CHAPTER I
INTRODUCTION

This chapter explains about background of the study, statement of the problems, purposes of the study, significances of the study, scope and limitation, and definitions of key terms.

1.1 Background of the Study

Teacher is the one who has the authority over what ‘color’ the class will be like. She or he will be in the position of dictating everything that happens and being the focus attention (Harmer, 2007:25). Teacher needs to have the ability to play a role appropriately in different existing class condition, which implies the teacher needs to have flexibility over a variety of challenging roles. According to Richards, (1996), there are ten functions or tasks that the teachers have to do: (1) selecting learning activities, (2) preparing students for new learning, (3) presenting learning activities, (4) asking question, (5) conducting drill, (6) checking students’ understanding, (7) providing opportunities for practice of new items, (8) monitoring students’ learning (9) giving feedback on student learning, and (10) reviewing and reteaching when necessary.

From the explanation above, a teacher has duty to manage and control the condition of the classroom. In order to reach the success of teaching and learning process, the teacher has to build an effective classroom management. An effective classroom management has a positive interaction between teacher
and the students. In other word, students participate eagerly and actively during the teaching and learning process in an effective classroom management.

In fact, teacher is expected to develop good management because it is very important in successful learning process. Arends (2004: 184) said that “effective classroom managers have a clear set of rules governing students talking”. So, set of rules are needed in order to develop good management such as planning the teaching learning activities.

As a matter of fact, research conducted by Widyawati (2008) on “A Study on Classroom Management in Teaching English at the Eight Year of SMP 2 Senduro-Lumajang”, proved that the teachers management towards their classes effectively turned the class condition be more active. The teacher managed all of the classroom management, such as planning, arranging the setting, setting up routines, and establishing rules and managing the class (getting off a good start/setting rules, keeping the class moving). In addition, Widaranti’s research (2010) on “The Teacher’s Classroom Management in Bilingual Mathematics at the tenth grade in SMAN I Bangil” found that the teacher’s preparation of classroom management and the way to manage the class are very important to create beneficial teaching learning process.

Based on the above results, managing classroom is very useful to organize the class to be effective and efficient, and facilitate of what the pupils are doing as well. Lefrancois (2000:443) states that “classroom management is a comprehensive term of variety of teacher actions designed to facilitate teaching
and learning in the classroom”. In other word, classroom management is the ability to control a class. It is one of the fundamental of teaching.

To manage a classroom successfully, the teacher has to be aware of what students are doing, and how they are feeling. However, the classroom management done by the teacher is not always successful, so that the teacher should have different ways to manage every class such as managing large classes. The researcher chooses a large class to be studied because teachers usually face difficulties in monitoring classes with a large number of students.

Common in Indonesia, large class is the size of the class group does not directly link to the quality of the teaching and learning experience (Chalmers, 2003). Furthermore, there are many possible ‘teachers’ to handle large classes with ease and pleasure to interact in teaching and learning process. Besides that, most of the teachers find the difficulties to control large classes such as; creating small group work activity, setting seat activity and monitoring students.

Those reasons motivate the researcher to conduct a research on teachers' classroom management. One of the reasons of chooses MAN BATU as the subject of research because in tenth grade there are 48 students in each class. Fortunately, the ideal number of students in elementary and senior high school are 33 students per class, and in junior high schools are 38 students each class (Depdiknas, 2008). Therefore, the teachers have to manage large classes in order to create enjoyable learning environment to fulfill the learning objectives.

Based on the background above, the researcher is interested to investigate the effective or strategy of the teacher’s classroom management in a
thesis entitled “The Teacher’s Classroom Management in Teaching Large Class at the tenth grade of MAN BATU.”

1.2 Statements of the Problems

1. What are the teacher’s preparations in managing the large class in teaching English at the tenth grade of MAN BATU?
2. What are the teacher’s difficulties in managing the large class in teaching English at the tenth grade of MAN BATU?
3. How does the teacher manage the large class in teaching English at the tenth grade of MAN BATU?

1.3 Purposes of the Study

1. To describe the teacher’s preparation in managing the large class in teaching English at the tenth grade of MAN BATU
2. To find out the teacher’s difficulties in managing the large class in teaching English at the tenth grade of MAN BATU
3. To explain the teacher’s way in managing the large class in teaching English at the tenth grade of MAN BATU

1.4 Significance of the Study

It is expected that the result of this study has advantages for several persons. First, the result of this study is hoped to be useful for the English teachers to establish which classroom management is effective to apply and it is also hoped that the teacher can be more active and creative to improve the ability in managing the class in teaching English. Second, to the management of MAN BATU, the result of this study expected to contribute
useful information to improve the quality of the process teaching and learning in large class especially in managing classroom. The last, to the other researchers, it will be useful for them as primary data to conduct next studies to know the results of the relevance of good classroom management.

1.5 **Scope and Limitation**

Thus, study aimed to analyze the classroom management in teaching English at the tenth grade of MAN I BATU. However, this study is limited on planning of classroom management, the teaching classroom management, seating arrangement, establishing rule, controlling, monitoring, focusing attention, motivating students’ activity, withitness, overlapping, transition smoothness, and group alertness. Moreover, this study is focused on classroom management in teaching English in large class at the tenth grade of MAN BATU.

1.6 **Definition of the Key**

There are some keys mentioned in this study, such as classroom management, teaching, and large class. To avoid misunderstanding, those terms are defined as follows.

*Classroom management* is a comprehensive term for a variety of teacher actions designed to facilitate teaching and learning in the classroom (Lefrancois, 2000).

*Teaching* is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007).
Large class is class that consists of more than 33 students in each class

(Decrees of decision of national education, number 420/2679/108.03/2008 from Depdiknas, 2008).