

Teachers' Strategies in Managing a Large Class in Teaching English at SMP Negeri 01 Tanjung Selor

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Submission date: 18-Oct-2023 10:47PM (UTC-0400)

Submission ID: 2200321808

File name: 258-Article_Text-815-1-10-20190103.pdf (454.98K)

Word count: 5654

Character count: 31460

Teachers' Strategies in Managing a Large Class in Teaching English at SMP Negeri 01 Tanjung Selor

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Abstract

Classroom management is an important concern for every teacher in making effective setting classroom in schools holds students together and offers them opportunity to achieving their goals in learning process especially in large classes with to much numbers of students. This research applied qualitative research. The subject of this research were the teacher's and students of SMP NEGERI 01 Tanjung Selor. The researcher conducted interview to collect the data. The researcher did some steps to analyze the data, namely; data condensation, data display, and conclusion drawing.

The result of this research showed that teachers mostly organize students into group during lesson, walk around classroom to check students work, set particular seating arrangement, address misbehavior and using variety of teaching method such as discussion, group work and group project to make students active during class. In addition, students' perception has significant relationship between teachers' strategies and students performance in learning English. The finding also showed that teachers has positive strategies in managing their class and the students enjoyed the method used by teachers during English lesson.

Keywords: *Classroom management, Large class, Teaching, English*

INTRODUCTION

Classroom management strategy is essential for all teachers since it occupies teachers with method that helps them discipline their students in comfortable, organized, attractive and respectful classroom environment (Regina 2014). This management skill is profoundly needed by teachers due to their roles as facilitator in the classroom ensuring the successful learning process. Transferring knowledge cannot be carried out when the class is not ready to process the lesson. When the students are still busy with their own business, it is hard for teachers to make the focus on studying. This is where the purpose of classroom management important for the teachers in determining students to get knowledge and able to understand the lesson in learning process. Classroom management implicate every aspect of what is happening in the classroom while a lesson is being taught. Not only how the teachers carry the lesson, but also how the teachers interact with the students and others in the classroom. So the most important skill that teacher should have in teaching and learning process is the strategies to manage their classroom to create effectively classroom environment and a good learning atmosphere [2].

From the description above it could be seen how important classroom management in the success of the learning objectives and the necessary of a teacher's skill in improving students learning activities. Unfortunately, not all teachers are able to manage their classes well, especially in large classes. Numerous teachers expect that a huge course is one of the most impediments to execute viable learning. Bahanshal (2013) claimed that teachers found it difficult when teaching large classes dealing with the communication problem, lacking teacher's control, lacking student's personal attention and ineffective learning group setting. Organizing, preparation and delivering a lesson may be found another challenge for the teachers in every classes as students aptitude might different. Treko (2013), explained that teachers face several problems dealing with large classes. First, hard for the teacher remember their student name. Second, the limited space to moved it made difficult for teachers to have an interaction with all students and only students who sit in the front that often-got attention from the teachers. Third, the lesson also cannot be conveyed properly to the students. Fourth, difficult for the teacher manage student behavior. Fifth, the condition of the large class made the teacher and students hard to have interaction during the learning process to set up creative and individual learning style because the situation is not supported. To solve the problems above, teachers are required to make creative strategies to create a classroom atmosphere that support teaching and learning activities. Classroom management is an important issue to investigate considering its role in ensuring effective learning process. Therefore, the researcher focuss on conducted a research on teaching English at SMP N 001 Tanjung Selor to see what classroom management strategy are used by the teachers and how the strategies help students to learn.

1. Literature Review

2.1 Classroom Mngement

Classroom management is an important concern of every teachers, making effective setting classroom in schools holds students together and offers them opportunity to achieving their goals in learning process. Consist of many interrelated and complicated dimension that arising from class and environment, Teachers need to analyze students' ability, learning style and strategies as the base line for teachers in deciding the most appropriate way of teaching. So that as classroom managers these ability and habit can help teachers' make classroom life effectively, academically productive, comfortable and enjoyable for learning [1]. Classroom

management provide students opportunities to learn all the things that teachers does in the class to manage the time, space, materials and keep student organized so that students learning can take a place in learning process [4]. Classroom management is not a skills that teacher must have to make classroom organize, orderly, focused, attentive, and keep on task during a class, but also a term of teacher strategy and manner to keep classroom situation conducive for students be able to cary out their maximum potential, which allows students to develop appropriate behavior patterns in learning process, so that students can feel they are in environment that allows them to achieve [5].

