**The Effects of Large Classes: English Teachers’ and Students’ Perceptions at SMAN Watampone**

(Efek Dari Kelas Besar: Persepsi Guru-Guru Bahasa Inggris dan Siswa-Siswa di SMAN Watampone)

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**ABSTRACT**

The objective of this research is to find out the teachers’ and students’ perceptions on the effects of large classes at SMAN Watampone based on instructional, psychological and social effects.The research applied descriptive research design. The subject of the research were the English teachers and students at X and XI grade of SMAN Watampone. They consisted of 6 English teachers and 12 students. The instruments of this research were interview and observation.

The results of this research revealed that there were some effects of large classes dealing with instructional, psychological and social effects based on the teachers’ and students’ perception. The teachers perceived that the instructional effects of the large classes were the teachers are not fully used English in teaching, the classes have potential for the students to chat with their classmate, the implementation of the lesson plan is out of the box, chatting and sharing the answer were done by the students are big challenge for the teacher when monitoring the class, the teachers have challenging to motivate the passive students, writing on the whiteboard determines the focus of the students’ sight, the teacher almost never use audio-visual aids such as LCD, and the teacher difficult to use language lab. Meanwhile, the students’ perception for the instructional effects of large classes revealed that the students can do another activity beyond the lesson, the students difficult in reading the words on the white board, the students have chance to cheat when the examination, there is no direct competition between students, and the students are rarely used language lab.

For the psychological effects of the large classes, the teachers perception were revealed that the teachers quite difficult in activating passive students, the teacher are exhausted in checking the students’ written works, the teachers disappointed when most of the students got low score, and the teachers feel uncomfortable with the hot and noisy situation of the class. On the other hand, the students’ perception revealed that the atmosphere of the class make the students uncomfortable, some of the students feel shy to speak, the opportunity of the students to express their self is rarely, and the students feel disappointed when get low score. The last is social effects; the teachers perceive that there is lack of the teacher-students interaction. The teacher still can control the class well, and the teachers difficult to remember the students’ name. Beside that, the teachers were difficult to remember the students’ name. Meanwhile, the students’ perception revealed that there is emotional gap between the teachers and the students, the students thought that their teachers do not remember their names and students glad with their class since there is a lot of interaction between the students and their friends.

Based on the findings, the researcher concludes that large class might have some problems and challenges to be faced by teachers and students. However, both side should not be blame each other. By acting as a good teacher and a good student, the purpose of education will be reached even though the class is considered as a large class.

*Keywords: Class, Large Class, and Perceptions*

1. **INTRODUCTION**

Teaching a foreign language is a complex task that involves the use of several techniques. Not only necessary to have linguistic knowledge of the target language, but it is also to know how to make our classes more communicative and useful in some way in real life. Interaction happens throughout the process of teaching and learning and it is regarded as an important aspect because an English class is a place where the learners can produce the language that they have formed about the language. In order to cover those activities, teaching English is normally conducted in a smaller class compared with other subjects.

Developing countries such as Indonesia are often still dealing with the tradeoff between increasing access to education and improving the quality of existing education. Improving quality in this context can mean providing textbooks and adequate facilities, more fundamental needs than are the focus in the developed world. Move to the focus of this research is about class. Some question need to be resolved about it, for example what the teacher thinks about the class? What is the big problem in there and why it happens? What ideal class should be applying? All of them are big issues till now that is not answered well yet. Moreover, it needs more attention not only from the school itself but also from the government which has not make some regulation about the ideal class should be the right capacity, so the teacher can handle their pupils easier, comfortable and faster in learning process.

The number of overcrowded high school classes is steadily rising in Watampone district. It is hard for teachers to teach students in a large class and it is unfair to new teachers. This issue is happening at some school in Bone and writer thinks that probably the headmaster just pity for the students who want to continue their education and stuck or reject in the other school. It is also an opportunity for the school to create extra hours for the teachers who want to make his or her teaching up to 24 hours to make them looks like professional teacher instead as a rule to get certification.

1. **LITERATURE REVIEW**
2. *Class*

Class is the place for teacher and pupils come together and involve in the teaching and learning process. When they meet, however, they do not go in ‘empty handed’. The pupils bring with them their whole experience of learning and of life in classrooms, along with their own reasons for being there, and their own particular needs that they hope to see satisfied.

Lier (1989) states that if the keys to learning are exposure to input and meaningful interaction with other speakers, we must find out what input and interaction the classroom can provide. We must study in detail the use of language in the classroom in order to see if and how learning comes about through the different ways of interaction in the classroom.

Allwright and Bailey (1991) point out that interaction in the classroom has to manage because it relates to the efforts to help pupils learn and take the benefit of learning. Teacher has to be aware that the interaction has to be managed by everyone taking part, not just by the teacher; because it is obviously not something the teacher just does to pupils, but something pupils do together, collectively.

1. *Large Class*

Hayes (1997) says there is no quantitative definition of what constitutes a large class, as people’s perception of this varies from context to context. In some private language schools a class with 20 students may be perceived large, in Lancaster University project an average number of the large class is around 50 (Coleman 1989), while in China, large class generally refers to that of holding 50-100 students or more, which to some foreign teachers may be super large. It can be seen that in different context or culture, people have different degrees of tolerance of class size.

As Ur (1996) concludes, what is relevant to the class considered as large one is how the teacher perceives the class size in the specific situation, regardless of the exact number of the students in it. Therefore large class is one with more students than the teacher prefers to manage and available resources can support, from this point of view, large classes usually are considered to pose insurmountable problems for teachers (Qiang and Ning, 2011).

