DEVELOPING CLASSROOM STRATEGIES FOR THE LARGE CLASSES AT THE FIFTH GRADE OF SDN BOJONG SARI 01 SAWANGAN - DEPOK 2006- 2007 ACADEMIC YEAR

A SKRIPSI
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiya and Teacher’ Training certifies that the Skripsi (Scientific Paper) entitled “DEVELOPING CLASSROOM STRATEGIES FOR THE LARGE CLASSES AT THE FIFTH GRADE OF SDN BOJONG SARI 01 SAWANGAN-DEPOK 2006-2007 ACADEMIC YEAR”, written by Andri Jaya, student’s registration number: 202014000997, was examined by the Committee on October, 08th 2007, and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title of S.Pd. (Bachelor of Arts) in English Language Education at the Department of English Education.

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ABSTRACT

Jaya, Andri, 2007, *Developed Classroom Strategies for the Large Classes at the Fifth Grade of SDN Bojongsari 01 Sawangan-Depok*, Skripsi, English Department, the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.
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In teaching-learning activity emphasizes the necessity for good classroom atmosphere; it holds that friendly relationships between teacher and students, cooperative and conducive to give and take in class work. The teacher must adopt the proper teaching strategies for their aiming goals, the success of the strategy based on the skillful use of the appropriate teaching tactics. In choosing the tactics, the teacher must consider not only his teaching goals but also the subject matter, students, and other classroom variables.

This study is categorized as descriptive in nature; it is called descriptive because this study tries to describe the objective condition about classroom strategies in the large classes at SDN Bojongsari 01 Sawangan Depok. Besides this study is also called evaluative, because it tries to evaluate objectively about classroom strategies in the large classes at SDN Bojongsari 01 Sawangan Depok. The subject of this study is an English teacher and supplemented with a class of students of fifth grade. The techniques used to collect the data are observation, documentation and interview guided.

The findings of the study that (1) the English teacher at that school has not good qualification to teach English, (2) the teaching preparations that made by a teacher of SDN Bojongsari 01 only copied from other English teacher, (3) classroom strategies are not varieties, (4) evaluation conducted formative test after finishing one or two units of lesson, (5) the problems in managing the large classes are students who uncontrolled in learning activities, lack of attention by students, lack motivation students and environment, and also it so difficult to build and English environment among of pupils it self.

Based on the findings above, it is suggested that (1) the English teacher who teaches at the fifth grade should in line with the curriculum suggested, that is English department graduated, (2) the teaching preparations should not just to fulfill administrative requirements, (3) the English teacher should use varieties techniques in teaching English for the large classes, (4) the English teacher should develop the classroom strategies in teaching at the large classes to solve the problems that happen in the large classes and to make teaching-learning activity more effective and efficient.
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In the name of Allah, the Beneficent, the Merciful. All praises are due to Allah, the Almighty, and the Lord of all that exist. May Allah’s peace and blessing be upon His final Prophet and Messenger, Muhammad SAW., his family and his companions and his followers.

This skripsi is presented to the English Department of the Faculty of Tarbiyah and Teachers' Training State Islamic University (UIN) Syarif Hidayatullah Jakarta as a partial fulfillment of the requirements for the Degree of Strata 1 (S1).

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February 2007

The writer
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CHAPTER I
INTRODUCTION

This chapter presents and discusses the background of the study, the scope and limitation of the study, the statement of the problems, the objectives of study, the significance of the study and organization of writing.

A. The Background of Study

Teaching–learning activity is a reciprocal relationship between teacher and students to get a purpose. The reciprocal relationship is an absolute condition in teaching–learning process. If interpersonal relations in the classroom are good, it is assumed that learning will occur. If they are bad, it is assumed that learning will not occur; or, if it does occur, it will occur in less degree and with less stability.

To make learning more effective, the teacher has to increase opportunity of learning for the students and increase teaching quality itself. If more students active in learning, possibility to get learning achievements is higher.