Furthermore Sadik & Akbulut (2015) define, classroom management is a skill that teachers need to have effective teaching activities. Classroom management become a process to the teacher for making decisions of class environment situation setting. For example, desk arrangement for conducive classroom, planning lesson to effective teaching process, using variety of teaching method to motivate student in learning and etc. So that classroom management are essential and use to solve the difficulty in the classroom, the strategies like rules, procedures, and routines are used to make sure that students active in learning. Moreover Merç & Subasi (2015) said that classroom management is an cooperation between teachers and school to make suitable rule for students in classroom site, it use to prosocial behavior and raise student academic engagement.

1.2 Large Class

Large class is class with too much number of students, in every country have different opinion about the large class. for example, members of one class in China and Indonesia has different number of students, students in China consist of 50-100 students or more is merely seen as a large class although it may appear as super large to others and Indonesia consist of 25-35 students in one class , however many teachers agreed that a classroom consist of more than 35 students is large [8].In addition [9] assumed that, large class has no exact size and has different number of students in every countries. In some countries 25-32 students containing in one class or per teachers is large even as in other countries is it normal and quite small. Teachers who usually teach 25-35 student can feels the class are large when the teacher must teach 50 or more students in one class, so the large class can be sure of teachers' perspective. Besides Brady (2013) claim that large class is a class contain of 30 students' in one class. Moreover, how many students given in one class or per teachers has been measured by student-teacher ratio.

From definition above, the researcher can conclude that large class is a class which contains more than 30 to 50 students' in one class and has dissimilar number of students' in every country. Its mean that what appears to count is not the size of a class but rather the quality of teaching, large class depend on the control and teaching context in classroom itself. Moreover Carolyne & Tchantchane (2010) said that, large class is a real challenge that every teachers face and realy complicated. Teachers are dealing with variety of student, class climate management, be short of flexibility, difficulty in control students crowded and behavior, hard to make relationship with students, learning class that hard to monitoring, and not easy to encourage students in learning activities.

2. METHODOLOGY

In this study the researcher focused on teachers' strategies in managing a large class and students' perception toward classroom management strategies used by teachers. In this case

the researcher used qualitative research approach with case study. According to Cresswell (2014), qualitative research is study of process understanding human problem or social to describe the meaning of individual or group happen naturally in social phenomenon. The qualitative rely on text and image data, have complex problem, draw on various design, giving detail information, and conducted in a natural situation. Additionally Abawi (2008) said that, The goal of qualitative research is to develop an understanding human problem and social from multiple viewpoints.

Furthermore, case study is a qualitative design in which researchers focus on a unit of study known as a single instance. The single instance is a bounded system, for example a community, a classroom, individual teachers or a school. A case study allows researcher to study phenomenon under investigation to understand a specific problem that occurs in everyday practice, that also can establish the cause and effect [13]. So that the design appropriated to use in this study, because researchers only focused on investigate the phenomenon in a school of SMP NEGERI 001 Tanjung Selor.

The subjects in this study were four teachers and eight students. The teachers are English teachers who teach in first grade (1 teacher), second grade (1 teacher), and third grade (2 teachers). The students are from three level classes, 2 students from first grade taught by Teacher A, 2 students from second grade taught by Teacher B, and 2 students from third grade taught by Teacher C and 2 students from third grade taught by Teacher D. It is important to note that the students are randomly picked by using lottery technique.

To collect the data, the researcher used interview guide with recording. Interview was conduct until researcher obtain the data, because researcher follow teachers and students schedule to make an interview. Every interview session took 10 until 15 minutes. The participants of this research are the teachers of English class and students of SMP Negeri 001 Tanjung Selor. Interview the participants aimed to see how the teachers manage a large class and students' perception toward strategies use by in teaching English.

Before conducting interview, the researcher prepared interview protocol. The researcher used personal interview. Personal interview focused on teachers and students divides, it means that the researcher interview one by one of the English teachers and the students. In this collection of data researcher used recorder as researcher media to recording teachers and students answer during interview. After that, the participant was interviewed about 10-15 minutes and then the researcher transcribed the result of recording into text/word. Furthermore, the researcher transcribed the recording and prepared for data analysis.

According to Gastmans, Bryon, Denier, & Casterle, (2012) data analysis could be defined as the process of bringing the order, structure, and interpretation to gathering of collected data. In this research, the researcher used a qualitative data analysis technique. The data would be analyzed through qualitative data analysis on the basis of the research questions. Qualitative data analyzed without using number.

