GROUPING AS ONE STRATEGY TO MANAGE BIG CLASSES
FOR THE THIRD GRADE STUDENTS OF
SDN TUGU JEBRES NO. 120

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English
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By:

Retno Wulandhari
C9308113

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APPROVAL OF CONSULTANT

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Sebelas Maret University

Title : GROUPING AS ONE STRATEGY TO MANAGE BIG CLASSES
FOR THE THIRD GRADE STUDENTS OF SDN TUGU JEBRES
NO. 120
Name : RETNO WULANDHARI
NIM : C9308096

Supervisor

Agus Dwi Priyanto, S.S., M.CALL
Supervisor

NIP. 197408182000121001
APPROVAL OF BOARD OF EXAMINERS

Accepted and Approved by the Board of Examiners,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

Title : GROUPING AS ONE STRATEGY TO MANAGE BIG CLASSES FOR THE THIRD GRADE STUDENTS OF SDN TUGU JEBRES NO. 120
Name : RETNO WULANDHARI
NIM : C9308096
Examination Date : 10 August, 2011

The Board of Examiners

1. Yusuf Kurniawan, S.S., M.A
   Chairperson
   NIP. 197111011999031001

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   NIP. 195208141981032001

3. Agus Dwi Privanto, S.S.M.CALL
   Main Examiner
   NIP. 197408182000121001

Dean of Letters and Fine Arts
Sebelas Maret University

Drs. Riyadi Santosa, M. Ed, Ph.D
NIP. 196003281986011001
MOTTO

Every Success needs struggle
Every struggle needs patience
Every patience needs time
Be patience to reach success
There is no success without needing time
DEDICATION

With all my heart, I dedicate this final project to:
  My beloved parents
  My sisters
  Everyone who loves me
PREFACE

*Alhamdulillah rabbil’alamin*, I would like to say thank you to Allah SWT for blessing and guiding me during accomplishing this final project report. I also want to say thank you for all of the people who support me in finishing this final project report entitled “**Grouping as One Strategy to Manage Big Classes for The Third Grade Students of SDN Tugu Jebres No.120**”. It is written to fulfill the requirement in obtaining degree of English Diploma Program. It reports the description of strategy to manage big classes for the third grade students of SDN Tugu Jebres No.120 by grouping. This final project also discusses the suggested solution of those problems.

I wish this final project will be useful and will give some advantages to the readers who teach in big classes. I realized that this final project is far from perfect. Therefore, all suggestions and criticism for improving the work will be most welcome.

The Writer
ACKNOWLEDGMENT

*Alhamdulilahirahirabil’alam*, all praises and thanks to Allah S.W.T for the blessing and guidance so that this final project report could be accomplished. There were many difficulties I faced in finishing this final project report. However, due to the supports and helps from the people surrounding me, finally I could finish this final project report. Thus, I would like to express my deep gratitude from my heart to:

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2. Yusuf Kurniawan as the head of English Diploma Program.
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9. My beloved friends of English Diploma Program '08, Erni Yunita S, Ida Fitriana, Siti ‘ika’ Azizah and also the other friends that I could not mention one by one, I will be missing you, I love you all.

10. Thanks also for every one who had helped and supported me to finish this thesis.

I have tried maximally to accomplish this final project report. But, I realized that this final project report is still far from perfect. Hence, all suggestions are welcomed for the sake of me and also the subject of the studies.

The Writer

Retno Wulandhari
ABSTRACT

RETNO WULANDHARI. 2011. Grouping as One Strategy to Manage Big classes for The Third Grade Students of SDN Tugu Jebres No.120. English Diploma Programs, Faculty of letters and fine arts, UNS.

This final project is written based on the job training in SDN Tugu Jebres No.120. The objective of this final project report is to describe the strategy in handling big classes for the third grade students of SDN Tugu Jebres No.120.

I did some activities during the teaching and learning process. Based on the discussion, there are three subchapters. They are the Description of SDN Tugu Jebres No.120, Job Training Activities and Discussion about Grouping as one strategy to Manage Big classes for The Third Grade Students of SDN Tugu Jebres No.120.

Grouping strategy in teaching the third grade students of SDN Tugu Jebres No.120 are divided into three stages, they are grouping at the stage of warming up, grouping at the stage of presentation, and grouping at the stage of assessment.