This matter demands of class organization, use teaching method, teaching-learning strategies, although attitude and characteristic of teacher in managing teaching-learning process. In teacher's role as learning manager, the teacher must be able to manage the classroom, because the classroom as a learning environment and as one aspect of school environment that must be organized. This environment has to
be organized and controlled by the teacher to make learning activity guided in getting the education purposes and to enable teaching to take place most effectively.

The effectiveness in managing class is one absolute condition to make teaching-learning process more effective, so, classroom management and effective teaching are closely related and cannot be separated. Class management is an important thing to involve the efficiency of the teacher and the learning activities. If the teacher does not organize activities efficiently, the most effective activities can be made almost useless. A teacher who always teaches to the whole class (e.g. who does not use any pair or group work) is wasting valuable opportunities for the students to get maximum practice and for the learning to be more efficient.

Today, the English teachers in managing classes, they make the learners 'work in pairs' or 'divide into groups' It happens with all kinds of content – dialogue practice, sharing opinions, reading aloud, comparing answers to questions, doing grammar drills, formulating questions in an information-gap task – the list could be extended considerably.

So teaching emphasizes the necessity for good classroom atmosphere; it holds that relationships between teacher and student must be friendly, cooperative, and conducive to give and take in class work.

In addition, teacher must adopt the proper teaching strategies for their aiming goals, the success of the strategy based on the skillful use of the appropriate teaching tactics. In choosing the tactics, the teacher must consider not only his teaching goals but also the subject matter, students, and other classroom variables.
Many classes in Indonesia today are large classes. The classes consist of more than 30 students, which consist of many students who have individual differences, such as language ability. It is quite difficult for less experienced teacher to teach in the large classes.

There are some problems in teaching in the large classes, for example; because there are a lot of students in the class, more noise will happen. The students spend more time of listening to teacher talk than practice the language that they have learned. It is very difficult for the teacher to remember the name of students and to make contact with the students at the back, it is difficult for the students to ask for and receive individual attention. And the main problem is difficult to make teaching-learning activity more effective.

It may seem impossible to organize dynamic and creative teaching and learning activity. The students cannot learn effectively. However, this class will facilitate students in interaction and participation if the teacher has some strategies in teaching-learning process in the large classes.

Based on the description above, the writer would like to take a research under the title: "Developing Classroom Strategies for the Large Classes at the Fifth Grade of SDN Bojongsari 01 Sawangan - Depok 2006 – 2007 Academic Year ". 
B. The Scope and Limitation of The Study

This study focuses on fifth grade students of SDN Bojongsari 01 in first semester 2006-2007 academic years. And to make the description of this study deeper, the problem will be limited in how is developing classroom strategies can make teaching – learning activity in the large classes more effective and to know what difficulties will faced by the teacher in develop it.

C. Statement of The Problems

Based on the background described above, the writer conducts a study concerning on the development classroom strategies for the large classes, applied at the fifth grade of SDN Bojongsari 01 Sawangan-Depok. Based on that, there is a general question to be answered, that is, are there any problems encountered in developing classroom strategies in the large classes at SDN Bojongsari 01? This main question can be formulated into more specific questions as follow:

1. How are the classroom strategies conducted by the English teacher at SDN Bojongsari 01 Sawangan-Depok?
2. What are the problems faced by the English teacher in managing the large classes at SDN Bojongsari 01 Sawangan-Depok?
D. The Objectives of The Study

In line with the statement of the problems, the purposes of the study are as follow:

1. To describe kinds of classroom strategy conducted by the English teacher at SDN Bojongsari 01 Sawangan-Depok.

2. To describe the problems faced by the English teacher in managing the large classes at SDN Bojongsari 01 Sawangan-Depok.

E. Significance of The Study

These findings of this study are expected to broaden up the writer's knowledge concerning the classroom strategies for teaching in the large classes, and to provide useful information about the condition of the teaching at SDN Bojongsari 01, especially in using classroom strategies to manage the large classes in teaching–learning activity.

It is expected that these findings can contribute to three groups of people, they are: school principle, the teachers, and further researcher.

