is only described in terms of the physicality of the teacher in managing large classes. While this study besides describing the physical nature of the teacher is also the physical condition in which students carry out learning.