To collected qualitative information from data such interview English teachers and students', through recording of interaction among both of interviewee and interviewer in SMP Negeri 001 Tanjung Selor here are three activities on data analysis; Tran scripted video recording in to text/word, **data reduction, data display, and conclusion** drawing/ **verification**. As discussed in data collection section, the sources of data in this study, namely: interview guide. The followings is the process of data analysis according to [15] :

1) Data condensation. After Tran scripted the recording into text or word, the first stage in analyzing qualitative data here involved condensation. Data condensation consist to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full body of written-up interview transcript. After all data has collected the researcher places all units having the same data together, categorized the data base on the same characteristic and throw un-useful data to be easier to read in data display.

- 2) **Data Display.** After reducing the data, next step was displaying the data. Display the data is the collection of information which arranged and gives possibility to get the conclusion and take the action. By displaying the data, the data would be organized, arranged. Therefore, it made easier to be understood. In data display, the researcher arranged the data found in table and figure to see the whole picture of teachers' strategies and student's perception which distribution.
- 3) **Drawing and Verifying Conclusion.** In this last step data analysis drawn conclusion. Here, the researcher began to observe the data found. The researcher examined all entries with the same code and then merges these categories and finding the relationship among the categories. Then, it continued to tell the stories and to make connection among stories. The researcher compared the finding with previous research findings and theories in Chapter 2. Finally, the researcher got the result and conclusion of the research.

3. FINDINGS AND DISCUSSION

A. Research Findings

Regarding to the purpose of the study, the discussion focuses on 1) English teacher's classroom management for large class,

Research Question : How do English teacher's manage large classes in teaching English at SMP N 01 Tanjung Selor ?

To find out the strategies used by teacher's in managing a large class in teaching English, the researcher undertook interview. The researcher interviewed four English teachers who teach in SMP NEGERI 01 Tanjung Selor, the interview consists of eight questions revealing teacher's strategies in managing a large class in teaching English. The eight questions represent teaching strategies and classroom management strategies of the teachers.

The following explanation will show the result of interview.

1) *Strategies used by English teachers*

In teaching and learning process, the teachers used six strategies; Discussion, Games, Presentation, Individual Task, Group Project, Question and answer for effective learning, as it is displayed in the following figure;

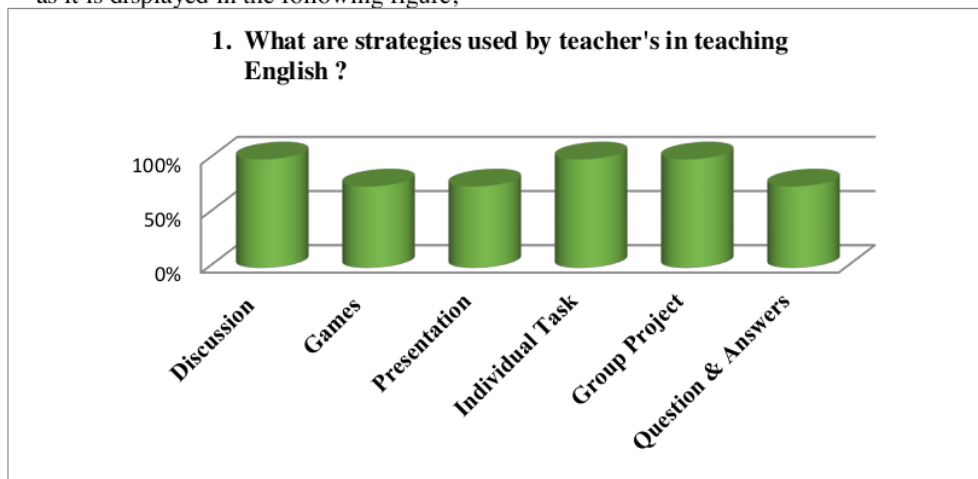


Figure 4.1.1.1 Teacher's strategies in managing a large class in teaching English

Overall, from the transcript above it shows that teacher's in SMP NEGERI 01Tanjung Selor that have been interviewed by the researcher using variety of teaching method in teaching

English, they are: Discussion (100%), Games (75%), Presentation (75%), Individual Task (100%), Group Project (75%), Question and answer (75%). Moreover teacher's in SMP NEGERI 01 Tanjung Selor that have been interviewed by the reseacher answer more than one strategies. The aimed to make students can enjoy, understand and follow the lesson. Related to the strategies used by the English teachers, all of English teachers mostly used discussion strategy and individual task, as it is admitted by all participants. On the other hand, the teachers also applied other strategies such as games, presentation, group project and question and answer method.

