

CHAPTER 1

INTRODUCTION

This chapter presents following sub-topics: (1) background, (2) problems of the study, (3) objectives of the study, (4) significance of the study.

1.1 Background

English is the most developing language used in the world. It has the different position in every country. First, English is the official language which is used in more than 70 countries (Yang as cited in Albalawi, 2015, p. 1; Reddy, 2016, p. 179). In addition, Cook (2015) argues that English is employed as the second language in virtually some countries. Then, English is utilized as foreign language in some countries such as Rusia, China, and Indonesia (Crystal, 2003,p. 5). Therefore, English is the most growing language which has the status as foreign, and second language.

As the first foreign language in Indonesia, English is important to learn due to some reasons. According to Crystal (2013), first, English is needed for work because many companies have criteria for employees to master English. He also states that English is substantial to learn because it is used in international relation as lingua franca. Next, Laufer (2008) states that English is important because it is taught at schools and universities. Besides, the scientific papers published must be in English. Then, Jenkins (2015) also adds that English is essential to be learned because 80% of the world's electronically stored information is in English. Finally, Harmer (2007) mentions that English is necessary to learn is because most airports around the world will reveal signs in English language.

In learning English, classroom management is important for teacher in teaching and learning English due to several functions. First, Brown (2001) claims that classroom management use to keep the students organize, orderly, focused and productive during a class, as a consequence teachers must have knowledge of classroom management. In addition, he also adds that it also includes maintaining classroom discipline such as addressing misbehavior and giving rewards and punishment. The last, Nunan (2000) adds that teachers have to know about classroom management properly, since it influences the teachers to build and maintain workable system in the classroom.

However, classroom management is influenced by the class size, there are some opinions from expert about that, such as: Brown (2009) states that class size will affect teaching and learning activities, such as on classroom management and assessment. Wilson (2002) defines that class size will influence the activities in teaching and learning process. Wilson (2006) also adds that different type of class sizes will also have different impacts on teaching. In short, the number of student will give influence to the teaching and learning process in the classroom. .

Additionally, teaching in a large class causes several problems. The first is teachers' problem. Hayes (1997) adds that there are five problems faced by the teacher in large classes such as: discomfort, control, individual intention, evaluation and learning effectiveness. The second is students' problem. Brown (2001) states that large classes give some problems that comprise of proficiency and ability well-known across students, individually teacher-students attention is minimized, student opportunities to speak are lessened, and teacher's feedback on student's written work

is limited. The third problem is managing classroom. Rohin (2013) mentions that large classrooms indicate students-teacher ratios. It means that class with too many students make teachers are unable to control, manage, and evaluate them. Many teachers assumed that large classes are difficult to managed, because inside the classroom there are too many students and it is difficult to control. He also states that large classes created lack of communication, discipline, assessment, and individual attention. In addition, the last problem is teaching problem. Harmer clarifies that big classes can be quite intimidating for inexperienced teachers (as cited in Ara and Hossain, 2016, p. 295). In short, large classes created some problems in the classroom.

In relation to large classes, I had an experience in facing a large class. The English class had more than a dozen students with a small class will give bad influence to the students and also teacher, for examples: hot, uncomfortable, noisy, difficult to move, hard to communicate, lack of attention etc. From that experience the researcher was interested to do the preliminary study at State Islamic University of Raden Fatah Palembang in English Education Study program. Large class happened in this University and the lecturer had problems when they taught in a large class. This is proven by the interviewed with the staff administrations of English Education Study Program by asking some questions about the class size. Based on the interview, it was found that the numbers of student in each class starts from 28 till 40 students. Then, I also interviewed a lecturer in English Education Study Program at One State Islamic University in South Sumatera. The lecturer had been working in English Education Study Program in this University for 3 years. Moreover, the

lecturer taught 4 classes in each semester with 8 credit hours. She revealed that usually there were 28-35 students in each class and it was categorized as large class (Brown, 2001). In addition, she confirmed that she faced some problems when she taught in these classes. She found some disadvantages on teaching the classes. Additional, I also interviewed 5 students in English Education Study program. In conclusion, classes at One State Islamic University in South Sumatera are categorized as large class therefore, the lecturer faced some problems related to the class size.