From the information given, the school principle and teachers of SDN Bojongsari 01 can evaluate whether the classroom strategy is well implemented or not. The school principle can maintain the effort such as by providing the facilities of teaching-learning process, by providing the English textbooks at the school library, or by considering the teaching load of each English teacher.
Particularly, the findings of this study will provide information about classroom strategies, to make teaching – learning activity in the large classes more effective. In addition, the results of this study can be used as a reference to the future researchers who are interested in conducting similar studies.

F. Organization of Writing

This skripsi is systematically divided into five chapters. The following is short description about what each chapter contains.

Chapter one is introduction. It contains the background of study, the scope and limitation of study, the statement of the problems, the objectives of the study, significance of the study and organization of writing itself.

Chapter two is theoretical framework. It contains of description classroom strategy, classroom organizations and the large classes.

Chapter three discusses research methodology, which contains research design, subjects of the study, research instrument, data and source of data, technique of collecting data and data analysis.

Chapter four is research findings and discussion. It contains classroom strategies conducted by the English teacher at SDN Bojongsari 01 Sawangan-Depok and the problems faced by the English teacher in managing the large classes at SDN Bojongsari 01 Sawangan-Depok. Developed classroom strategies for the large classes implemented by the researcher are also discussed in this chapter.

Finally, chapter five consists of conclusion and suggestion.
CHAPTER II

THEORETICAL FRAMEWORK

This chapter contains theoretical framework of relevant theories concerning: the classroom strategy, classroom organizations and the large classes.

A. Classroom Strategy

Before we define classroom strategy, let us define classroom and strategy. Classroom means room where a class is taught; group of pupils or students who enter school or college in the same year and leave together.1

The word strategy comes from the Ancient Greek strategia. It means generalship or the art of war. In non-military setting, the strategy concept has come to mean a plan, step, or conscious action toward achievement of an objective.2 Strategy is a deliberate action that learners select and control to achieve desired goal or objective3. A strategy is also considered as a sequence of activities, not a single event and learners may acquire some of the sequence, but not all.4

In the words of B.O. Smith, "strategies are the large-scale maneuvers by which the teacher frames the general direction of student behavior", "tactics are the

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4 Ibid., p. 70
means by which the subject matter of instruction is manipulated and controlled from moment to moment.”

Strategies are defined as procedures used in learning, thinking, and so on, which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are those conscious or unconscious processes which language learners make use in learning and using a language. (Richards, Platt and Weber, 1985: 274).

A strategy refers to the overall approach to teaching. Teachers must adopt the proper teaching strategies for the goals at which they are aiming, the success of the strategy rest on the skillful use of the appropriate teaching tactics. In choosing his tactics, the teacher must consider not only his teaching goals but also the subject matter, pupils, and other classroom variables. These choice present difficult problems for which teachers are often ill prepared.

In other words, capable teachers can adapt techniques for various purposes. Thus the technique itself is not the strategy or tactic. Rather the way one uses a technique for specific purposes in a specific situation is the strategy or tactic. Strategies are one's own combination of techniques and content designed to bring about a specific goal.

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6 ibid, p. 143
Based on the definitions above, classroom strategy can be assumed teacher’s tactic in managing physical classroom in teaching-learning activity.

B. Classroom Organizations

Whatever the seating arrangements in a classroom, students can be organized in different ways: they can work as a whole class (lockstep), in groups, in pairs, or individually.

Whole Class (Lockstep)

Lockstep is the class grouping where all the students are working with the teacher, where all the students are 'locked into' the same rhythm and pace, the same activity (the term is borrowed from the language laboratory). Lockstep is the traditional teaching situation, in other words, where a teacher-controlled session is taking place. The accurate reproduction stage usually takes place in lockstep (although this is not necessarily the only way it can be done) with all the students working as one group and the teacher acting as controller and assessor.