2) Teacher's strategies in arranging students during learning process

In managing students during the learning process, the teachers commonly applied three strategies; organizing students in group, giving individual task and reminding students to follow the class rules, as it is displayed in the following figure;

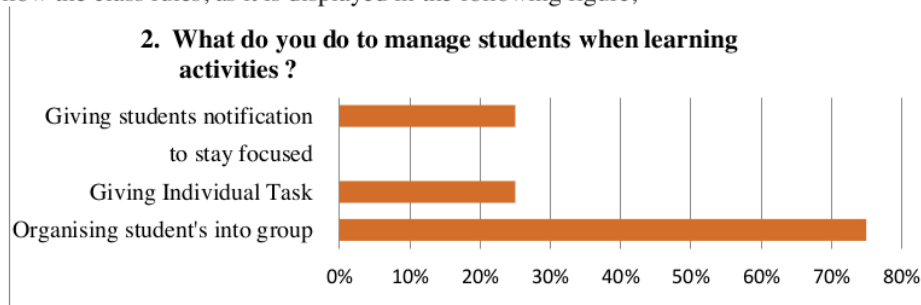


Figure 4.1.1.2 The ways teacher's organize student's during class

In teaching process teacher's need to keep classroom for effective learning, related to that reason the data found three method that teachers used to manage their class. They are: 1) Organize student's in to group (75%), 2) Giving student's individual Task (25%), 3) Giving students notification to stay focused (25%). As it is shown in data above, teachers have their own way in arranging student's during lesson, but in generally used is teachers organize students' into group (75%) this way admitted by and the other such as; organize students into group makes teachers easy to control them during lesson and as students facilities to share their knowledge and communication with members group. In addition, teachers gave them individual task when learning English to minimize disturbance in classroom and giving students notification to makes them stay focus with the lesson.

3) Teacher's Technique in Checking Student's work

To checking students assignment during the learning process, the teachers commonly applied three strategies; walk around classroom, observation sheet, cheked student's book assignment, as it is displayed in the following figure;

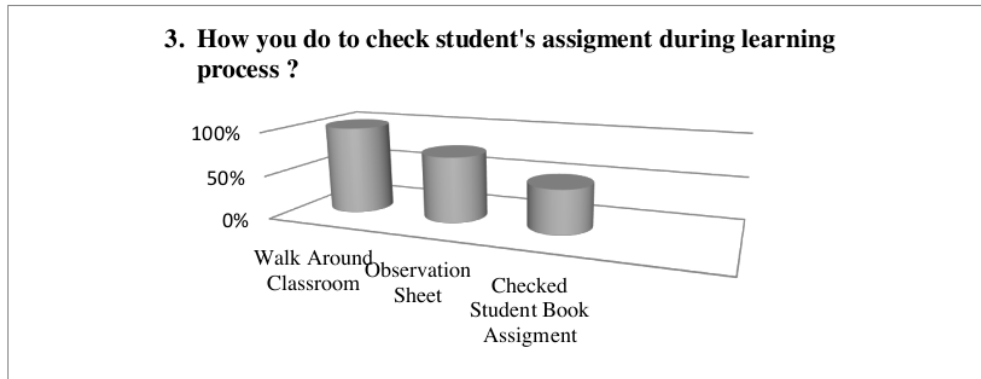


Figure 4.1.1.3 Teacher's technique to check student's work during lessons

The data above show that all teachers regularly walked around the classroom during lessons to check the student's work (100%). Besides using column observation (75%) and checked student book assignment (50%) is kinds of teacher's method when they checked student work during English lesson. The teacher's predominant used three techniques to checking student's work during class. First, walked around classroom to see student's work (100%), second is used observation rubric to know student's development about the lesson (75%) and the last is checking student's book one by one to know student's comprehension about the lesson.

1) Seating Arrangement

Teaching in such big classroom which can actually accommodate 30 students', teacher's had typical seating arrangement strategy. The teachers are usually seating classroom in various type (100%) it is to make comfortable classroom environment for their student's in learning activity. Teacher's in SMP NEGERI 01 Tanjung Selor always arrange students seating arrangement in learning process with kinds of shape, such as U, make a circle, and seat in the floor. It aims to make students enjoy and feel comfortable to the lesson, besides in seating arrangement teachers always follow students request about shape that they want.

