

THE DIFFICULTIES OF ENGLISH TEACHING IN BIG CLASS GROUPS
(Case Study of Lecturers of English Department of STAIN Salatiga
in The Academic Years 2003/2004)

THESIS

Submitted to the Board of Examiners in Partial Fulfillment
of the Degree of Educational Islamic Studies (S.Pd.I)
In the English and Educational Department



Compiled by :

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ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY
STATE ISLAMIC STUDIES INSTITUTE OF SALATIGA

2003

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The Lecture of Educational Faculty
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ATTENTIVE COUNSELOR NOTES

Salatiga, December 20 2003

Case : Sri Haryanti's Thesis

Dear
The Head of State Islamic
Studies Institute of Salatiga

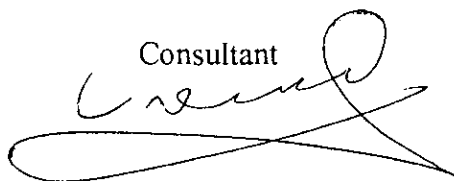
Assalamu'alaikum Wr. Wb.

After reading and correcting Sri Haryanti's thesis entitled THE DIFFICULTIES OF ENGLISH TEACHING IN BIG CLASS GROUPS (Case Study of Lecturers of English Department of STAIN Salatiga in The Academic Years 2003/2004)

I have decided and would like to propose that if it could be accepted by educational faculty I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Consultant



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STATEMENT OF CERTIFICATION

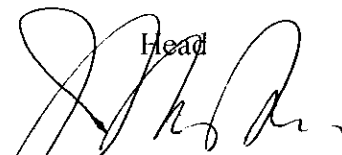
THE DIFFICULTIES OF ENGLISH TEACHING IN BIG CLASS GROUPS (Case Study of Lecturers of English Department of Salatiga in The Academic Years 2003 / 3004)

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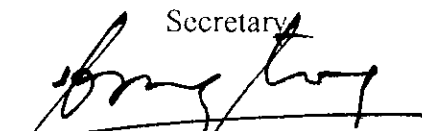
Has. been brought to the board of examiners in January, 05th 2004 M / 126th Dhulkaidah, 1424 H, and hereby considered to completely fullfillment of the requirement for the degree of Sarjana in The English and Educational Faculty.

Salatiga, January, 05th 2004 M
Dhulkaidah , 16th 1424 H

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MOTTO

“So, face your face to religion, (the choice) of the nature of Allah has created human on the nature. There is no change on the nature of Allah. It is the straight religion, but must human don't know it”. (Q.S. Ar-rum : 30)

“All you need in this life is ignorance and confidence and the success is sure”

DEDICATION

1. *My dearest mother and father and, who teach me to love Allah and knowledge, thank for your sacrifices.*
2. *My dearest brother and sister, A. J. Ryan Wibowo, M. Bahrudin's family and Sri Hartati's family thankful for your motivation, kindness and love.*
3. *My soulmate Aa Ruhnul Falah thanks for giving me spirit to face reality of life.*
4. *All of my friends in English Department '99.*

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Thank to Mr. Badwan as the of State Islamic Studies Institute (STAIN) Salatiga. I also thank greatly to Mr Sa'adi M. Ag as the head of the English Department and guidance and help in solving my problem concerning the writing of the graduating paper. I also extend my deepest gratefulness to Mr. Hammam, Mr. Hanung Triyoko, Mrs. Woro Ratnaningsih, Mr. Ari Setiawan S.Pd for your giving knowledge and especially Mr. Ruwandi who give support and help to me.

To my families in Simo City, there is no more word left in this world to express, I am sign thank to you all. Cause attention, guidance and encourage material and spiritual and love in my life, especially in the finishing this thesis more than enough.

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To Mr. Son Haji's family and Son's Club (Mbak Eni S, mbak isna, mbak Eni PA, mbak nurul, mbak nisa', maya, retno, wiwin, ipeh, chati, jumairoh, nana, anelia, uun, umi, susi, miftah, isti, nanik and kalimah thank for your kidding and kindness. To my friends; habib, rasyid, kesy, katun, minoer, dian N S and LIKITA'S friends (kusna, eni, hafidz, sahal, anshori, etc) thank for your kidding, kindness and motivation.

Thank also to all sides who help me, it is impossible for me to mention one by one here, for the help, suggestion and guidance.

Also we have efforted as maximum as possible in finishing this thesis, but the writer is sure that there many lack in this thesis. Therefor, the writer hopes the critique and suggestion for the completion of this thesis be able to give the function for the writer and the readers.

Salatiga, December 2003

The writer

Sri Haryanti

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Educationalists have long acknowledged the crucial role that language plays in the child's education, though there is no general agreement on the precise relationship between language and education. In the learning process, language and education are inseparable. Language is used as device to transfer science from a teacher to a student and vice versa. Learning such as we have described which has no basis of logic, is generally inefficient learning. Such learning is highly specific and the learner finds it difficult to transfer to a different situation. He will also have difficulty if he goes wrong since he will be unable to examine the logical structure of his activity or the material he is working with to see where the fault is.

Although human learning generally makes use of the logical connections between phenomena, it does not always so. For example, situation arises in a school where the teacher may adopt different methods of teaching. He may, on the one hand, teach students to solve a given problem by helping them to see its logical structure or he may get them to follow a set procedure which will produce a solution without their comprehending the underlying

logic of their activity. There would be happen classrooms is that the dialogue taking place between teachers and students are the educational process.¹

Suppose that the teacher has planned that the students should prepare a dialogue and then act it out, after which there is a reading text and some exercises for them to get through. The teacher has allowed twenty minutes for dialogue preparation and acting out. But when the students start working on this activity, it is obvious that they need more time. The teacher then discovers that they would like to spend at least half the lesson on just the acting out phase which they are finding helpful and enjoyable. At that moment, he or she has to decide whether to abandon the original plan and go along with the students' wishes or whether it is better to press ahead regardless.²

In most teaching, language is likely to be used to provide a preliminary idea of task. It will then be used to suggest methods of doing the job. It can be used to cue the learners as he is actually attempting the task. In the learning of motor skill language will be augmented by the use of teaching models, since imitation of movement can often take place quite difficult to follow. Through teaching language, students progressively develop the capacity for abstraction and generalization. That is, they learn to think in more and more abstract terms. It is quite clear then, that language will be of great importance in the treatment of big classes.

¹ Cohen, L and Manion, L, *A Guide to Teaching Practice*, Methuen, London, 2nd Edition, 1983, page 153.

² Harmer, Jeremy, *How to Teach English*, Longman, England, 2001, page 5.

One of the greatest enemies of successful teaching, especially in big classes, is student boredom. This is often caused by the deadening predictability of much classroom time. Students frequently know what is going to happen in class and they know this because it will be the same as what happen in the last class and whole string of classes before that. In such cases, the teacher faces students in larger groups. It is likely to be noisy and some teachers feel that they lose control. Losing control is nightmare for teachers. The lesson will slip away from them, that they can not control because of the atmosphere of classroom. The students may arrive in class late and fail to do any homework. And, whatever the causes of this behaviour, a problem is created.³

Because of the facts above the writer is interested in researching about **THE DIFFICULTIES OF ENGLISH LANGUAGE TEACHING IN BIG CLASS GROUPS (Case Study of Lecturers of English Department of STAIN Salatiga in The Academic Years 2003/2004).**

B. The Statement of The Problem

An impressive body of information on learning theory has been built up this century, it has largely been derived from carefully controlled experimental situations. For this reason, the writer formulates the problems in relation to teaching language in big classes as follows :

³ *Ibid*, page 11.

1. What are the difficulties of English language teaching in big classes which are faced by English lecturers ?
2. How do they overcome the difficulties ?
3. What technique should be used to solve the difficulties?

C. The Objective of The Problem

1. To know the difficulties of English teaching in big class groups faced by English lecturers.
2. To obtain the factors which induce the difficulties.
3. To obtain the solution which is made by the lecturers.