There are some advantages of whole class. Those advantages are as follows:

a. All the class are concentrating (although this may not always be so), and the teacher can usually be sure that everyone can hear what is being said;
b. The students are usually getting a good language model from the teacher, and lockstep can often be very dynamic;
c. Many students find the lockstep stage (where choral repetition, etc, takes place) very comforting.
On the other hand, whole class has several disadvantages:

a. Students working in lockstep get little chance to practice or to talk at all. In a class of forty only a very small percentage of the class will get a chance to speak;

b. Lockstep always goes at the wrong speed. Either the teacher is too slow for the good students (and therefore there is a danger that they will get bored) or he is too fast for the weak students (in which case they may panic and not learn what is being taught);

c. Shy and nervous students extremely bad for the nerves since they are likely to be exposed in front of the whole class;

d. Where the teacher acts as a controller cannot be the ideal grouping for communicative work. If students are going to use the language they are learning they will not be able to do so lock into a teacher-controlled drill. And if they are to gain students autonomy they must be able to do so by using the language on their own. Lockstep, in other words, involves too much teaching and too little learning.

Where feedback is taking place after a reading or listening task clearly it will be advantageous to have the whole class involved at the same time both so that they can check their answers and so that the teacher can asses their performance as a
group. Where pair and group work are to be set up clearly the whole class has to listen to instructions, and so on.\(^7\)

The more important values that can be secured by a balanced use of whole-class activities include developing a feeling of belongingness, security, and worthwhile ness on the part of all students; establishing group goals; securing and sharing information with the entire group; practicing communication skill; developing leadership abilities; and formulating codes for group conduct. Even though some of these values can be attained in small-group activities, none is so readily achieved in solely individual activity.\(^8\)

**Pair Work**

When two students talk across the classroom under your control, giving other students the opportunity to hear, the activity is known as 'open' pair work. For this there is obviously no need to change the position of the seats. If, however, all the students are working together in pairs, outside teacher's direct control, then they need to be able to look at each other (this activity is known as 'closed' pair work).\(^9\)

There are some advantages of pair work. Those advantages are as follows:

a. Pair work immediately increases the amount of student practice;


b. Pair work allows the students to use language (depending of course on the task set by the teacher);

c. Encourages student co-operation which is itself important for the atmosphere of the class and for the motivation it gives to learning with others;

d. Since the teacher as controller is no longer oppressively present students can help each other to use and learn language. The teacher will still, of course be able to act as an assessor, prompter or resource.

e. Students can practice language use and joint learning.

On the other hand, pair work has several disadvantages:

a. Teachers are often worried about the use of the students' native language in monolingual groups;

b. Teachers sometimes worry about noise and indiscipline when pair work is used particularly with children and adolescents;

The type of pair work the teacher will organize depends on the type of activity the class is working with. A decision has to be taken about how students are put in pairs. Teachers will have to decide whether they will put strong students with weak students or whether they will vary the combination of the pairs from class to class. Many teachers adopt a random approach to putting students in pairs while others deliberately mix students who do not necessarily sit together.

The teacher should probably make his decision based on the particular class and on whether he wishes to put special students together, whether he wants to do it
random (e.g. by the letter of the alphabet which begins the student's name) or whether he simply puts students sitting next to each other in pairs.

Pair work, then, is a way of increasing student participation and language use. It can be used for an enormous number of activities whether speaking, writing or reading.10

**Group Work**

Group work seems to be an extremely attractive idea for a number of reasons. It gives students really to use language to communicate with each other. When all the students in a group are working together to produce, for example, an advertisement, they will be communicating with each other and more importantly co-operating among themselves. Students will be teaching and learning in the group exhibiting a degree of self-reliance that simply is not possible when the teacher is acting as a controller.

There are some advantages of group work. Those advantages are as follows:

1. Group work generates interactive language

   Group work helps to solve the problem of classes that are too large to offer many opportunities to speak.

2. Group work offers an embracing effective climate

   The small group becomes a community of learners cooperating with each other in pursuit of common goals.

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3. Promotes learner responsibility and autonomy

Group work places responsibility for action and progress upon each of the members of the group somewhat equally. It is difficult to "hide" in a small group.

4. Group work is a step toward individualizing instruction

The teacher can recognize and capitalize upon other individual differences (age, cultural heritage, field of study, cognitive style, to name a few) by careful selection of small groups and by administering different tasks to different groups. Small group can help students with varying to accomplish separate goals.

On the other hand, group work has several disadvantages, some of these apprehensions are understandable; group work does not mean simply putting students into groups and having them to do what you would otherwise do as a whole class. Some teachers are afraid of group work. They fell they will lose control or students will just use their native language, and so they shy away from it.