Based on my experience in teaching the third grade students of SDN Tugu Jebres No.120, grouping students becomes one strategy in handling large classes. It is an effective way to create conducive condition during teaching and learning process.
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CHAPTER I
INTRODUCTION

A. Background

Indonesian government now tries to introduce English to children by including it into one of the elementary school subjects. It is very reasonable because English becomes the most widely spoken language in the world. Children will absolutely demand to master basic language skill later. However, at five to ten years old is the best age to learn language. In this phase they can develop their language skill more easily than an adult.

In order to improve student basic skills, it must be supported by creating an attractive activity in the class. As a role model teacher has effect to the learning activity in class. Based on variety background, students have many different characteristics. It is not easy to handle a big classes especially conducted by variety character in the class. Teacher should be able to build positive motivation to the students by preparing some strategies in teaching activity.

Based on the explanation above, I was interested in doing a practical job in SDN Tugu Jebres No. 120 which is located in Surakarta Regency. The aim of the job training is to give students chances to gain job experience. I handled two classes in this job training, third grade and fifth grade. This report focuses on how to organize a big class conducted by different characteristic students in the third

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grade. I present the report entitles “Grouping as One Strategy to Manage Big Classes for the Third Grade of Students in SDN Tugu Jebres No.120”.

B. Objectives

The objective of this final project report is:

1. To describe the grouping strategy for managing big classes for the third grade students of SDN Tugu Jebres No. 120

C. Benefits

I hope that this final project report can give benefits to:

1. The Teachers of SDN Tugu Jebres No. 120 Surakarta

   Hopefully, this final project report can be used as additional information to develop her/his strategies in teaching big classes.

2. Students of English diploma Program Majoring in Teaching

   I hope that final project report will give additional information for the students of English diploma program majoring in teaching about how to manage big classes.
CHAPTER II
LITERATURE REVIEW

In this chapter I will discuss about the definition of Teaching and Learning, Young Learner, Strategies to Teach Big Classes and Classroom Seating Arrangements related to the title “Grouping as One Strategy to Manage Big classes for The Third Grade Students of SDN Tugu Jebres No.120”.

A. Teaching and Learning

The factors that can influence students’ quality in study are the process of teaching and learning. These processes cannot be separated from each other because they are a unity of education system.

Brown (2000:7) states that teaching is a kind of activity that makes someone knows or understands by facilitating knowledge, guidance and instruction to do something. The word of “teaching” also defined as transferring or giving information by helping somebody to learn something (Oxford Dictionary, 2005:1574). In other word teaching activities aim to create someone knows about something teaching. It is supported by providing and showing how to use the materials and equipments to the learners in order they obtain the knowledge.

According to Merriam-Webster’s Collegiate Dictionary, learning is knowledge or skill acquired by instruction or study (Mish, 2003:708). Similarly, Brophy (1998: 12) states that learning refers to the information processing, sense commit to user
making and advances in comprehension or mastery that occur when one is acquiring knowledge or skill. In summary, learning is the process to obtain the acquisition of knowledge or skill in a specific subject. The learners will understand and know something by teacher explanation in the process of teaching and learning.

B. Young Learner

Philips (1996:5) says that young learners mean children from the first year formal schooling (five or six year olds) to eleven or twelve year olds. Meanwhile, Brewster (1992:24) states that it is the indisputable fact that young children have a greater facility for understanding and imitating what they hear than adolescents. It means that young children in the range of five to twelve years old belong to young learner. This is the best time for children to develop their skill in formal schooling.

The children have their own characteristics which are different from adults. Jarolimek (2001:3) states that children differ in physical characteristic, social, skill, home life, intellectual, ability, learning capability, ideas, attitudes, needs, ambition, hopes, and dream. Unlike adult, children need a guidance to manage their skill and ability. It is because children lack of knowledge and experience. Absolutely, these all aspects can influence the ways of teaching them.

It is a simply necessary for teacher to understand the characteristic of her/ his student as a young learner. According to Hallliwel (1992: 3) young learner take great pleasure in finding and creating fun in what they do. It can be said that young learners do something according to what it does or what they can do with it with their own
way. Suyanto (2007:16) also states that young learner is imaginative and active. They have their own world that full of imagination. They need appropriate circumstance for encouraging their learning process. Besides, children have a very short attention and concentration span (Ytreberg, 1990). For teachers of young children it is sometimes very difficult to keep their concentration. Children cannot concentrate on one particular thing, topic or activity more than few minutes. The teacher should be creative in making activities to keep children’s interest.