D. The Benefit of The Problem

1. This research can be used to control English teaching in big class group.
2. This research can be guidance for English teachers, as like :
 - a. To know the key concepts on English language teaching.
 - b. To improve the teaching method for the English teaching and learning process.

E. Limitation of The Problem

According to the title of this research, the writer limits the problem into the following :

1. The general definition of English teaching

English is an international language. Most countries use English as language for communication. To communicate with other people who use foreign language, we must be able to speak it, especially English language. English consists of four basic skills. They are listening, speaking, reading and writing.

Whereas, teaching is a process of conveying material by using method, approach and technique in order to get the objective. From the description above, English teaching is a process of conveying English material through a certain skills and objectives.

2. The general definition of big class groups

Big class groups are those content of large groups. Grouping in the classroom will influence the condition of teaching learning interaction. A group of twenty-five cannot have the free and open discussion necessary to reach consensus ; because of its size, they must be guided to some extent, which reduces the involvement of the participants. ⁴

F. Literature Review

A pioneering study in the field of classroom language is Barnes.⁵ His concern was to record the whole language environment of a first year class

⁴ Weinstein, Yelon, *A Teacher's World : Psychology in the Classroom*, International Student Edition, 1983, page 358.

⁵ Cohen, L and Manion, *op. cit*, page 155.

during their first half-term in a comprehensive school with a view to investigating the ways in which a teacher's language might impede rather than facilitate learning because of the terminology or style used. He was thus interested in both spoken and written language, and also in the student as a producer and receiver of language.

Like Barnes earlier study, Missilery's work takes extracts of classroom dialogue and subjects them to perceptive analysis. Unlike Barnes, however, he is more concerned with showing how different cognitive strategies as well as different values and norms are carried in the language used, chiefly in the structure of teacher's statements and in the types of exchange developed between them and the students.

In this case, the writer would describe systematic approach to the study of language in big classes. When the teacher wants to teach language in big classes, he should organize classroom situation by creating class discussion and work groups as well as individually. However, for class discussion it is possible to use work groups as part of open classroom.

G. Methodology of Research

This research is a field research, called qualitative participatory research in which the writer collects data from the available books. The qualitative researcher is said to look through a wide lens, searching for patterns of interrelationship between a previously unspecified set of concepts.⁶

⁶ Brannen, Julia, *Mixing Methods: Qualitative and Quantitative Research*, Avebury Brookfield USA, page 4.

1. Data Collecting

The writer uses the research procedures to obtain empirical data required to profit materials for analysis. There are :

a. Observation

In such transcription, Dingwall (personal correspondence) notes how important it is to record descriptions rather than mere impressions. In practice, this means that we should always try to note concrete instances of what people have said or done, using verbatim quotations and 'flat' (or unadorned) descriptions.⁷ To collect the data, the writer observe the condition of lecturers, officials students and facilities in STAIN Salatiga which have influence teaching-learning process.

b. Interview

It is a basic mode of inquiry. Recounting narratives of experience has been the major way through out recorded history that humans have made sense of their experience.⁸ The subject of this research are the lecturers of English Department of STAIN Salatiga.

⁷Silverman, David, *Interpreting Qualitative Data*, SAGE Publications, London, 1993, page 39.

⁸Seidman, I.E, *Interviewing as Qualitative Research*, Teachers College Press, New York, page 2.

They are Dra. Woro Retnaningsih, M.Pd. Hammam, S.Pd, Ruwandi, S.Pd, Hanung Triyoko, S.S. Ari Setiawan, S Pd and Maslihatul Ummami, S.Pd.

2. Data Analysis

All the data will be analyzed by using reflective method. These are thought spreading of researcher to take account an object and analysis the extern and intern aspect through the substance on new context by interview and observation. This research is merely to find out the difficulties of English language teaching in big classes

H. The Organization of The Problem

The organization of the problem as follows :

Chapter I Introduction

- A. The Background of the Problem
- B. The Statement of the Problem
- C. The Objective of the Problem
- D. The Benefit of the Problem
- E. Limitation of the Problem
- F. Literature Review
- G. Methodology of Research
- H. The Organization of the Problem

Chapter II Review of Related Literature

- A. Theoretical Framework

1. The Definition of Teaching
 2. The Objective of Teaching
 3. Teaching Preparation
 4. The Characteristic of Good Teaching
 5. English Teaching
- B. Big Class Groups
6. The Term of Big Class Groups
 7. Ideal Class Groups for English Teaching
- C. The difficulties of English Teaching in Big Class Groups

Chapter III Research Methodology

- A. The Types of Research
- B. Research Question
- C. Data Collection

Chapter IV Research Report

- A. The Research Description
- B. Data presentation
- C. Data analysis
- D. Interpretation

Chapter V Closure

- A. Conclusion
- B. Suggestion

Bibliography

Appendix

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Definition of Teaching

Teaching cannot be defined apart from learning. Nathan Gage notes that “to satisfy the practical demands of education, theories of learning must be ‘stood on their head’ so as to yield theories of teaching.” Teaching must be guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹

According to Webster’s Third New International Dictionary, teaching means to present in a class lecture or discussion.²

Teaching ideally involves the systematic arrangement of a learning environment using relevant principles of human learning matched with the learner’s existing capabilities so as to produce change as economically and effectively as possible. The fact that much teaching is attempted without conscious understanding of the principles of human learning. Without teaching, the appropriate conditions for learning to take place rarely obtain in human beings. Without learning changes would be very limited. Man would be unable to survive without it.

¹ Brown, H Douglas, *Principles of Language Learning and Teaching*, Prentice Hall, Inc., New Jersey, 1980. page 8,

² Webster’s Third New International Dictionary, *Encyclopediu Britanica*, Inc., 1981

Wherever anyone tries to teach, he makes a deliberate effort to structure the environment so as to facilitate learning. Lack of knowledge of the optimum ways of doing this will render his efforts less effective and in some cases futile. But teaching will become more predictably effective if the teaching acquire knowledge about the factors influencing human learning.

2. The Objective of Teaching

In teaching learning process, a teacher has a schedule for his activity in the classroom. This process would be success when teaching learning interaction in classroom is indicated by the availability of various components. One of the component is the objective of teaching.

The appropriate teaching objectives, either general teaching or specific teaching objectives can be investigated through each teacher individual's lesson plan because both of which is formulated inside. Teachers, for the reason, must be accustomed to and skillfull to compose them to produce the best teaching goals –the general and the specific– which are significantly different. The former shown the general skills which will be achieved and the latter describes the specific goals wanted, so the second one must be more practical. Teachers, therefore, must be able to identify the difference between them, and formulate them, in the best way.

However, what is important in teacher education into develop the ability to relate theory to practice in different ways, to use personal theories in practice, to infer personal theories from practice, to use and reconstruct public theories, to generate personal theories from public ones and to generate public theories from personal ones.³ The teaching objectives which are going to be achieved after the interaction ends, a teacher will always be trying to help his pupils to acquire certain skills, to learn new concepts and very likely to develop certain attitudes to life and to learning.

In this case, there are seven class groups of objectives, as follows :

- a. to develop the students' intellectual powers through the study of another language;
- b. to increase the students' personal culture through the study of the great literature and philosophy to which the new language is the key;
- c. to increase the students' understanding of how language functions and to bring them, through the study of another language, to a greater awareness of functioning of their own language;
- d. to teach students to read another language with comprehension so that they may keep abreast of modern writing, research and information;
- e. to give students the experience of expressing themselves within another framework, linguistically, kinesically and culturally;

³ Kennedy, Chris, *Theory in Language Teacher Education*, Longman, England, 2001, page 15.