2) Treating Students' Destructive Behavior

To control students misbehave in the class, the teachers commonly applied two strategies such as adress students misbehaviour (100%) and mix misbehaved students with silent or smart students when teaching process, to make students achieve the learning goals, as it is displayed in the following figure;

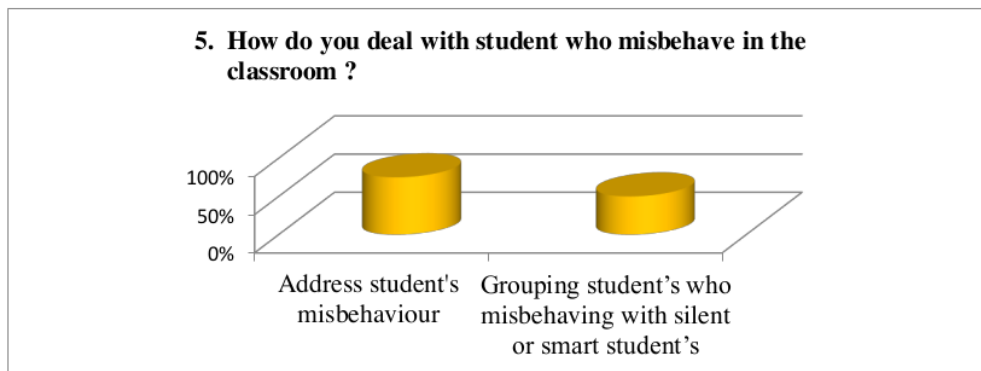


Figure: 4.1.1.5 Address student misbehavior

Effective learning process affects to student's acquisition in learning a lesson, because of that teacher's need to keep classroom from disruption during class. One of trouble that always happening in classroom is busy class because of student's as trouble maker. To overcome this problem teacher's in SMPN 01 Tanjung Selor have two ways to cope this. The strategy are: addressing student's misbehavior (100%) and mixing students who misbehave with their friend who is silent or smart (50%) to keep classroom orderly.

1) Teacher's effort in maintaining conducive learning atmosphere

For conducive learning environment during class each teacher's in SMP NEGERI 01 Tanjung Selor have their own strategy to creat comfortable learning environment for their students. It aims to make students enjoy the lesson and can follow teachers rules also active during English class, as it is displayed in the following figure;

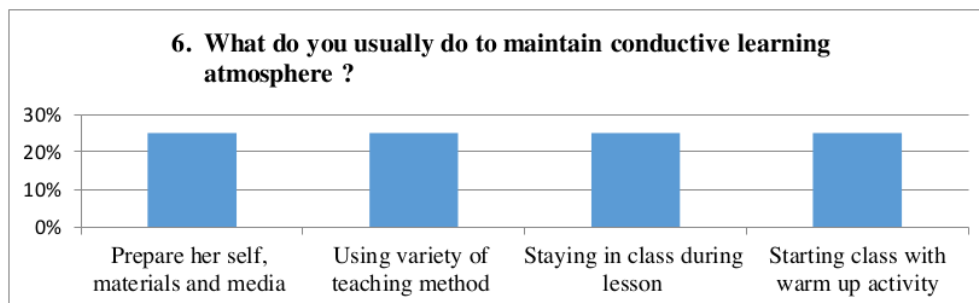


Figure 4.1.1.6 Teacher's routines in classroom management

As to be seen in the chart above every teacher's has they own way to motivation their student's in learning English they are: Prepare herself, materials and media (25%), using variety of teaching method (25%), Staying in class during lesson (25%) and starting class with warm up activity (25%).