Based on the explanation above, we can say that the teachers should pay attention to the characteristics of students that will determine the success of teaching and learning.

C. Strategies to Teach Big Classes

Teaching large classes is particularly challenging. It is difficult to keep good discipline in a large class. Teacher should have some strategies to control their student’s activities in class.

1. Organize Group Work

In a large class, children pairs and groups can help each other and learn from each other. However, it is one way of ensuring active participation of students. Teacher can group their students based on interest and skill to be developed. According to Lasley (2000: 294) small-group instruction can help teacher monitor the development of their student based on the same ability. This type divide a large group into smaller groups related to the ability, interest, project and other orientation.
Meanwhile, Harmer (1991: 245) divides students grouping into three categories, they are:

a. Lockstep

Lockstep means that the whole class becomes one group and all the students are working with the teacher.

b. Pair work

Pair work let the students to work and communicate with their partner to improve their language skill. It can be a great variety of work including writing and reading.

c. Group work

Students are organized into groups of three to five. Students asked to complete certain assignments in a group.

Group work provides an opportunity for students to increase their understanding of concepts through discussion and practice with peers. It is the best way to handle large classes because students can learn from each other.

2. Monitor The Group

Teacher is demanded to monitor and organize the class well. Teacher is responsible for managing a good education process for the students. The teacher needs to go around the classroom. It aims to observe what improvement students

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are making. Besides, teacher can know what problems are coming up. Teacher can give guidance, motivation and extra individual help when it is needed.

By monitoring, teacher can find out what the students bring or take from the learning experience. Teacher is given the opportunity to assess group interaction and to monitor how learners are practicing social skills. According to Kessler (1992: 167) observing groups at work gives teacher the basis to reflect on teaching and learning process. The teacher can record the observations through body language, gestures and tone of the talk.

D. Classroom Seating Arrangements

Room arrangements are a reflection of a teacher’s teaching philosophy. They have big influence to the types of interactions that occur in the classroom. For good interactions everybody needs to be able to see each other.

Ornstein and Lasley (2000: 296-297) present modified seating patterns to accommodate more than 20 to 25 students, they are:

1. Double rectangular. Having rows of students separated by tables prevents students from sitting too close to each other and reduces potential discipline problems.

2. Double circular. Teacher can be seen by all the students. It is easy for teacher to control the students. Teacher can move around and into smaller circle.
3. **Double Horseshoe.**

This allows for communication between all members in the class, and is perfect for class sizes of 20 or fewer students.

![Figure 1: Three modified seating patterns](image_url)
CHAPTER III
DISCUSSION

This chapter talks about the Description of SDN Tugu Jebres No.120, Job Training Activities and Discussion about Grouping as one strategy to Manage Big classes for The Third Grade Students of SDN Tugu Jebres No.120.

A. Description of SDN TUGU JEBRES No.120

1. General Description

SDN Tugu Jebres No.120 which is located at Jl. Halilintar No.3 Jebres, Surakarta was established officially in 1967. It is close to two big universities in Surakarta, Sebelas Maret University and ISI (Indonesian Arts Institute). The building of SDN Tugu Jebres consists of six classrooms, a headmistress’s room, a teacher’s room, a library. Besides, it has a mosque and a schoolyard for support religion and sport areas.

SDN Tugu Jebres is led by a headmistress named Retno Indrati S.Pd. This school has twelve teachers and one school keeper. Six teachers are responsible to handle a class as a classroom teacher. The others teach specific subjects like English, religion, sport, arts and dancing.
The total number of the students of SDN Tugu Jebres No.120 is 260 students; they consist of 132 boys and 128 girls. Students are facilitated with some extracurricular activities such as, scouting, dancing, *Macapat* (Javanese song), *Karawitan* (region music and singing), etc. This school often participates and wins in many academic and non-academic competitions.

2. Vision and Mission

The vision of SDN Tugu Jebres No.120 is to create good graduate who is excellent in achievements based on the religion. The mission of this school is to hold the effective teaching and learning process to maximize the students’ potential. Besides, the mission of this school is to create a good education system and to increase and the personality that love their country.

B. Job Training Activity

In this part, the activities during the job training in SDN Tugu Jebres No.120 will be explained into three parts. They are class observation, plan a lesson and teaching activities.

