



**TEACHER DIFFICULTIES AND STRATEGIES IN MANAGING A LARGE CLASS
IN TEACHING AND LEARNING ENGLISH**

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Abstract

This research aims to describe the difficulties faced by teachers in managing a large class and the teacher strategies in managing a large class. This research is a qualitative descriptive research with the subject one of the English teachers of SMA N 1 Badegan and students of Class XI MIPA 1- XI MIPA 4 as participants. Data collection techniques in this study were interviews and questionnaire. The results showed that in teaching and learning English in a large class, there were found three main challenges that must be faced by the teacher, namely the difficulty in giving attention to each individual in the class, heterogeneous student abilities and the difference of student background knowledge. The strategies used by the teacher to solve the problems in managing large classes include division of heterogeneous groups, small-group strategies, peer tutoring, visual imagery, and translation strategies. The application of classroom management skills includes asking skills, explaining skills, variation skills, and teaching a group and individual skills.

Keywords: *Teacher Strategies, Large class, Classroom management*

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INTRODUCTION

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) 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).

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. Talking about a large class, Carolyne & Tchantchane (2010) stated that a large class is a real and complicated challenge that must be faced by every teacher.

In language learning, a class with more than 20 students might be considered a large class. Teaching in a large class has more difficulties because the teacher has to control and interact with a large number of students in one class, especially for teaching English which requires four skills to master. To overcome the problems arise, teacher need strategies that can make it easier for teacher to teach English and good classroom

management skills to create a pleasant learning atmosphere.

Based on the investigation that has been conducted, SMAN1 Badegan is one of the high schools in the small district that has a large class consisted of 35-40 students in one class 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 difficulties and strategies in managing a large class in teaching and learning English".

REVIEW AND LITERATURE

1) Teaching English as a Foreign Language

Brown (2001: 116) stated the context of foreign languages is the context in which students do not have a ready-made context for communication outside the classroom. 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).

From some of the definitions above, it can be concluded that the context of English foreign language is a language context that is not used as the language of everyday communication and students do not have the perfection of using the language outside the classroom.

2) 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. 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. 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 skill and strategies can make it easier for teachers to control a large number of students in each class.

3) Classroom Management Skill

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.

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. 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.

METHODOLOGY

In terms of methodology, the research was a type of qualitative research. Merriam

(2009: 5) revealed that qualitative research is an understanding of how people interpret their experiences which are usually related to a process, event, work, etc. Meanwhile, according to Creswell (2009: 4) qualitative research is a means to understand the meaning of individuals or groups relating to social or human problems.

The research conducted on 15th June 2020 – 14th July 2020 at SMAN1 Badegan. The research carried out in the second semester of the academic year 2009/2020. The subject in this research were one English teacher at SMAN1 Badegan and students class XI MIPA I – XI MIPA IV. In analyzed the data, the researcher used field research by took note from what the researcher saw or heard into the benthic field notes.

Data collection techniques in this research were interviews and questionnaires. The instruments used to collect data include teacher strategy interviews, documentation and student questionnaire responses to teaching strategies and classroom management skills. Data analysis techniques were reviewed from the data obtained while verifying the data using triangulation of various sources, member checking, descriptions, and reflexivity.

FINDING AND DISCUSSION

1) Teacher Difficulties

The problems faced by the teacher in teaching in large classes could not be separated from difficulties in understanding the characters and abilities of each student in the class. Accordance the teacher's statements based on the results of interviews conducted on 15 June 2020 and 14 July 2020, explained that the major obstacles in teaching and learning English in a large class include: the difficulty in giving attention to each individual in the class, the ability of heterogeneous students and the lack of background knowledge of students. A large class is a heterogeneous class consisting of many students with different abilities and levels of student understanding. In the process of learning activities in the classroom, there were students who already

have background knowledge. So that in understanding the learning material delivered each student had a different power.