- f. to bring students to a greater understanding of people across national barriers, by giving them a sympathetic insight into the ways of thinking of the people who speak the language they are learning;
- g. to provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or career contexts, with the speakers of another language and with people of other nationalities who have also learned this language.⁴

3. Teaching Preparation

To present instructional materials well, teachers need select the most appropriate method to be applied. The methodological selection process commences when they propose lesson plan. Since there are sorts of methods they must be conscientious to identify before considering the use of a certain method. The main consideration of course is based on what kind of domains they want to teach and what kind of skills they emphasize and would like to achieve.

Exactly the method used has always attached when teaching learning process is being prepared, so the choice of the appropriate method is crucial step. It starts from the very beginning when teachers construct their lesson plan. They have to consider what sort of methods they want to make use. It cannot be designed coincidentally and directly when the class is going on, so they should choose accurately.

⁴ Rivers M. Wilga, *Teaching Foreign Language Skills*, The University of Chicago Press, Chicago. 1981. page 8

In the consideration, they should realize that there is no best or worst methods. It has its superiority as well as inferiority. One method may be perfect for a certain material but it is counter productive for the others. To adjust their appropriateness, teachers may consider what kind of subjects, domain, the level of difficulties and the students' innate ability. To implant the affective domain they could not choose lecture or speech rather than demonstration or simulation, take for example, lecture, then, will be tedious for students and is not efficient for teaching - learning process. Through this consideration, they could find the best method used or applied.

Teachers facilitate learning and take advantage of the natural curiosity of students by presenting material in ways that are meaningful to the student and that enhance the student's self-image through providing opportunities for achievement.⁵ Presenting instructional materials in classroom is not as simply as somebody assumes. Exactly, the most instructional materials tend to be boring; teachers, however, must be qualified to reconstruct, decorate and cover the instructional material weaknesses in order that they look important to study and is easy to understand. As a matter of fact again, they are necessary to reconsider a few aspects as different students' characteristics or traits, intelligence, speed in studying and to adjust them with instructional materials.

⁵ Weistein, Yelon, *A Teacher's World : Psychology in the Classroom*, International Student Edition, 1977, Page 312.

Considering the method used is another teacher's duty, the best method consideration cannot be undertaken at glance for it will bring about a big influence towards the success of the instructional material presentation. It means presentation will be efficient if the selected method is appropriate, and yet, it will be fail because of the un-appropriate method used. Without agility and adequate skill, teachers may easily depress when preparing the ideal method for teaching learning interaction.

In teaching preparation, teachers may not forget to review several elements which influence in the application of the method such as the domains they want to achieve, the different potential of the students, the availability of teaching aids and also environmental condition.

4. The Characteristic of Good Teaching

According to Samuel Ball, the five steps in teaching a lesson are :

- a. Preparation (old ideas consistent with new ones to be taught are brought into the focus of the mind).
- b. Presentation (the new material is given to the student in manner).
- c. Association (the new and the old are put together in the student's mind).
- d. Generalization (a new rule, principle, or statement is formulated)
- e. Application (the new a "apperception mass" is practiced through activities and exercise).⁶

⁶ Davitz, R.Joel and Ball, Samuel, *Psychology of the Educational Process*, McGraw-Hill Book Company, New York, 1970, page 7.

To discuss about good teaching, it never omits the teacher it self. Oliver and Shaver discussed the characteristics of jurisprudential teachers in terms of intellectual orientation with attitudes toward students. With regard to orientation toward subject matter, the teacher must (be) :

- 1) Open to the exploration of ideas;
- 2) Able to think in other than categorical terms;
- 3) Able to tolerate the conflict of ideas and ideals;
- 4) Able to recognize values embedded in controversies; Have a tentative, probabilistic view of knowledge⁷.

5. English Teaching

However it may be, English teachers in our country should not remain passive or give up at efforts to try improvements. Considering that a teacher plays a crucial role in the classroom, he can improve the result of teaching English such as by improving his mastery of English and his methods of teaching the language, by making more use of visual aids in the classroom, and most possibly by studying linguistics. Not at all people agree that linguistics contributes and has some relevance to language, while the latter is more practical in nature and is more a matter of skill.

One of the reasons why linguistics is important for language teaching is that the relationship of the two can be likened to the

⁷Shaver, P. James, *Handbook of Research on Social Studies Teaching and Learning*, Macmillan Publishing Company, New York, 1991, page 224.

relationship of knowledge about the car or the engine so that he can drive it more dexterously and how to overcome some engine trouble in case he has to face it.⁸

English is not the first foreign language introduced into the curriculum of our schools. During the Dutch colonial time the language of the ruler was of course a compulsory subject which had to be taught in government schools. The way of studying language in the past is often said to be unscientific. But, recently, people know that study language is useful to communicate with others, especially in English.

B. Big Class Groups

1 The Term of Big Class Groups

At the previous chapter, the writer has described about big class groups. It is namely large group in the classroom, for about 15 – 30 students. A group is not just any collection of people. It is also not necessarily any collection of people brought together in a single place; students have no choice about either school attendance or placement in a particular class, but neither attendance nor class placement creates participation in a group. It consists of people who are working together and interacting with each other in pursuit of some common goal.⁹

⁸Ramelan, *Introduction to Linguistics : for Students of English in Indonesia*, IKIP Semarang, 1984, page 9.

⁹Weinstein, Yelon, *op.cit.*, page 327.

When people think of teaching and learning they frequently conjure up a picture of students sitting in rows listening to a teacher who stands in front of them. To teach in big class groups, teachers' role is needed. It would influence the outcome of educational institution.

First of all, teachers plan teaching - learning process through the selection of the method which will used, plan teaching materials from the curriculum interpretation, plan to use teaching aids, plan the students' role supposed, and plan the kind of environment wished.

2 Ideal Class Groups for English Teaching

The ideal class or the ideal size for most group project is probably five or six. It is namely small group for English teaching. However, a teacher moves around in the classroom, then, will depend on his or her personal style, where he or she feels most comfortable for management of the group, how he or she feels it easiest to manage the classroom effectively, and whether or not he or she wants to work with smaller group.

In organizing these groups, typically take five steps :

- a. They divide a large group –the class- into small groups, usually of about five.
- b. They provide a task, usually designed (and preferably, tested) ahead of time for the small groups to work on.
- c. They reconvene students into a plenary session to hear reports from the small groups and, acting as referees, help students negotiate a consensus of the group a whole.

- d. Acting as the class's local representative of a larger relevant knowledge community, they lead students to compare the class's plenary consensus with the current consensus of the knowledge community that the teacher represents.
- e. They evaluate explicitly the quality of students' work.¹⁰

C. The Difficulties of English Teaching in Big Class Groups

The difficulties are :

1. It does not help members of the group develop a sense of belonging. It does not encourage cooperation in which students may be able to help and motivate each other.
2. Individual students do not have much of a chance to say anything on their own.
3. Many students are disinclined to participate in front of the whole class since to do so brings with it the risk of public failure.
4. It is likely to be noisy, some teachers feel that they lose control.
5. It may not encourage students to take responsibility for their own learning.
6. Communication between individuals is more difficult in a group of twenty or thirty than it is in groups of four or five.

¹⁰ Drs. Juz'an, M.Hum, et. al., *Buku Kenangan Wisuda Ke-12 STAIN Salatiga*, Panitia Wisuda Ke-12 STAIN Salatiga Periode September 2003, page 63.

CHAPTER III

RESEARCH METHODOLOGY

A. The Type of Research

A methodology is a general approach to studying a research. In the stage of research, the writer uses qualitative methodology. According to Mullen and Iverson, qualitative methods are used to interpret the meaning of both participants and non-participants, those who designed the intervention and those who carried it out, and the multiple realities of each in a given situation.¹

The type of research is qualitative which is small numbers of texts and documents may be analyzed for a very different purpose. The aim is to understand the participants' categories and to see how those are used in concrete activities. In this case, the subjects are the lecturers of English Department in STAIN Salatiga who have teaching skills appropriate with each field.