1) Teacher's Startegies in Encouring Students' in Learning English

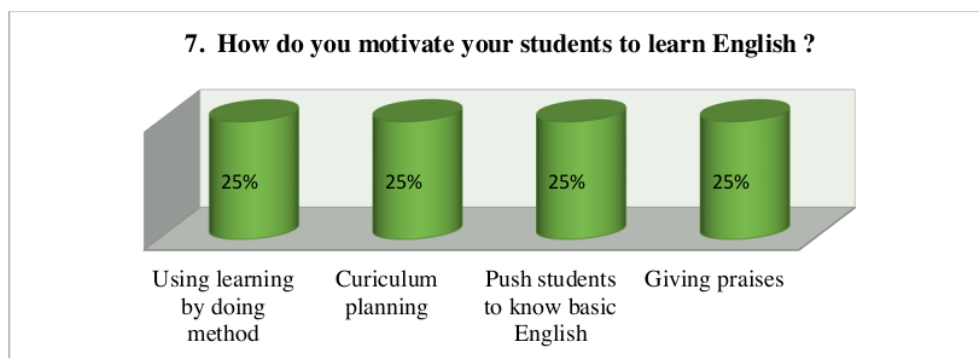


Figure 4.1.1.7 Strategies to motivation student's in learning English

Motivation is an important aspect in learning process that can encourage students to like learning and spirit them. So that a teacher in teaching and learning process have to know how to motivate their student's in learning a lesson especially in learning English as foreign

language. Show in graphic above teacher's in SMPN 01 Tanjung Selor has their own trick to motivate their student's in learning English. The strategies are: Using learning by doing method (25%), Curriculum planning (25%), Pushing students to know basic English (25%), and Giving praises (25%).

2) Teacher's Efforts in Increasing Students' Learning Activeness

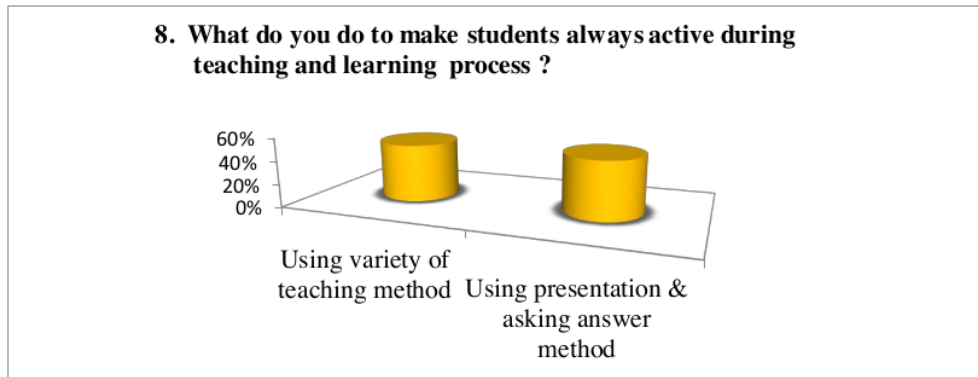


Figure 4.1.1.8 Strategies that teachers used to make student's active during lesson

Success in learning process is when student can give, they full attention to their teacher, because of that teacher need to create good atmosphere in classroom environment during class to make student interesting about the topic and active follow the lesson. Related with that, researcher found two strategies that commonly used by teacher in SMPN 01 Tanjung Selor that make students active in learning activity such as using variety of method (50%) and applied presentation & asking answer method (50%).

Overall, from the transcript above there are so many kinds of method that teacher's used during teaching English. Researchers found that teachers mostly applied; discussion, games, presentation, giving individual task, and group project as their teaching strategies. Moreover the teachers manage their students when learning process mostly by; organising students into group, in cheking students work during class the teacher's walk around classroom, using observation sheet and checked students book assigment. Moreover, teachers arrange students in various shape of seating arrangement such as circle, U shape, and sitting on the floor. To deal with students misbehavior in the classroom teachers addressed student's misbehaviour by calling their names and grouped students who are silent or smart student's with the misbehaved ones in maintaining conductive learning atmosphere, each teachers have their own strategies such as preparing her self, material and media, using variety of teaching method, staying in class during lesson, starting class with warm up activity.

In addition, seventh question about how the teachers motivate their students in learn English, teachers also has their own ways to motivate their students, such as; using leraning by doing method, prepare curriculum planning, push students to know basic English and giving students praises. The last question is how the teachers make students always active during class and the teachers answers two strategies they are using variety of method (50%) and applied presentation & asking answer method. In conclusion, there are so many strategies that teachers used in teaching English, but the commonly applied in learning process as teaching strategies is discussion, individual task and group project. Besides classroom management

strategies applied by the teachers is organize students into group, walk around classroom to check students assignment, address students misbehaviour, using variety teaching method and using presentation and asking answer method to make students active during class.

4.2 Discussion

Research Question : How do English teachers manage large classes in teaching English at SMP Negeri 01 Tanjung Selor ?