1. Class Observation

Before teaching activities, I had a class observation in SDN Tugu Jebres No.120 on 31 January 2011. I was given a chance to observe three classes, grade of I, III and V. Nevertheless, my observation was focused on the third grade. The English teacher, Ms. Imraoatul Ma’fiyah, allowed me to follow the teaching
process during my observation. She gave me some information about teaching English, the characteristic of the students, the schedule, the handbook, and the material that I had to teach.

In observation, I noticed about the physical condition of the class. The class consists of 22 tables and 42 chairs provided to 41 students. It has some facilities for support teaching and learning process such as a blackboard and chalks, a cupboard, teaching instrument. There were also motivational words on the wall to give motivation to the students.

In the English teaching and learning process, the voices of students more dominant than the teacher. It made the condition not conducive. The class was noisy during the class activity. Teacher seemed difficult in teaching large classes. Sometimes teacher gave a punishment to the students. She usually asked the students to go out from the class. She even asked the students to stand in the center of the school yard. These were done for the class activity could run well.

From this observation, I could learn and prepare for facing this situation.

2. Lesson Plan

It is needed to prepare the teaching and learning process by planning a lesson. Lesson plan helps the teacher to deliver materials easily to the students. It can control the time and material given to the students based on the curriculum concept.
Teacher asked me to make a lesson plan before presenting the materials. I planned a lesson based on the material that was given by the English teacher. One topic could be taught for 2 or 3 meetings in accordance to the competence based curriculum. The lesson plans for the third grade was about time and activity in the yard taken from the handbook “Stairway a Fun and Easy English Book for Grade III of Elementary School” and “LKS RAPI”. The lesson plan consists of:

a. Warming up

In this step, I gave some questions to the students related to the topic. After that, I told them what they were going to learn and what the objective of the lesson was.

b. Presentation

In this step, I gave students obvious explanation about the material.

c. Assessment

Students would do some exercise. They had to do in group and individually.

3. Class Activities

The teaching and learning activities are begun at 07:15 every Monday to Saturday. In this job training, I focused on teaching English lesson for the third grade. I taught English lesson twice a week for 70 minutes. The class is started by praying and greeting. Before beginning the lesson, I arranged the lesson plan and prepared the materials first. It can make the teaching and learning process run well.
I started the lesson by reviewing the previous material and discussing homework if there were any difficulties. After that, my students and I discuss some exercises taken from a handbook. Sometimes, I managed the students into some groups in order to make the discussion run effectively. By discussing, the students understand the material better. In the end of the lesson, I asked some question to the students in order to know whether or not the students have understood about the material given.

C. Grouping Strategy for Managing Big Classes in the Third Grade

Students of SDN Tugu Jebres No.120

1. The Problems Arose in Teaching Big Classes

The number of the third grade students in SDN Tugu Jebres No.120 is 41 students which consist of 27 boys and 14 girls. During my job training, I found many difficulties in teaching large classes as follows:

a. It is difficult to control all of the students in one time because I was in large classes. It needed more attention to control the students especially who were sitting in the back rows. I could not easily give each child the individual attention they need.

b. The students were very active and talkative. They liked moving around and talking to each other when the lesson was going on. It made other students disturbed.
c. The allocated time for English lesson was 35 minutes in a meeting. Moreover, there was only twice meeting in a week. It was not enough to teach in large classes. In my case, the students tended to answer the questions spontaneously. It made the class become noisy. Some of the time should be spent for controlling the situation. Consequently, the materials could not be delivered optimally.

Based on my job training, I found that large classes could arise many problems. Students could easily feel bored when teacher could not facilitate them well because of less attention from the teacher. Students would try to attract teacher’s attention by talking aloud, running around the class and disturbing the others. Student’s motivation in learning English was various. Some students were highly motivated. They could understand the materials given quickly, but most of them liked to play and did not give attention to the lesson. They thought that English lesson was the most difficult lesson. It made the student’s willingness become low.

Hence, the teaching and learning process will run well if its component can work together. Not only the teacher, learners or the choice of activities support effective learning process, it is also important to create pleasant atmosphere and learning environment for children.

2. **Grouping Strategy in Teaching Big Classes**

In this part, I deal with the possible ways of organising classroom which consists of grouping students and seating arrangement.
Grouping students is one of effective ways to handle large classes. The circle formation is suitable for many games, discussions in groups and welcoming pupils at the beginning of the lesson. By group work, children can work independently without being over controlled by the teacher.

a. Grouping at the Stage of Warming Up

Firstly, I divided the students into the smaller groups consisted of five to six students in each groups. The students were divided into eight groups. One group had to choose a leader to lead the group. The leaders were responsible to keep their member discipline. I instructed the students to make a circle formation for their each groups. This kind of seating arrangement provides learners a feeling of belonging to a particular group as they face in towards each other.