There are four methods used by qualitative researchers. They are observation, analyzing, interview and transcribing.²

These methods are often combined. The writer will combine observation with interviewing in this research.

¹ Morse, M. Janice, *Qualitative Research Methods*, SAFE Publication, London, page 69.

² Silverman, David, *Interpreting Qualitative Data : Methods for Analyzing Talk, Text and Interaction*, SAGE Publication, 1993, page 9.

1. Observation

Observational studies have been fundamental to qualitative research. The writer will suggest three stages to organize an observational study :

a. Beginning Research

One way to assemble data is to begin with a set of very general question. For example : What is going on here ? What do people in this setting have to know (individually and collectively) in order to do what they are doing ? How are skills and attitudes transmitted and acquire, particularly in the absence of intentional efforts at instruction ?

Already here, the questions are guide by a particular theoretical focus on people's knowledge and skills. This emerges out of a set of assumptions common to many field researchers. These assumptions may be crudely set as follows :

- 1) Common sense is held to be complex and sophisticated rather than naïve and misguided.
- 2) Social practices rather than perceptions are the site where common sense operates, the focus in on what people are doing rather than upon what they are thinking.

- 3) Phenomena are viewed within such inverted commas. This means that to understand how any phenomenon is locally produced through the activities of particular people in particular settings.³

b. Looking as well as listening

In a setting, the writer knows that casual enjoyment and informality as one appropriate. So, it will be the instructions as a part of observational study in this research. These are :

- 1) Select a setting in which the lecturers do their teaching activities.
- 2) Make a sketch map of the site. What sort of activities does the physical lay-out encourage, does it discourage or is it neutral towards ?
- 3) How do the lecturers approach of teaching English in big class groups ?
- 4) Is there any difference methods for their teaching activities ?
- 5) How do the lecturers use the technique to make good condition in teaching – learning interaction ?

c. Writing field notes

In the field researcher, always make notes as supplement of the data, while she does not use electronic recordings (audio or videotapes). In practice, this means that the researcher should always try to note concrete instances of what the subjects have said or done.

³ *Ibid*, page 37

In order to get authentic data, the writer has to make schedules for the observation. These observation schedules have to be modified to make them appropriate to the obvious complexities of language teaching, where language is the content as well as the medium of instruction, where more than one language may be used, and where, as in pronunciation practice, all the learners may need to have a chance to try to produce the same answer to exactly the same question, sometimes simultaneously in big class groups situation.

The observation instrument (as the refinements of the basic tools) seem not to have caught on quite as much as one might have expected, however. One possibility is that some researchers cannot bear to use anymore else's observational schedules. There may be some truth in this position, and certainly the researcher have called attention to the proliferation of marginally responsible possibility that deserves consideration. On educational research, the writer tries to keep the link between fundamental research and teaching English. Fundamental research needs fully developed, reliable observational instruments and analytic system. Teaching English, on the other hand, can do very well with relatively approach, method and technique, ones that can be taught quickly to novice teachers and then used by them in their own teaching. In big class groups they should make classroom situation well from teaching – learning process, in order to reach teaching objectives target.

2. Interview

Qualitative interview studies are often conducted with small samples and “open-ended” questions which the most effective route toward this end. The aim is usually to gather an authentic understanding of people’s experiences. In this research, the lecturers are as the interviewees who connect with English teaching process in big class groups. This interview study highlights the advantages of qualitative research in offering an apparently “deeper” picture than the variable-based correlations of quantitative studies.

Interviewing research takes a great deal of time and, sometimes, money. The researcher has to conceptualize the project establish access and make contact with participants, interview them, transcribe the data and the work with the material and share what he or she learned.⁴

The point of this practice project is to experience interviewing and being interviewed and to see whether the connection of process possibilities. To know how a person affects the interviewing and how difficult it is. Stay quiet and let another person speak while at the same time being an active listener and following up on what the participant has said. The writer becomes aware of issues of control and focus.

⁴ Seidman, I.E., *Interviewing as Qualitative Research*, Teachers College Press, London, 1991, page 5.

B. Research Question

Some theorists would that any hypothesis or research question, by definition ought to come directly from a theory which makes predictions that can be empirically tested by some sort of classroom investigation. This theory provides the rationale for theory-first procedures of the scientific method, assumes that the main point of research is to test theories by finding out if the theory correctly predicts what actually happens.⁵

In this case, the write predicts that many lecturers will find out some difficulties of teaching language in big class groups, then she should test this prediction to see if it holds. If the result does not bear out the prediction, then it is possible that the theory is wrong, or least that it needs modification, as long as the research findings cannot be shown to have been unduly influenced by problems in the study's design or data analysis.

While the theory-first position often a reasonable source of research ideas, there are two problems with this way of looking at where research questions come from, some researches feel that number lessons are such complex affairs that it is virtually impossible ever to control the number of different variables that could be bias the results of any attempts to test a particular theory-driven prediction. For these reasons, among others, the classic experimented design produced my not be as in classroom research as they have been in other fields of scientific inquiry.⁶

⁵ Allwright, Dick and Bailey M., Kathleen, *Focus on The Language Classroom*, New York, Cambridge University Pres, 1991, page 36.

⁶ *Ibid*, page 37.

The second problem with putting first theory is that it misses the point that theories themselves have to come from somewhere. In the field of language teaching it is common for classroom experience to suggest issues for research and this research helps to build up a theoretical position, from the field and therefore helps to develop emerging theories.

But classroom research does not always have to concern itself so directly with theories at all, whether to test them or to illuminate them. Instead, classroom research can be directed at trying to understand and dealing with the immediate practical problems faced by teachers and learners. Any thoughtful teacher will be curious about what is going on in the classroom.

C. Data Collection

The writer collected the data from the result of observation and interview. However, the writer should organize an observation with the research object and make interview with the lecturers of English Department in STAIN Salatiga. As sets of equipment in observation, the writer has to know about the condition of teachers, officials and students.

1. The Teachers

In teaching learning process, teachers have important roles. Their existence is always needed in every school or educational institution. They will give material of subject. There are 76 lectures of STAIN Salatiga in the academic year 2003/2004. They are as follows :

TABLE I
THE LECTURERS OF STAIN SALATIGA

No	Name	NIP
1	Prof. DR.H.Zuhri, M.A	150182686
2	Drs. H.M.Zulfa, M.Ag	150177821
3	Drs.H.Sukari Tamsir, M.Pd	15038785
4	Drs.Badwan, M.Ag	150198743
5	Drs.H.A. Nurhadi Jamal	150110489
6	Drs.A.Mahzumi, MA	150203325
7	Drs. H. Komari Alwan	150068737
8	Drs. Masykur Minan, M.A	140182685
9	Drs. H.M. Banani	150170134
10	Drs. Pratomo	150028375
11	Drs.H. Fachrudin, M.A	150057781
12	Drs. H. Nasafi	150207971
13	Drs. Imam Sutomo, M.Ag	150216814
14	Drs. H. Budiharjo, M.Ag	150218366
15	Drs. Abdul Mujib	150177293
16	Drs.Machfudz, M.Ag	150231363
17	Drs. Imam Baihaqi	150231365
18	Drs. Djoko Sutopo	150231366
19	Drs. Sumarno Widjadipa	150223794
20	Drs. Mubasirun, MA	150242800
21	Drs. Djuz'an, M.Hum	150240106
22	Dra. Dj. Islamiyah, M.Ag	150234070
23	Drs. Muh. Saerozi, M.Ag	150247014
24	Drs. Sa'adi, M.Ag	150256821