1. Students will use their native language

In EFL classroom, here all the students have a common native language, and it is possible that students in small group will use their native language.

2. The teacher is no longer to control the class

It is sure that group work requires some control spacing to the students. In many classes, the students are indeed the controlling of the teacher during learning.

3. Some learners prefer to work alone
Learning style variations among students are magnified in small groups. In the process, individual differences become more silent than they are in whole-class work.

4. Teacher cannot monitor all group at once

Related to the issue of control is sometimes misguided belief that a teacher should be "in on" everything students say or do during the class hour. And in the work group class teacher could not be like that.

5. Students' errors will be reinforced in small groups

Errors are a "necessary" manifestation of inter-language development and we do well not to become observed with their constant correction.

And the disadvantages of group work are:

a. The noise level may rise (though seldom more than in choral repetition).

b. The learners may be confused about the task and not do it properly.

**Individual Study**

Somehow we must try and let students work on their own and at their own speed at some stage during the class. They can do this, of course, even where they are all doing the same task.

Individual study is a good idea precisely because students can relax from outside pressure (provided that there is no time limit or competitive element) and because they can rely on themselves rather than on other people. Both reading and writing work can be the focus for individual study. Ideally, where materials exist and
where conditions permit, there would be stages at which individual students could have a choice of different activities.

We have advocated the use of pair and group work for a variety of reasons, both practical and psychological. But students also need some time on their own, and various reading and writing exercises can be particularly appropriate for this. When planning activities for a class the teacher should not forget to take this factor into consideration.

C. The Large Classes

Large is of course a relative term, and what a ‘large class’ will vary from place to place.

In some private language schools, a group of twenty students may be considered large; in some places, the numbers go up to the hundreds.\footnote{Ur, Penny, \textit{A Course in Language Teaching: Practice and Theory} (Australia: Cambridge University Press, 1996) p.302} Teacher who are used to groups of 12 to 14 students might find a group of 20 to be rather threatening. Others may be relieved when they have only 40. Large classes are often found at secondary level but it can be seen in a university with very large classes of several hundred students.\footnote{Rob Nolasco and Arthur, Vincent (ed.), \textit{Large Class} (Hong Kong: Macmillan Publisher, 1990), p.4}

Jeremy Finn attempts to define class size for his readers. He explains that class size is not merely the pupil-teacher ratio; instead, he states that the average class
size of a school is a more accurate reading of the school’s class size (Finn). The pupil-teacher ratio can be defined as the total number of students in a student body divided by the number of all professional staff and teachers at a school. While Finn said that this is an inaccurate measure of class sizes, other researchers may argue that it is a correct way to measure a school’s class size. According to the ERIC educational thesaurus, class size can also be defined as a student teacher ratio.

In Tennessee's Students-Teacher Achievement Ratio (STAR) project of 1997, small class size meant having thirteen to seventeen students in a class (National Education Association). At a national level, the "U.S. Department of Education's new Class Size Reduction Program wanted to reduce class size in grades one through three to a national average of 18 students" (Hopkins, 1999). William Harms defines a regular-sized class as a class of twenty-two to twenty-six students (2001).13

Based on the definitions above, a large class can be assumed to be a class with more than twenty-six students. In our country there a lot of schools that have more than twenty-six students in a class. It means some classes in Indonesia are large classes.

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1. **The Advantages and Disadvantages of Large Classes**

There are some advantages of large class sizes. Those advantages are as follows:

a. Such classes provide a much richer pool of human resources than do smaller or less mixed classes. The individuals have between them far more life experience and knowledge, more varied opinions, more interests and ideas- all of which can be used in classroom interaction.

b. There is educational value in the actual contact between very different kinds of people; co-students get to know each other's values, personalities and perhaps cultures, and thereby increase their own knowledge and awareness of others, as well as tolerance and understanding.

c. The fact that the teacher is very much less able to attend to every individual in the class means that in order for the class to function well the students themselves must help by teaching each other and working together; peer-teaching and collaboration are likely to be fairly common, fostering an atmosphere of cooperation.