Furthermore, diverse student knowledge base and limited space cause teacher could not delivered learning material to the fullest. In accordance with the theory stated by Hayes (1997: 108) the obstacle of teacher in teaching in large classes is an obstacle 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 because of limited space to move.

The teacher's behavior was also a determinant of success in learning. If the teacher could not deliver the material with an explanation that is easy to understand, students who have slow abilities need a re-explanation related to the material delivered so that the time that should be used to continue the lesson was actually used to repeat the learning already in teaching.

2) Teacher Strategies

The teacher need a strategy in solving problem that was arise compilation teaching in large classes. Based on the findings generated through interviews, there were five strategies used by the teacher in overcoming the problem of learning English in the classroom. The strategies used by the teacher in teaching and learning English in a large class include: Division of heterogeneous group, Small-group strategies, Peer tutoring, visual imagery strategies, and Translation strategies.

1) Division of Heterogeneous Group

The solution to solve the problem caused by a large number of students in one class with different knowledge was done by dividing the group of heterogeneous groups. The purpose of this group division was students can work together and complement each other. In one group there were divisions of students who are smart, moderate, and less clever. This was consistent with the opinion expressed by Hoover (2003: 148) "The formation of group divisions in cooperative learning is done by mixing students who

have different backgrounds, abilities, and genders".

2) Small-group Strategies

A small-group strategy was done by dividing students into small classes. Small groups were used to assist students in completing assignments and utilize study time. Small group strategies could be carried out use cooperative learning, collaborative learning, and group projects. Cooperative and collaborative learning were strategies that require students to work in groups.

3) Peer Tutoring

Peer tutoring was a guidance strategy that was carried out by students against other students. Peer tutoring was implemented by dividing students into small study groups, but the difference was that the tutor who guided students was their own peers.

Students who become peer tutors work to help other students in solving problems encountered in learning activities.

4) Visual imagery strategies

Visual imagery strategy was a strategy used to make students more relaxed in the following learning in class. Visual imagery was one of reading strategy where the teacher understands a text by analyzing the visual language/written and visual objects in the text to improve students' writing abilities by using text or audio types with guided imagery method.

5) Translation Strategies

Translation strategy was a strategy used to improve student understanding in interpreting a text story. The translation strategy was applied using the literal translation method through the media magic paper to teach storytelling in the classroom. The magic paper contains Indonesian stories that were read by students into English by translating word for word and in accordance with the grammatical arrangement.

Based on questionnaires that had been distributed to students regarding the ability of teacher in managing a large class, the percentage could be seen in the diagram below.



Based on the diagram above, it could be described through the percentage of 90 students who filled out the questionnaire 54% answered 'Very Good' with the statement given. It could be conclude the ability of the teacher in manage a large class based on student responses to learning in the classroom was very good with the higher percentage. The classroom management skill of the teacher could be described that in teaching and learning activities teacher planed learning activity with students and help students assess their achievements. Before delivering the material, the teacher explained the purpose of learning that must be achieved by the student. The teacher also involved students in made regulations related to English learning activities in the classroom. Besides, the teacher explained in a language that was easy to understand that help students received the material taught. In addition, to make it easier for students to understand the message conveyed the teacher stresses with sound, images, and expressions. The teacher provided a learning reference that could support student knowledge from various sources. Furthermore, teachers use variations in teaching styles such as changes in voice, body movements and positions in teaching and learning activities take place.

CONCLUSION

Teaching in a large class is a challenge that cannot be avoided by every teacher. There were three main problems arise in the teaching and learning English in a large class including the following the difficulty in giving attention to each individual in the class. The differences in background knowledge of each, could not different levels of student ability to understand the material presented.

In overcoming problems that arise, the strategies used in managing large classes include the following division of heterogeneous groups, Small-group strategies, peer tutoring, visual imagery strategy and translation strategy.

In application of classroom management the teacher used learning plan, emphasis on sound, images, expressions and language. The Teacher also used learning references, variations in teaching styles, providing guidance, motivation, and attention to students.

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