No	Name	NIP
25	Dr. Rahmat Haryadi, M.Pd	150254238
26	Drs. Mansur, M.Ag	150267027
27	Drs. Kastolani, M.Ag	150267026
28	Dra. Woro Retno N. M.Pd	150262646
29	Drs. Taufiq Muin, M.Ag	150254299
30	Drs. Bahroni	150268911
31	Dra. Urifatun Anis	150254189
32	Dra. Siti Muhtamiroh	150260199
33	Dra. Sri Suparwi	150262167
34	Dra. Ulfah Susilowati	150267134
35	Dra Siti Asdiqoh	150267136
36	Dra Nurhasanah	150268213
37	Drs. Miftahudin, M.Ag	150268215
38	Drs. Adul Syukur, M.Si	150268212
39	Hamam, S.Ag	150276928
40	Drs. Ahmad Sultoni	150284602
41	Dra. Maryatin	150284764
42	Dra. Siti Zumrotun	150285551
43	Adang Kuswaya, M.Ag	150289446
44	H.Sidqon Maesur, Lc	150289733
45	Miftahur Rif'ah, S.Ag	150285015
46	Drs. M. Choderin	150262884
47	Mufiq, S.Ag	150276927
48	Drs. H. Alfred L. M.Si	150250488
49	Dra. Hj. Lilik S.,M.Si	150245903
50	Haryo Aji Nugroho, S.Sos	150295508
51	Rofiin, M.Ag	150293625

No	Name	NIP
52	Desi Trisnawati, SE	150293627
53	Benny Ridwan, M. Hum	150296097
54	Heni Satar Nurhaida, SH	150293628
55	Suwardi, S.Pd	150295657
56	Muna Erawati, S.Psi	150293624
57	Hanung Triyoko, S.S	150295146
58	Winarno, S.Si	150295147
59	Munajat, S.Ag	150293626
60	Moh Khusen, S.Ag	150295148
61	Dra. Siti Farikhah	150234916
62	Hikmah Endraswati, SE	150301295
63	Evi Ariyani, SH	150301294
64	Luthfiana Zahriani, SH	150 303025
65	H. Muh. Irfan Helmy, Lc. MA	150299660
66	Abdul Aziz N.P, MM	150299337
67	Ruwandi, S.Pd	150301297
68	Maslikhah, M.Si	150302272
69	Widiyanto, M.Ag	150299659
70	Hammam, S.Pd	150301298
71	Peni Susapti, S.Si	150301293
72	Jaka Siswanto, M.Pd	150299493
73	Agus Waluyo, M.Ag	150302522
74	Tri Wahyu Hidayati, M.Ag	150302215
75	Fatchurohman, S.Ag	150303024
76	Achmad Maimun, M.Ag	150289271

After we use the table, we can get lecturers who teach English according to their qualification. They are :

- a. Drs. Sa'adi, M.Ag teaches in the first and the third semesters.
- b. Dra. Woro Retno N., M.Pd teaches in the fifth and the seventh semesters.
- c. Hanung Triyoko, S.S teaches in the third and the seventh semesters.
- d. Ruwandi, S.Pd teaches in the fifth semester.
- e. Hammam, S.Pd teaches in the first, the fifth and the seventh semesters.

Besides the lecturers above, there are part time lecturers who teach in English Department of STAIN Salatiga, as follows :

- a. Drs. Supriyanto teaches in the first semester.
- b. Diah Nugraheni, S.Pd teaches in the third semester.
- c. Dra. Widyastuti teaches in the fifth semester.
- d. Dra. Sri Haryanti teaches in the fifth semester.
- e. Muchtar Arifin, M.Lib teaches in the seventh semester.

2. The Official Staffs

To manage the educational activities, every institution needs official staffs. It is expected that every activity can be performed effectively and efficiently, so that the goal of teaching can be achieved. Based on the result of direct observation found that the number of official staffs in the institution year of 2003/2004 is 35 people. They are :

TABLE II
THE STAFFS OF STAIN SALATIGA

No	Name	NIP
1	Drs. A. Bahrudin, M.A	150207769
2	Subadi, S.Pd	150102800
3	Drs. Jumadi	150261455
4	Muti'ah	150102798
5	Muhtarom Efendi, SH	150191600
6	Muzayin, S.Ag	150245570
7	Mazaim Al-Anshori	150250306
8	Umi Sahlil, SE	150286416
9	Diyah Rohati, SE	150284765
10	Tarmizi Agus, S.Ag	150256424
11	Masduki	150102 799
12	Hadi	150267137
13	HM Nursyahid	150102801
14	H. Karjan, S.Pd	150223756
15	Samadi	150190277
16	Sukardi	150102804
17	Tafsiri	150268789
18	Abdullah	150230014
19	Moh Muttaqin, A.Md	150289958
20	Sudiyanto, SH	150262443
21	Dra. Imaniarsih	150301296
22	Supardi, S.Si	150301299
23	M. Abdul Haq	150302221
24	Badrul Munir	150302222
25	Muh. Amin, S.Ag	150316816

No	Name	NIP
26	Sutrisna, S.Ag	150316945
27	Yahya, S.Ag	150317611
28	Mukti Ali, S.Ag	150318262
29	Ahmad Maemun, M.Ag	150289271
30	Yedi Efriadi, M.Ag	150318023
31	Faqih Nabhan, SE,MM	150321618
32	Norwanto, S.Pd	150321407
33	Munjiatun, S.Pd.I	150321262
34	Tejo	150320098
35	Kusmono Yudha S	15032112

The official status of them is institutional employees. They are hoped that the duties which are given to them can be done well so the officials can help the educational activities.

3. The Students

There are 280 students of English Department of STAIN Salatiga in the academic year 2003 / 2004 . They consist of 58 students of the first semester, 55 students of the third semester, 64 students of the fifth semester, 52 students of the seventh semester, 48 students of the ninth semester and 3 students are 11th and 13th semester. Every semester has two class groups.

4. The Facilities of STAIN Salatiga

To develop the quality of education, teaching learning process equipment and facilities have the main role in the educational process. The institution must try to fulfill them. So, the teaching learning process

can be succesful. Especially in English department, they have language laboratory for conducting teaching – learning process. The students do not always go to the laboratory, they can go to the classroom for studying English.

In the classroom, there are students' chairs, a table and a chair for a lecturer, a whiteboard and electric lamp.

Other facilities are the library and internet website. The library is one of major supporting facility to fulfil scientific information needed by the students. Meanwhile, the library could become an assessment of quality in the institution.

The interview was conducted after the observation. The writer interviewed the English lecturers who have been teaching in English Department as representatives to get the clear information and opinion for this research.

In doing the research, the writer used the following procedures : collecting the data, reducing the data, analyzing all collected data, and triangulation.

D. Data Presentation

According to the interview sheet (appendix I). These are the interview results from the interviews, as follows :

1. Name : Dra. Woro Retnonigsih, M.Pd
Graduate of : Muhammadiyah University of Surakarta

Subject : Metodologi Penelitian Pendidikan, Writing I, Writing II, Writing III.

- a. She has ever joined a training as an English teacher in Senior High School at Surakarta. Since 1993, she has been teaching English in STAIN Salatiga and STIE Surakarta. According to Mrs. Woro, teaching is an interaction between teacher and students. take and give information and the teacher is not the only of information sources (WR.,STAIN Salatiga,Nop.13th,2003). For preparing material, she makes teaching design as like planning of teaching or syllabus for the subject matter.
- b. The classroom situation is complete enough, however, the ideal class is 1:15 students. The percentage of active students is about 10%. from year to year have a same active students (WR.,STAIN Salatiga,Nop.13th,2003). For conveying the subject matter, she uses one instructional technique and she could not use two ways communication yet.
- c. To make students comprehend, she gives assignments in the last teaching and makes direct question to the whole class groups. In teaching English, she finds the difficulties, such as lack of teaching instruments, for example : picture, flashcard, etc. To overcome the difficulties; she copies the materials and then gives to the students, she encourages the students in order to be autonomous and become an inovative students dealing with the discipline which have learned.

d. The relationship between teacher and students have many inhibiting factors, such as : organizing learning contract is not suitable with the situation of students, lack of socialization about the schedule, for example, organizing of teacher training that is not suitable with the schedule. It would change the schedule in teaching-learning process too (WR.,STAIN Salatiga,Nop.13th,2003) These are the external factor that could impede teaching-learning process, as follows :

1) Lack of coordination in English Department lecturers, because the lecturers is limited, so there are not subject distribution.