d. These classes can be seen as very much more challenging and interesting to teach, and provide greater opportunity for creativity, innovation and general professional development.\(^{14}\)

\(^{14}\) Ur, Penny, op. cit., p. 305
On the other hand, large classes have several disadvantages:

a. Discipline; the students are uncontrolled in learning activities;

b. Correcting written assignments, can't keep up with the marking load;

c. Interest; the teacher cannot find topics and activities that keep learners all interest;

d. Effective learning for all; the tasks provided are either too difficult or too easy for many of learners;

e. Materials, it is difficult to find suitable material;

f. Individual awareness; teacher cannot follow the progress of all the individuals in class; and

g. Participation; only few students who respond actively to teacher questions.\textsuperscript{15}

It can be concluded that a large class tends to be crowded, and a crowded class will create problems such as noisy students, lack of attention by students, and less involvement of students in learning activities. However, such class is a desirable condition, immensely challenging to teachers' pedagogic creativity.

In addition, H. Douglas Brown said, large classes present some problems:

a. Proficiency and ability vary widely across students;

b. Individual teacher-student attention is minimized;

c. Student opportunities to speak are lessened;

d. Teacher's feedback on students' written work is limited.\textsuperscript{16}

\textsuperscript{15} ibid., p. 303

\textsuperscript{16}
2. The Teaching Solutions in the Large Classes

H. Douglas Brown said, some solutions teaching in the large classes:

a. Try to make each student feel important (and not just a "number") by learning names and using them. Name tags or desk "plate" serve as reminders in the early days of the course.

b. Assign students as much interactive work as possible, including plenty of "get-acquainted" activities at the beginning, so that they feel a part of a community and are not just lost in the crowd.

c. Optimize the use of pair work and small-group work to give students chances to perform in English.

d. Do more than the usual number of listening comprehension activities, using tapes, video, and yourself. Make sure students know what kind of response is expected from them. Through active listening comprehension, students can learn a good deal of language that transfers to reading, speaking and writing.

e. Use peer-editing, feedback, and evaluation in written work whenever appropriate.

f. Give students a range of extra-class work, from a minimum that all students must do to challenging tasks for students with higher proficiency.

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g. Do not collect written work from all of your students at the same time; spread it out in some systematic way both to lighten your load and to give students the benefit of a speedy return of their work.

h. Set up small "learning centers" in your class where students can do individualized work.

i. Organize informal conversation groups and study groups.\(^\text{17}\)

The main problem in the large classes is really very obvious; the individual learner is serious danger of being denied sufficient time for speech and, consequently, of spending a great deal of time listening to teacher talk. A secondary problem, related to this lack of time, is that there is the great danger that the learners and their teachers lose the sense of community. It is less easy for the teacher to remember names so that the lesson tends to become somewhat impersonal. Only the most skilful of teachers can maintain a good rapport within a very large classroom; learning can become boring and over-formal; the friendly chat (in English we hope) at the beginning of the lesson is less appealing and the flashes of humor less likely. In other words, the teacher is encouraged to use 'transmission' type of teaching and to adopt a lecturing role.

\(^{17}\) op.cit., p. 196-197
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the description of the research method used in the study. It includes the research design, subjects of the study, the research instruments, data and source of data, the techniques of collecting data, and the data analysis.

A. Research Design

This study is descriptive in nature. It is called descriptive because this study tries to describe the objective condition about classroom strategies in the large classes at SDN Bojongsari 01 Sawangan Depok. Since this study only focuses on specific school namely SDN Bojongsari 01 Sawangan Depok, it is also considered as a case study.

B. Subjects of The Study

The object of this study is SDN Bojongsari 01 Sawangan Depok. The subjects include the English teacher as main subject and the students of the fifth grade. There were 556 students who studied at SDN Bojongsari 01 Sawangan Depok which consist of 13 classes, namely 3 classes for the first grade, 2 classes for the second grade, 2 classes for the third classes, 2 classes for the fourth grade, 2 classes for the fifth grade, and 2 classes for the sixth grade.
There were 2 English teachers in that school, namely; Nihlah Fadhilah, S.Ag., and Andri. Both of them can be classified into part time English teacher. Nihlah Fadhilah, S.Ag teaches at the fifth and sixth grade, Andri teaches from the first grade until the fourth grade.

