

CHAPTER I

INTRODUCTION

A. The Background of the study

Teaching English must be intriguing, enjoyable, and feasible, but also difficult as well as energy-consuming. Teachers in schools should develop ways to teach English to teens if want a better educational system. The goal of the teaching and learning process is for learners to obtain information and the ability to comprehend it. The teacher needs to use creativity while selecting the teaching materials and methods to facilitate students' understanding of the subject matter. One of the founders, a professional teacher, is a teacher who has good classroom management skills. Every lesson in class focuses on meeting and processing.

Classroom management aims to provide students with more chances to learn the way a teacher arranges students, area, time, and resources. So that the students can learn. Learners must be able to realize their true potential while developing suitable behavioral patterns. Teachers need to be able to deal with unexpected occurrences and manage student behavior using efficient methods for classroom management. Successful classroom management and creating a positive classroom climate are crucial goals for all teachers (Nagler, 2016).

Teachers must be familiar with students from various backgrounds and individual characteristics, as well as the curriculum and its components, as well as learning materials and resources from all subjects, in order to meet and collaborate in class.

Everything a teacher does in the classroom has an impact on classroom management, including setting the tone, providing the room, setting up chair positions, discussing with students and responding to their questions, establishing routines (and then carrying them out, changing them, and reintroducing them), and developing rules. Also, explain the rules to students. All of this pertains to classroom management.

One the most important skills that teachers must have for both teaching and learning is classroom management. According to Djamarah and Zain (2010, p. 39), effective classroom management is defined as instructors' capacity to make the most of the classroom's features in order to provide as many opportunities as possible for students to work creatively and intently. Therefore, in order for pupils to learn and produce the intended outcomes, the teacher has to be able to better control and govern the classroom environment. Ineffective classroom management by the instructor will hinder the effectiveness of the teaching and learning process.

Arikunto (2006, p. 177) also argues that classroom management is an effort made by the people who are responsible for teaching and learning activities or helping to achieve optimal conditions so that learning activities can proceed as hoped. Brown (2000) stated that language classes should ideally have no more than a dozen people or so. They should be large enough to provide diversity students interaction and small enough to give students plenty of opportunity to participate and to get individual attention. Unfortunately, education funding is limited, resulting in insufficient education budgets, and most language classes are much larger.

However, teaching large classes is a reality in many countries (UNESCO, 2006). One of them happened in Indonesia. And the reason for this is because lack of sufficient school facilities. There are many obstacles a teacher may face in manage classes with a large number of students, for example the teacher must concentrate fully and the lack of interaction between the teacher and students. So, teachers are required to have a good understanding of classroom management.

However, in the interview result conducted by the researcher, the difficulties, the backgrounds and the interests of different students mainly obstacle the process of managing classes in large classes as it is described below:

1. Difficulties for teachers to manage classes. It becomes a crucial thing that often happens in classroom management. Based on the interviews that have been conducted with several English teachers at SMP Negeri 1 Percut Sei Tuan, the researcher found data that while the teacher was teaching, it was difficult for the teacher to choose the right media and get to know their students.

R: What is your opinion about teaching a class with a large number of students?

T: Teaching in large class is difficult, because I have to manage a class with a large number of students. With different backgrounds I must be able to arrange so that students are able to focus on learning.

Based on the teacher's statement above it is concluded that teaching in a class with a large number of students who place a vital role in determining the success of classroom management. It cannot be denied that not all of the students have a same background and ability.

2. Lack of student interests and skills. This can be seen from the teaching process in class. This can be seen from the teaching process in class. Many students are sleepy as well, lazy, and many even have the excuse of being sick so they don't go to class. This happened because students thought that English was difficult. The data was found by asking the teacher when doing pre-research at SMP Negeri 1 Percut Sei Tuan. The teacher stated that sometimes students didn't know how to answer the questions asked by the teacher which made the teacher have to use an easier analogy so that students really understood what the teacher explained.

R: And in the English teaching process, what are the obstacles that you faced?

T: Not all students understand English, because one of the factors is that they are not familiar with pronunciation and grammar. Of the 37 students who followed the class, there were only 10% of students who paid attention. Remembering students' name is not easy, especially I also teach in several other classes

So, there are many factors that constrain teachers in teaching large classes.

And this is evidenced by the teacher's statement in the interview section conducted by the researcher. Which teachers have difficulty in managing classes with large classes, in line with the previous research conducted by Shopis et al. (2017), Ghazal et al. (2021), Keristiana et al. (2019), Ozen and Yildirim (2020), Vairamidou and Stravakou (2020) and Marzulina et al. (2021).

To see how did the English teachers managed the classroom in English learning (large class), the researcher wants to know what are the teachers' perspectives and how the managing large class towards classroom management. So, the researchers interested to conduct the research with the title "Teachers' Perspectives towards Classroom Management of English Teaching and Learning Process in a Large Classes".

B. The Problems of the Study

Based on the background of the study above, the problem of this research is formulated as follows:

1. What were teachers' perspectives on the levels of English teaching and learning process in the large class?
2. What problems were faced by the English teachers in managing the large class?
3. How did the English teachers solve the problems in managing the large class?

C. The Objectives of the Study

Based on the research problems above, the purpose of this study was to analyze:

1. To investigate the teachers' perspectives on the levels of English teaching and learning process in the large class.
2. To find out the problems that the English teachers faced in managing the large class.

3. Analyzed how the English teachers solve the problems in managing the large class.

D. The Scope of the Study

In order to achieve the goals, this study focus on finding levels of teachers' perspectives and to describing perspectives towards classroom management of English teaching and learning process in large class at SMP Negeri 1 Percut Sei Tuan.

E. The Significances of the Study

The researcher expects that the results of this study provide contribution to language teaching and learning, both theoretically and practically.

- 1) Theoretically, the results of this study are expected to be useful and contribute to English teaching process the perspectives teachers toward classroom management of English teaching-learning process in large class.
- 2) Meanwhile in practically, this research expected to help the following parties:
 - a) For teachers, this research hopefully becomes input for improving the quality of English teaching and learning process in English classroom management.
 - b) For other researcher, this research could develop experience related to the knowledge in research on education for English teaching and can be one of the reference for further research.