Rido, Nambiar, & Ibrahim (2016) finding has become the researcher reference to investigate teachers' strategies in managing a large class in teaching English. They found that teachers strategies in manage large class are; organising students into groups/pair, walk around the classroom, seating arrangement and address misbehavior. They also found if teachers used wide variety of teaching technique, the common method used were; scaffolding, discussion, games, drawing/writing, presentation, individual task, focussing on speaking skills, using handout, and utilizing board/colorful markers and whiteboard. Therefore, some similar issue is also found in this study. Based on interview result, 4 teachers in SMP NEGERI 01 Tanjung Selor who had been interviewed by the researcher admitted that strategies used by them in managing a large class during English lesson are organizing students into group during lesson, walk around classroom to check students work, seating arrangement with kinds of types, addressing misbehavior and using variety of teaching method to makes students active during class.

Moreover, the researcher found a lot information about teacher's strategies in managing a large class in teaching English. Mostly, teachers in SMP NEGERI 01 Tanjung Selor used discussion, games, presentation, individual task, group project, and question and answer teaching technique in teaching large class especially in teaching English. Teaching English in large class that very challenging encourages teachers to be more creative in how to manage and create an interesting classroom environment for learning process. So that in teaching English teachers used variety of teaching technique in which can motivate students and make them enthusiastic in every session of learning. These techniques engage learners in communication and the emphasis is on working together, characterized by performance-oriented learning through group discussion. Learners cooperate, learn from each other, and help each other. At different times, students may be working alone as well, for examples while preparing ideas before a presentation and completing listening and writing tasks [16].

Regarding the big number of students in class, researchers found teachers always consolidate students into group during lesson, organize students into group is one of priorities in how the teachers manage their class, group learning makes teachers easier to monitor most of the class action when learning or do assignment and saves teachers time. Besides Bahanshal (2013)believe if group work producing an interactive model of teaching/learning process where there is a great interaction between teachers and students and among classmates in the shape of group work. Moreover, teachers also give warning and individual task to students for detract disturbance during class. In addition, Mansor et al., (2012)found creating good design classroom environment for positive and supportive learning environment can help students to achieve their learning goals. Related with that, teachers in SMP NEGERI 01 Tanjung Selor make the same strategies in teaching English, they make good design classroom environment in seating arrangement. Teachers seating arrangement with different kinds of shape, such as U, circle, neutral and seating on the floor, the aims to makes students keep enjoy the learning process and easier to control all students action during class.

Furthermore Sieberer-nagler (2016) said in his finding walk around at regular intervals in the class to observe the students behavior or checking students work is useful strategies to monitor students when they in work or to handling troubles during class. As it is, teachers in SMP NEGERI 01 Tanjung Selor used the same strategies in teaching English, they walked around classroom to check students work, they also used column observation as they tool to know students achievement and check students assignment to see students understanding about the topic. Moreover, to keep an effective and positive classroom environment teacher always address student's misbehavior during lesson to make students pay attention with their work and stop to bothering their friend. Moskowitz (1968) cite in Rido et al.,(2016)believes that addressing students' misbehavior is one of the ways to help improve their attitudes. To accomplishing student's achievement in learning, teachers also mixed students who silent with noisy student to subtract disturbance and/or mixed smart student with student who less understanding to help students in learning and have more knowledge about the subject from their friend. Because usually students feel shy to ask the teachers about what they do not understand.

However, some strategies may be different from that of previous studies due to the goals of the teaching of English and the context of the study. For example; giving warning and individual task to organize students during class, used observation column and check students assignment book to check students work, mix students misbehave with silent or smart students to overcome students problem maker. Teachers also have their own strategies to creating classroom run well such as prepared they self, material and media before teaching, stayed in class during lesson to make classroom orderly and starting class with warm up activity. In addition, to motivated students in learning teachers also used learning by doing method, prepare curriculum planning to improve students English, push students to know basic English and give praises to students who finish their work.

CONCLUSION

Based on the result of the study, there are some strategies that used by teachers to manage large class in teaching English such as; organise students into group during lesson, walk around classroom to check students work, seating arrangement with kinds of types, adress misbehaviour and using variety of teaching method to makes students active during class. Regarding to the student's perception toward classroom management strategies used by English teachers, students perception has significant relationship between teachers strategies and students performance in learning English. The finding showed teachers has positive strategies in manage their class and the students enjoyed teacher's method during English lesson.

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