C. Research Instrument

The research instruments used include observation and documents of the teaching-learning process. In addition, interview guide was also used to complete the data needed.

D. Data and Source of Data

The data of this study were of four kinds:
1. The data about the classroom strategies conducted by the English teacher at SDN Bojongsari 01 Sawangan-Depok;
2. The data about the problems faced by the English teacher in managing the large classes at SDN Bojongsari 01 Sawangan-Depok;

The data about the classroom strategies conducted by the English teacher of SDN Bojongsari 01 Sawangan-Depok were obtained from English class activities, and teacher and were used to answer the first research question. And the data about the problems faced by the English teacher in managing the large classes at SDN Bojongsari 01 Sawangan-Depok were derived from the teacher, students, and English teaching-learning process to answer the second research question.
E. Technique of Collecting Data

There were three techniques of collecting data applied in this study; they are observation, documentation, and interview.

1. Observation

Observation technique is the main technique in collecting the data about the implementation of teaching English in the classroom during the teaching-learning process. It dealt with the activities of English teacher in presenting English materials to the students which included the use of classroom strategies, classroom organization, and procedures of evaluation. The observation was conducted 6 times for the English teacher in September – December 2006. In this case, the researcher acted as an observer who observed the teaching-learning process with being involved in the process. Therefore, this technique can be categorized as active-participant observation.

2. Documentation

Documentation technique was also used to record written data such as the qualification of the English teacher and teaching preparation made by the teacher.

The documentation technique was carried out by copying the school files about the educational background of the English teacher, including format training attended by them. The data needed were recorded from all documents and analyzed if necessary.
3. Interview

The researcher interviews the English teacher in teaching English in the large classes, dealing with her strategy of teaching. This technique was in the form of semi structured interview which means that the researcher held the interview guided containing the main points as the objective of the researcher. The topic of the interview could be developed in consonant with the responses of the interviewed subjects. This technique was used to interview an English teacher of SDN Bojongsari 01 Sawangan-Depok.

F. Data Analysis

The raw data obtained through observations, documentations, and interviews were analyzed in some ways as shown below:

1. Data From Observations

The data analysis was conducted by arranging the data obtained systematically, this was done to make it easier for the researcher to write the research report. Then the data were analyzed to answer research questions.

2. Data From Documentations

The data obtained from the documentations covered qualification of the English teacher and teacher preparation made by her, then the researcher analyzed whether the English teacher had the suitable educational background that is graduated from the English department and kinds of training she had related to her profession.
3. Data From Interviews

The data gained from interview used to confirm the data collected by the 2nd techniques previously. These data made the researcher more convinced what the teacher had done and stated. If there were any differences, the researcher asked the teacher for clarification and the result of the interview was used as the appropriate data.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research based on the data gathered during the investigation. In line with the research problems, it presents and discusses the research findings as follows: (1) classroom strategies, (2) the problems faced by the English teacher in managing the large classes at SDN Bojongsari 01 Sawangan-Depok. The findings are analyzed on the basis of the gathered data and the discussion is derived from the analysis of findings and theoretical framework discussed in chapter II.

A. Classroom Strategies Conducted by the English Teacher at SDN Bojongsari 01 Sawangan-Depok

Based on three times observation that have done by the researcher, he just saw one strategy that used by the 5th grade teacher at SDN Bojongsari 01. Here are the details of observation:
Figure 4.1. Material about At The Restaurant taught at September 26th, 2006

The figure 4.1 shows us that the English teacher organized the teaching-learning activity just focused on teacher centre. The pupils function can be categorized as passive learners.
Figure 4.2 shows us that English teacher managed the class in English teaching-learning activity, where all the students are locked into the same rhythm and pace, the same activity.
Figure 4.3 shows us that the teaching-learning situation, where a teacher-controlled all the class members is at the same time.