2) The students change and special course are not available yet in English Department.

e. In adult learning process, ideally, the students have motivation by themselves to increase their skills in learning English. In fact, they still have assumption that lecturer as a central figure in teaching-learning process. In spite of this, the teacher hopes for it happen take and give information. The situation of STAIN Salatiga is enough conducive for organizing teaching-learning process, but the lecturer could not apply the discussion technique because of large groups in the classroom (WR., STAIN Salatiga, Nop 13th, 2003).

2. Name : Hammam, S.Pd

Graduate of : Muhammadiyah University of Surakarta

Subject : Structure III, Vocabulary II, Pshycholinguistics, English for Specific Purposes.

- a. He graduated from English Department of UMS at 1997. His first teaching experience is as lecturer assistant in *Tarbiyah* Faculty of UMS at 1996. According to Mr. Hammam, teaching in big class group is very difficult because he has to chose the best method for organizing good class situation. For preparing material, he has to read more than two books as teaching reference and makes course out line and hand out.
- b. He teaches more than 20 students in every class. It is called big class group, but he can assess to students to have good respon in teaching-learning process. To teach the subject, he uses peer group learning as a technique to master language skills, because according to him, to teach language is not only teaching the knowledge but also teaching its skills.
- c. For about 70% - 80% students can understand the material by giving quiz or questions in the end of lesson (Hm., STAIN Salatiga, Nop 14th, 2003). He found some difficulties, such as :
 - 1) Difficult to determine the method
 - 2) He cannot give the same chance to the students
 - 3) He cannot control the students development maximally.To overcome the difficulties, he does :
 - 1) Take home assignment
 - 2) Role play

d. From the internal factor, he find out perception that the students consider the relationship between lecturers and students are just limited in the classroom and vice versa. Besides of this, many lecturers still continue their post graduate program. These are the external factor :

- 1) The curriculum / syllabus is out of date.
- 2) Hardware are not available.
- 3) Lack of coordination with the administration team.
- 4) Communicative English Course cannot be held well, there is no wall-paper and English magazine.

e. These are unconducive situation, such as :

- 1) Public space is limited, there is no cafeteria and students' activity centre for language training.
- 2) The library is not representative yet.
- 3) The atmosphere of students' activity are more political nuance than academic one.

3. Name : Ari Setiawan, S.Pd
 Graduate of : Muhammadiyah University of Surakarta
 Subject : Design of Language Teaching

a. He graduated from teacher training faculty at 1999, and started teaching in 1995 as economycs teacher. He thinks that it is better to teach in small group for about 20 students, more than 20 is not effective. For preparing material, he uses syllabus, rule of the game and assesment.

b. The capacity of classroom is big enough. It should be 20 students in classroom design for micro-teaching. The students' interaction should be improved. They do need to some support, encouragement and intuition (AS., STAIN Salatiga, Nop. 15th 2003). He teaches by mixing theories and practices, giving presentation, discussion, tutoring and field research.

They do not have any good comprehension yet. The difficulties are : class management and lack of media (OHP). To overcome it, by providing some rules, such as : reading habit, writing paper and presenting it.

c. From the internal factor : lack of reading habit and concervative. The external one : lack of facilities in teaching-learning process and the schedule of lecture does not on time, it becomes accidental institution (AS., STAIN Salatiga, Nop. 15th, 2003).

d. The situation is conducive but not supporting. The students are still poor in language skill ability is still limited and CEC cannot improve their skills.

4. Name : Ruwandi, S.Pd
 Graduate of : Tidar University of Magelang
 Subject : Methods of Language Teaching

a. He graduated from Tidar University at 1987, then started teaching there until 1988. He became lecturer in STAIN Salatiga since 1999. To teach in big class groups, he feels stressful. For preparing material; he reads many books, makes summary and concept mapping.

- b. He teaches in classroom for about 40 to 50 students. They still become passive in teaching-learning process. There is no debate in the class (Rn., STAIN Salatiga, Nop. 15th, 2003). He teaches methods of language teaching that encourage on the students to understand the knowledge.
 - c. The students' ability cannot be spread, just few of them respond the material. There are many difficulties, such as, difficult to distribute chance of students' interaction, the situation is likely to be noisy, the students' chairs cannot be arranged in a horseshoe shape around the lecturer, difficult to monitor, the students cannot be familiar with the lecturer. To overcome the difficulties : presentation in group or individually, give assignment, reading guide, make paper and summary. (Rn., STAIN Salatiga, Nop. 15th, 2003).
 - d. There are inhibiting factor, such as: no hardware, the students tend to be passive, the relationship between institution, lecturers and students are not competitive.
 - e. For the environment, stock of books in the library are not enough yet and lack of students' motivation to read.
5. Name : Hanung Triyoko, S.S
- Graduate of : Gajah Mada University of Yogyakarta
- Subject : Literature Appreciation and Applied Linguistic
- a. He studied literature of English in Gajah Mada University. He has been teaching at STAIN Salatiga since 1999. According to Mr. Hanung, teaching in big class groups is not so difficult to mastery in

the classroom situation. But he has to prepare the material dealing with the evaluation of post teaching-learning process. He thinks that preparing material for big class groups or small groups are just the same.

- b. The number of students are for about 50 students, he called, it is big class groups. The interaction of students are enough for promoting teaching-learning process, but the lecturer cannot conclude the classroom situation (Hn., STAIN Salatiga, Nop. 16th, 2003). Is it better or worst because he does not have teaching experience yet in small groups. He teaches the subject which does not influence the language skills. He conveys theoretical material to make the students understand it. The students who understand the material are for about 70%. It deals with limited chance of the students to practise under the control of lecturer. He chooses the way to overcome the difficulties by giving assignment through individuals or group and uses peer teaching technique in teaching-learning process.
- c. Mr. Hanung said that teaching as habit, so there is no inhibiting factors between the lecturer and the students in teaching-learning process. But from the external factor, there are many factors, such as there is no ideally comprehensive examination. It means that is not test standard yet and the result of comprehensive gives more priority to quantity than quality.

d. The conducive situations are : the school fee is cheap and the lecturers are relatively still junior (young age), fresh, dynamics and progressive. Meanwhile, the unconducive are : too small campus and there is often overlapped schedule between the students' activities and teaching-learning process (Hn., STAIN Salatiga, Nop. 16th, 2003).

6. Name : Maslihatul Umami, S.Pd.I

Graduate of : STAIN Salatiga

Subject : Speaking I

- a. She still studies at post graduate program in IAIN Sunan Kalijaga, Yogyakarta. She started teaching in last september 2003 at STAIN Salatiga. Teaching in big class groups need drilling technique, use communicative approach and pay attention to the one who cannot speaking, but the students have different capability to learn English.
- b. The capacity of classroom is for about 55 students and the students' interaction are good enough (MU., STAIN Salatiga, Nop. 16th, 2003).
- c. Finally, most of them can speak. They have more capability to speak English and enrich vocabulary 5 to 30 every meeting. There is no difficult to teach Speaking I.
- e. The inhibiting factors are : miss understanding what the lecturer's suppose. There is always the schedule change.
- f. The environment is quiet enough and there is two ways of communication.

CHAPTER IV

RESEARCH REPORT AND ANALYSES

A. The Research Description

This research considered the available observation and interview schedules which provide the framework for interpreting what follows. The section would describe what the writer means by classroom research and finds its points in the language field. Classroom research is certainly not unique to language teaching and did not even originate among language-oriented research. In fact, it took language teaching some time to even begin to catch up with the rest of the educational world in this respect.