After they had a seat, I began to explain the material theme “In the School Yard”. I started the lesson with asking some question to build the context of situation or it is called warming up activities. The samples of the questions are “Do you like playing in the school yard?”, “what playing do you like?”. I wrote the student’s answers on the black board in Indonesian at the left side and in English at the right side. I couldn’t ask the students write by themselves because it could waste the time. Whereas, the allocated time for English lesson is very limited. I think that it is the appropriate way to manage the limited time in teaching big classes. You can receive student’s aspirations without wasting the time.
For me, it is easier to control student’s activity in group. I can concern more to each small group than the large group. The leader of each group helped in handling the other students. The condition of the class became more conducive. It helped students to focus on the process of teaching and learning.

b. Grouping at the Stage of Presentation

After warming up, I gave students clear explanation about the material. I instructed them to sit with their group. Group work is easy to organise for the teacher and at the same time easy to explain the activity and what learners are supposed to do. In this stage, I allocated 10 minutes for presentation. I used mother tongue when I spoke about new topic or when I noticed that children did not understand or were loosing interest. It could help them to understand the explanation and the instruction during teaching and learning process.

I introduced some vocabularies related to the topic. Students were asked to pronounce the vocabularies after me. After introducing the vocabularies, I gave a simple pattern of present continuous tense. The samples were related to the theme, they are “She is climbing a tree”, “He is playing football”, “They are playing see and saw”, etc. Then, I asked each groups to make one simple sentence related to the material. It aimed to know whether the students understand or not about the material. Each leader of the groups had to write the sentence in front of the class. My students and I discussed it together whether or not the sentence was true. By discussion, I could advice children if they had difficulties. Nevertheless, it could motivate students to contribute more in giving opinion.

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c. Grouping at the Stage of Joint Construction

In this part, they would do practice in group. It had a purpose to know whether or not the students understood about the materials which have been learned together. The exercises were made by me and were combined with some exercises in the exercises book.

Before the lesson, I had prepared sheet of papers with pictures of common activities in the school yard. I instructed them to describe activities according to the pictures. The students had to describe some activities that were doing in the picture. After giving some instructions of the assessment, everybody was given a sheet of paper with pictures. Each group could discuss the exercise with their group. By discussion, social interaction among children was being developed and they learnt how to express themselves with each other. While they were doing the exercise, I checked from one group to another and monitored their work. Then, I asked the students to present their work. The student were coming in front of the class and explain their work. Written or oral assessment is a competent way to motivate learners to study. Each group will often be motivated to do their best in front of the class.

In the end of class, I gave a reward to the most discipline student during English lesson activity. Student in its early age wants to please the teacher or parents. They do the best and achieve the goals successfully. By giving rewards to children they will be delighted in doing other tasks.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter III, there are some conclusions that can be drawn from this final project. The conclusions are as follows:

1. Teaching large classes can arise many problems and difficulties. It is difficult to control all of the students in one time. The students always need more attention from the teacher. So, they like to move around and talk to each other to attract the teacher. Besides, I have limited time to explain the material.

2. Grouping strategy in teaching the third grade students of SDN Tugu Jebres No.120 are divided into three stages, they are grouping at the stage of warming up, grouping at the stage of presentation, and grouping at the stage of assessment.

3. Based on my experience in teaching the third grade students of SDN Tugu Jebres No.120, grouping students becomes one strategy in handling large classes. It is an effective way to create conducive condition during teaching and learning process.
B. Suggestion

Based on the observation in SDN Tugu Jebres No.120, there are some suggestions which may be useful for the English teacher of SDN Tugu Jebres No.120. The suggestions are as follow:

1. In handling large classes, the teacher is suggested to be creative and make variation. Variety can be variety of seating arrangement and variety of organization. It will make the process of teaching and learning run well.

2. In teaching large classes, teacher should be able to observe all students at all times and to monitor work and behavior. Moreover, Students should be able to see the teacher and presentation area without turning or movement.

3. Teacher is expected to use grouping students as one strategy to manage big classes. In a large class, children groups can help each other and learn from each other.