The classroom strategies used in teaching-learning process at SDN Bojongsari 01 Sawangan-Depok are not varieties. The strategies usually used by the teacher can be categorized as teacher center. In other words, where a teacher-controlled all the class members is at the same time. In running teaching-learning activity, the role of the teacher is as controller and assessor.

Besides that, the teacher just used a textbook as a teaching media and gave the individual assignment to the students.
Developed Classroom Strategies for the Large Classes Implemented by the Researcher

*Strategy 1.* Here the researcher was implementing pair work

In this meeting, the researcher organized two pairs of students to get turn taking to perform a short dialog in front of the class. The first pairs were female pairs; namely Retno and Krisna and the other ones were male; is that Lukman and Agung.

Here is the dialog script that performed in figure 4.2, Retno and Krisna were talking about music and dances at November 21st, 2006.

Retno : Do you like music?


Retno : You’re right. These are many kinds of musical instrument.

Krisna : I can play the piano, violin and drum.

Retno : Really. I like to listen to flutes and trumpets.

Krisna : Listen. That’s the song I like.

(The dialog material is adapted from “Learning By Doing” Grafindo book page 71)
The researcher divided the students into pairs for just 5 minutes; each student got more talking time during those 5 minutes than during the rest of lesson. Besides, the students can face and talk directly to one another, so it is much closer to the way we use language outside the classroom, pair work provides some varieties during the lesson. Two or three short pair work activities are a good way of breaking up the lesson.

Therefore, from the researcher’s point of view, then, some pair work to manage the large classes of the lesson is absolutely essential.
**Strategy 2.** Here the researcher was implementing Group Work

In this session, the researcher divided the class members into nine groups. Each group consists of 5 persons. They have discussed about their ability and disability. They used auxiliary ‘can’ to express it. Every group wrote the sentences that said by group members. For instance:

Nadia can dance, but she cannot play tennis.

Fadiel can play piano, but he cannot sing.

(The dialog material is adapted from “Learning By Doing” Grafindo book page 67).
Essentially, grouping is the organization of class members into small group to facilitate teaching-learning activity. It is potentially dynamic, because there are a number of different students to react to, to share ideas with and so on: exchange of information is sometimes more ‘natural’ in smaller-scale interaction. It is also an excellent way to encourage real students’ participation in classes.

**Strategy 3.** Here the researcher was implementing team teaching.

The researcher and his peer teacher, namely Muhammad Iqbal, managed English teaching-learning activity together. They organized the class simultaneously and shared the normal teaching responsibilities.

Figure 4.3. Material about modal auxiliary can taught at December 5th, 2006
Team teaching is one of the strategies for managing large classes. This might involve two teachers pooling classes and talents to organize different teaching activities.

The researcher concluded that the need for team teaching is stronger in managing the large classes.

B. The Problems Faced by the English Teacher in Managing the Large Classes at SDN Bojongsari 01 Sawangan-Depok

The large classes tend to be crowded, and a crowded class will create problems. There are many problems faced by the English teacher in managing the large classes. There were students who uncontrolled in learning activities, lack of attention by students, lack motivation students and environment, less involvement of students in learning activities and also it so difficult to build and English environment among of pupils themselves.
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion from the researcher based on the research done at SDN Bojongsari 01 Sawangan-Depok.

A. Conclusion

Based on the research conducted by the writer, then the writer concludes the following:

1. About Classroom Strategies in Teaching at the Large Classes

The classroom strategies used in teaching-learning process at SDN Bojongsari 01 Sawangan-Depok are not varieties. The strategies usually used by the teacher can be categorized as teacher center. In other words, where a teacher-controlled all the class members is at the same time. In running teaching-learning activity, the role of the teacher is as controller and assessor.

2. About the Problems Faced by the English Teacher in Managing the Large Classes at SDN Bojongsari 01 Sawangan-Depok

It can be concluded that a large class tends to be crowded, and a crowded class will create problems such as noisy students, lack of attention by students, and less involvement of students in learning activities.
B. Suggestion

Based on the conclusions above, so the writer gives suggestion about classroom strategies:

To gain teaching-learning objectives, the teacher should more use varies classroom strategies and make the allocation time for the English teaching longer and effective, so that students can achieve the better material understanding.
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