Classroom-centred research is just what it says it is research centred on the classroom, as distinct from, for example, research that concentrates on the inputs to the classroom (the syllabus, the teaching materials, etc.) or on the outputs from the classroom (learner test scores). It does not ignore in any way or try to devalue the importance of such inputs and outputs. Instead classroom research simply tries to investigate what actually happens inside the classroom. At its most narrow, it is in fact research which treats classroom interaction as virtually the only object worthy of investigation.¹

There are many factors contribute to teaching process in a class. Teaching consists of skills that should and could be identified. These skills include giving information, making questions, explaining, listening,

¹ Allwright, Dick and Bailey M Kathleen, *Focus on the Language Classroom*, Cambridge University Press, New York, 1991, page 2

encouraging and many others. A description of these activities, however, is not the real and pure description of teaching alone. All of these activities may be used not only by the teachers, but also by doctors, parents, salesman, politicians, etc. teaching belongs to these social activities but it is different from that in teaching, the learners learn something. One may teach but the learner may not learn what the teacher intends them to learn.²

Classroom research is certainly not unique to language teaching and did not even originate among language-oriented. In fact, it took language teaching some time to even begin to catch up with the rest of the educational world in this respect. Thus, the main tools of the classroom research are observations (including recordings), surveys and other forms of self-report. The writer uses “expert opinion” for getting the information and catching up with the speculative and theoretical literature as well as with earlier research.

B. Data Analysis

Doing the actual research is essentially a matter of data collection and analysis. Typically, the writer needs some sorts of record of what happened in a particular classrooms, so that she can analyze the record (the data) and describe the teaching process, especially teaching language in big class groups.

At the previous chapter, there are data presentation as the means for analysing the problem and should be related to the problem of this scope.

² Subiyati M, *Topics Relevant to English Language Teaching*, FPBS IKIP Yogyakarta, page 63

Following the procedures, the writer used triangulation methodological concept as the value of multiple perspectives. According to Denzin, triangulation can take several different forms. One of them is “data triangulation”, which means using a variety of sampling strategies. Another is “investigator triangulation”, in which more than one observer contributes to the findings. Methodological triangulation refers to using different methods (for example, observation, analysis of transcripts and self-report surveys to collect the data). Finally, “theoretical triangulation” demands that the researcher approach the data analyses with more than one perspective on possible interpretation.³

In developing educational systems, it cannot be let loose from supporting and inhibiting factors. Especially in big class groups, the writer find many inhibiting factors. Meanwhile, the supporting one could be found explicitly such as :

1. The lecturers are relatively still junior (young age), fresh, dynamics and progressive.
2. Many lecturers have an effort to promoting the classroom situation during teaching-learning process.
3. The school fee is cheap.

Besides of this, there are inhibiting factors in teaching-learning process that she could find, as follows :

³ Allwright Dick and Bailey M Kathleen, *op. cit.*, page 73

1. The lecturers indicators;
 - a. Difficult to determine the method.
 - b. They could not apply the discussion technique.
 - c. They cannot give the same chance to the students or difficult distribute chance of students' interactive.
 - d. They cannot control the students development maximally.
 - e. Many lecturers are still on duty for their post graduate program.
2. The students indicators;
 - a. They still have assumption that lecturer as a central figure in teaching-learning process.
 - b. They consider the relationship between lecturers and students are just limited in the classroom.
 - c. The atmosphere of students' activity are more political nuance than academic one.
 - d. Lack of reading habit and responsibility on learning English.
 - e. The students are still poor in language skill and they have little comprehension of it.
 - f. They are still passive in teaching-learning process and there is no debate in the class.
3. The instructional materials and equipment indicators;
 - a. Lack of teaching instruments, for example : picture, flashcard, etc.
 - b. The curriculum/syllabus is out of date.

- c. Hardware are not available.
 - d. The students' chairs cannot be arranged in a horseshoe shape around the lecturer.
4. The institution and facilities indicators;
- a. Organizing learning contract is not suitable with the situation of students.
 - b. Lack of coordination in English Department lecturers, there are not subject distribution.
 - c. The students change and special course are not available yet in English Department.
 - d. Lack of coordination with the administration team.
 - e. Communicative English Course (CEC) cannot be held well, there is no wall-paper and English magazine.
 - f. Public space is limited, there is no cafeteria and students' activity centre for language training.
 - g. The library is not representative yet.

C. Interpretation

Lecturers are responsible for establishing standards of work and behaviour and that lecturers must as well as help to develop students interests. Gaining and holding the attention of large numbers of students in a classroom is not a simple matter. Some students find the lecturer's program as uninteresting.

In almost all situations, the process stage of educational production refers to the means by which educational inputs are transformed into educational outputs. Often the term of educational technology is used to refer to a specific process for promoting educational outputs; example of educational technologies are classroom lecture / discussion, small group instruction, individual student-teacher tutorial, self-study with traditional textbook or textbook –derived materials, and self-study with programmed instruction. Recently, these traditional technologies have been supplemented by radio or television instruction within the classroom, more sophisticated audio-visual equipment and computers. These latter teaching-learning process are the ones that are more “technological” but the term “technology” may refer to all the educational process.⁴

The discussion of educational production has emphasized only inputs and process (technologies). Through interviewing the lecturers, the writer could find any solution which has been applied to the students, as follows :

1. They encourage the students in order to be autonomous and become an inovative students dealing with the discipline which has learned.
2. Using peer group learning as a technique to master language-skills.
3. Providing some rules, such as :reading habit, writing paper and presenting it.
4. They should be able to correct people without offending them.
5. They should try and draw out the quiet ones and control the more talkative ones.

⁴ Windham M Douglas, *Improving the Efficiency of Educational System*, IEES, USA, page 8

Although, the character and personality of the lecturer is a crucial issue in the classroom, by far the greatest number of responses to the question “what makes a good lecturers ?” were not so much about lecturers themselves, but rather about the relationship between the lecturers and the students.⁵ The students like a lecturer who has lots of knowledge, not only of his subject. The preoccupation with the lecturers personality is reflected here too. Lecturers should not be afraid to bring their own interests and lives into classroom (within reason, of course).

⁵ Harmer, Jeremy, *How to Teach English*, Longman, England, 2001, page 2

CHAPTER V

CLOSURE

A. Conclusion

1. Teaching-learning process in English Department of STAIN Salatiga

Based on the previous chapters, the writer concluded that almost of class groups in STAIN Salatiga are included in big class groups size. In this case, English Department is education program at English teacher as part of learning to teach it.

The purpose of the case study is to develop a better understanding of results that had been obtained by the qualitative data. Some of the results had provided a perspective that still many difficulties to increase the quality of teaching-learning English at STAIN Salatiga, especially in English department.

There are many indicators which influence to organizing teaching English in big class groups. The indicators are the components of educational system, such as, the lecturers, the students, the staffs and the environment. Through the components, she found supporting and inhibiting factors which have influence on teaching-learning process.

2. Supporting factors of teaching English in big class groups

- a. The lecturers and the staffs
 - 1) The lecturers could find their difficulties and they have to get the solution in teaching English process.
 - 2) They have an effort to promote the student' ability in learning English.
 - 3) The leadership role have implementation to the quality monitoring teams.
 - 4) The staffs develop cooperatively a new management structure as guiding principle of quality curriculum.
 - b. The students
 - 1) Many students have English study club.
 - 2) Many students follow a certain course to improve their skills.
 - c. The facility and the environment
 - 1) The school fee is cheap.
 - 2) There is scholarship for advance students.
 - 3) The environment is quiet enough and very conducive to learn.
3. Inhibiting factors
- a. The lectures and the staffs
 - 1) Many lecturers are still on duty for their post graduate program.
 - 2) Lack of coordination in English Department lecturers, there is no subject distribution.
 - 3) Lack of coordination with the administration teams.

b. The students

- 1) They learn English as a second language and find some difficulties to pronounce it.
- 2) Almost of them still passive in teaching-learning process.
- 3) They have no habit to use English as daily conversation.

c. The facility and the environment

- 1) The library is not representative yet.
- 2) The language laboratory is not complete enough.
- 3) There is no hardware in a certain class.