Regarding the problems stated previously, there were some previous studies related studies related to this matter. First, Ali (2012) showed the main problems faced in managing the large size of English language teaching classes includes discipline, individual attention, and teacher-student relationship. Boboy(2017) found out that the teaching performance decreases such as: lack the appropriate knowledge, class time and the suitable conditions to teach the students in large class. The last, Hadi and Arante (2015) mentioned seven challenges which the teacher encountered when he was teaching English in large classes. These include the difficulties related to 1) evaluating and providing individual feedback; 2) controlling issues (discipline); 3) learning effectiveness and learning outcomes; 4) engaging students to the lesson; 5) using of local language by the students; 6) reducing interest (motivation) to learn English; and 7) paying individual attention.

In brief, there are many problems faced by teacher in teaching and learning English in large class, it was supported by the findings of the previous studies and my preliminary study. Those previous study and preliminary study took an important role in designing this research. And the circumstance had brought clear consideration to

my study to analyze further. Moreover, this research has not been investigated frequently in Indonesia especially in State Islamic University Raden Fatah Palembang. Therefore, I want to find out the challenges of teaching and learning English in large class in English Education Study Program in State Islamic University of Raden Fatah Palembang and how the lecturers in English Education Study Program at State Islamic University of Raden Fatah Palembang cope with the challenges. Thus, it can help lecturer to find a solution to make students learn better in future.

Based on the explanation above, I am interested in conducting a research in the different sample to find out the effects of large class on teaching and learning English with the title **“The Effects of Large Class on Teaching and Learning English: An Investigation of the Lecturers’ Perception in English Education Study Program at State Islamic University of Raden Fatah Palembang”**.

1.2 Problems of the Study

The following questions provided a guide in the process of data collection to find answers to the problems:

1. What are the challenges of teaching and learning English in large class in English Education Study Program at State Islamic University of Raden Fatah Palembang?
2. How do the lecturers of English Education Study Program at State Islamic University of Raden Fatah Palembang cope with the challenges?

1.3 Objectives of the Study

The purpose of this study is to provide views of lecturers of English Education Study program on large class and its effectson teaching and learning English at the State Islamic University of Raden Fatah Palembang.

The study specifically to investigate the following objectives:

1. To find out the challenges of teaching and learning English in large class in English Education Study Program in State Islamic University of Raden Fatah Palembang.
2. To investigate how the lecturers in English Education Study Program at State Islamic University of Raden Fatah Palembang cope with the challenge.

1.4 Significance of the Study

The results are expected to give benefit both theoretically and practically.

1. Theoretical benefit

The result of the research can be used as input in large class, especially the effects or challenge in large class in teaching and learning English.

2. Practical benefit

a. For the Lecturers

It is hoped that the lecturers will be more creative in teaching the students. The lecturers should improve their creativity in developing the teaching learning activities in the large class to help the students understand the lesson or the material. The lecturers should be able to create and uses various media in teaching English in large classes to the students.

Besides, the lecturers should be able to describe the time effectively and efficiently, so there will be a balance between that for presenting the material and that for doing the exercise or practice. The teacher neither should nor reduce the available time or the English lesson either.

b. For English Education Study Program

As in institution which produces teacher to be, the State Islamic University of Raden Fatah, an especially it's English language education department, should develop the students' awareness of the importance of English teaching and learning, especially in relation with large classes so that when they become teachers they will have high sense of sensibility.

c. For other researcher

Since the research is only aimed at describing the challenges in large classes in teaching and learning English and how to cope with the challenges, it was necessary to conduct further research to complete the research. The researcher recommends further research in the attempt of improving the English teaching learning effectiveness in large classes.

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