4. The interaction among various of those components

From the interviews, the writer concluded that what went on in the institution could be identified as, in essence, high levels of interaction between various people within the community (the principal, the staff, and the students), with the aim of producing the best possible educational programme for the students. Without the goodwill shown by each of the groups mentioned, together with a high level of communication and teamwork, the effectiveness of schooling would be diminished.

B. Suggestion

At the end of this chapter, the writer would like to propose some suggestions, which hopefully would be useful for the English teacher and researchers.

1. Lecturer

- a. The lecturers could apply a certain methods in teaching-learning process, especially in big class group. Those are Grammar Translation Method, Direct Method and Communicative Language Teaching
- b. The lecturers could identify the classroom situation by using peer group learning as a technique to get solution and giving home assignment.
- c. The lecturers teach language by mixing theories and practices, giving presentation, tutoring and field research.

2. Student

- a. The students can improve their reading habit and their skills on learning English.
- b. The students used to being active participant in teaching-learning process.
- c. The students increase their capability to speak English and enrich vocabulary to use english as a daily conversation.

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2. SD N I Simo graduated in 1993
3. SLTP N I Simo graduated in 1996
4. SMU N I Simo graduated in 1999
5. State Islamic Studies Institute o Salatiga

Appendix I

INTERVIEW SHEET

No	The Aspects	The Interview Items	The Result
1	The condition of pre - teaching	a. The educational background of lecturer b. When the lecturer do his first teaching c. The opinion about teaching d. Preparing material	
2	The condition of teaching process	a. The capacity of classroom b. The students' interaction c. Teaching the subject matter.	
3	The condition of post- teaching factors	a. The comprehension of students b. The difficulties of teaching English in big class groups. c. How to overcome the difficulties.	
4	Inhibiting factor	a. Internal b. External	
5	Environment	The influence toward teaching process. a. Conducive situation b. Unconducive situation.	

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No	Jenis Kegiatan	Pelaksanaan	Sebagai	Nilai
1.	OSPEK	10-13 Agustus 1999	Peserta	3 (tiga)
2.	OPK Racana	21 – 22 Agustus 1999	Peserta	3 (tiga)
3	Dialog LDK	24 Agustus 1999	Peserta	3 (tiga)
4.	LKI HMI Salatiga	19-22 September 2000	Peserta	3 (tiga)
5.	Seminar Ittaqo	25 November 2000	Peserta	3 (tiga)
6.	Maperba Ittaqo	5-6 Mei 2001	Peserta	3 (tiga)
7.	Training Jurnalistik HMI Salatiga	24-26 Mei 2001	Peserta	3 (tiga)
8.	Training Sensitif Gender HMI	24-26 Mei 2001	Peserta	3 (tiga)
9	Speech Contest	10 Juni 2001	Peserta	3 (tiga)
10	Musda BADKO HMI Jateng - DIY	6-8 Juli 2001	Panitia	4 (empat)
11.	BISMA HMI Salatiga	14-15 Juli 2001	Panitia	4 (empat)
12	Seminar Menwa STAIN Salatiga	18 September 2001	Peserta	3 (tiga)
13	PDP Kopma "Fatawa"	5-6 Oktober 2001	Peserta	3 (tiga)
14	Bedah Buku HMJ Tarbiyah	16 Oktober 2001	Peserta	3 (tiga)
15	LKI HMI Salatiga	13-15 Oktober 2001	Panitia	4 (empat)
16	English Frienship Camp	19-21 Oktober 2001	Panitia	4 (empat)
17	Seminar Hukum HMJ Syariah	14 Nopember 2001	Peserta	3 (tiga)
18	Diskusi HMJ Syariah	29 Nopember 2001	Peserta	3 (tiga)
19	Seminar Hukum Regional	28 Mei 2002	Peserta	3 (tiga)
20	Guiding Program	14 Juli 2002	Panitia	4 (empat)
21	LK II HMI Tasikmalaya	17-23 Oktober 2002	Peserta	6 (enam)
22.	KKL	29 Januari 2003	Peserta	3 (tiga)
23	KKN	7 April - 7 Juni 2003	Peserta	3 (tiga)
	Jumlah			77 (tujuh tujuh)

Salatiga, December 22, 2003

Mengetahui

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12 Agustus 2003

Lamp. : Proposal Skripsi

Hal : **Pembimbing dan Asisten
Pembimbing Skripsi**

Yth. Drs. Sa'adi, M. Ag

Assalamu'alaikum wr. wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

N a m a : SRI HARYANTI

NIM : 11399069

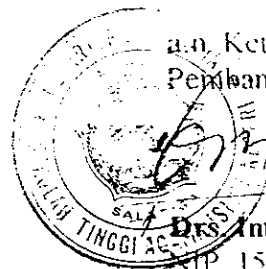
Jurusan : Tarbiyah

Judul Skripsi : THE DIFFICULTIES OF ENGLISH TEACHING IN BIG CLASSES
(Case Study of Lecturers of English Department of STAIN Salatiga in
The Academic Year 2003/2004)

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas

Demikian untuk diketahui dan dilaksanakan.

Wassalamu'alaikum wr. wb.



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Department of STAIN Salatiga)

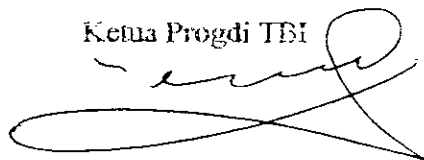
Dinyatakan : Diterima / Diterima dengan syarat

Catatan :

1. Diperbaiki
2. Setiap konsultasi, baik tidak ada catatan aspek kebahasaan (dimulai minggu spt biasa)
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No.	Hari/tanggal	Isi Konsultasi	Catatan Pembimbing	Paraf
1	23/10/03	Chapter I	see by revision	
2	29/10/03	Chapter II	to be revised	
3	12/11/03	Chapter II	see, revised Instrument of questionnaire → to be revised	
4	15-11-03	Chapter III	To be revised	
5	09-12-03	Chapter III	To be revised	
4	18-12-03	Chapter III	see to be revised	
5	20/12/03	Chapter IV	see	

*) Lembar Konsultasi ini harus dibawa setiap berkonsultasi dengan Pembimbing Asisten Pembimbing
 **) Coret yang tidak perlu

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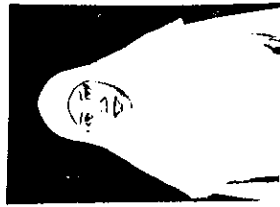
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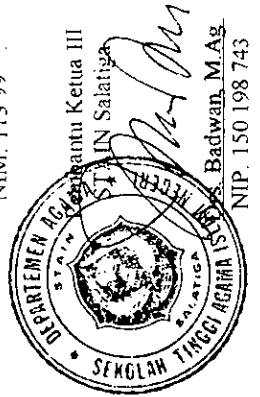
..... PESERTA

Semoga apa yang telah dilakukan dapat menjadikan pengembangan selanjutnya.



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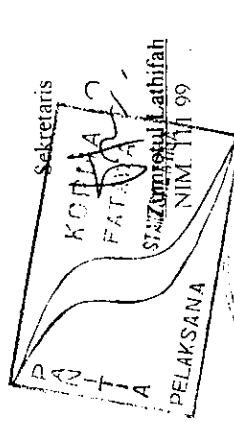
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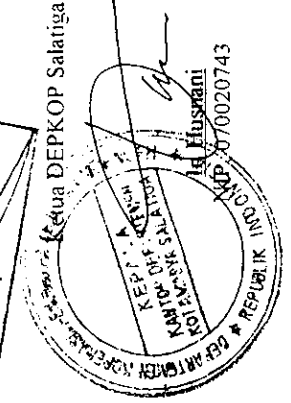
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