According to UNESCO (2006: 1), many teachers in Asia are found working in primary school classroom that contain many students. Usually it is measured in terms of the number of students per teacher (student-teacher ratio). In some countries, 25-30 students per one teacher is considered large, while in other countries this is seen to be normal or even quite small. From a teacher’s perception, though, a class is “large” whenever it feels large. While a class of more than 50 students is usually considered a large class, to those of you who normally teach 25 or fewer students, a class of 35 can be large and overwhelming.

Thaher (2005) investigates the effect of large class on EFL students at An-Najah National University and found that the study revealed that the instructional effects have the highest mean over the social and the psychological effects. It appeared that despite the negative aspects of learning English in large classes, there can be some positive aspects that teachers could make use of.

Hess (2001), who argues that large classes can provide richer human resources and greater opportunities for creativity than smaller class, some Chinese researchers also identify some advantages of teaching large classes. Zhichang (2001) notices that more students mean more ideas, and therefore, provide more opinions and possibilities. Li and Jiana (2009) provide three more advantages in detail by saying that large classes can provide more opportunities for co-students’ interaction, foster an atmosphere of cooperation and encourage creativity and innovation.

1. *Perceptions*

Perception may be defined from physical and psychological perception. But for the purpose of this study, it shall be limited to its scope as postulated by all port in Adediwura and Tayo (2007: 165), which is the way we judge or evaluate others. That is the way individuals evaluate people with whom they are familiar in everyday life.

Perception refers to the recognition and understanding of events, objects and stimuli through the use of senses (sight, hearing, touch, etc) (Longman Dictionary of Applied Linguistics). Eggen and Kauchack cited in Adediwura and Tayo (2007: 165) gave cognitive dimension of perception; they see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Perception is critical because it influences the information that enters working memory.

1. **RESEARCH QUESTIONS**
2. What are the effects of large classes based on the teachers’ perceptions?

This first major question has three ensuring research questions as follows:

1. What are the instructional effects of large classes at SMAN Watampone?
2. What are the psychological effects of large classes at SMAN Watampone?
3. What are the social effects of large classes at SMAN Watampone?
4. What are the effects of large classes based on the students’ perceptions?

This second major question has three ensuring research questions as follows:

1. What are the instructional effects of large classes at SMAN Watampone?
2. What psychological effects of large classes at SMAN Watampone?
3. What social effects of large classes at SMAN Watampone?
4. **RESEARCH METHODOLOGY**
5. *Research Design*

In this research, researcher applied descriptive research that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed to analyze the effects of large classes to the teachers and the students them self at the SMAN in Watampone.

1. *Source of Data*

The population in this research consists of the teachers and students at SMAN 1, SMAN 2 and SMAN 4 Watampone in 2013-2014 academic years. The total number of the student population is 3549 and English teacher population is 18. The sample for students was taken by using proportional stratified random sampling technique. The total sample in this research is 97 students that were divided into two strata, X grade and XI grade. While on the second sample of the population of teacher of teacher are relative small, so the researcher used saturated sample to get sample from teacher. Therefore, the researcher also took 2 English teachers for interview who still teach at X and XI grade.

1. *Instrument of the Research*

There were two kinds of instruments used to collect the data in this research. The first instrument was observation checklist that used audio-video recording to observe the situation of the class when the learning process happened to know the effects that occur whether it is from the teacher or students. The observation checklist consists of 23 items. The second instrument was structured interview as supporting data for the teachers and students. The interview consists of 20 items and it was also divided for two section, one for teachers and one for students.

1. *Data Collection*

The researcher observed each class by recording the process of the lesson for one meeting only. After the observer records the learning process in the class, the observer filled the observation checklist that related to things what the observer wants to observe. The second step was researcher conduct structured interview for each teacher who have got observed before. Student was chosen randomly to get the information about their perception about their class. The interview was a conversation with a purpose.

1. *Data Analysis*

Data analysis technique that researcher uses for observation and interview was based on Miles and Huberman (1992: 20) concepts is interactive model that classify data analysis into 5 steps, namely data reduction, display data, data verification, data analysis and data interpretation.

1. **FINDINGS AND DISCUSSION**

The findings describe the teachers’ and students’ perception on the effects of large class. These result findings deal with three aspects on the effects of large class; they are instructional, psychological, and social effects. These findings are elaborated as follows:

* 1. ***The Teachers’ Perceptions on the Effects of Large Class***

The findings are elaborated based on the results in term of instruments that used to collect the data. They are interview and observation. The two of the instruments were used to find out the teachers’ perception on the effects of large class. The following is the general interpretation of the findings.

1. *The result of instructional effects*

Table 1 Result of Observation Checklist for Instructional Effects

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Items | SMAN 1 | | SMAN 2 | | SMAN 4 | |
| Existence | | existence | | existence | |
| Yes | no | yes | no | yes | no |
| 1. | Teachers use English to teach | √ |  | √ |  | √ |  |
| 2. | Teachers are the center of learning |  | √ |  | √ |  | √ |
| 3. | Teachers are difficult to use language lab |  | √ | √ |  | √ |  |
| 4. | Teachers use audio-visual aids to teach |  | √ |  | √ |  | √ |

Based on table observation above, the teachers used English in their teaching but not for 100% but it’s around 75%. Teachers were not as the centered at the class because they only explained the material for the beginning and the next steps they gave the students chance to get involved. At the time, teachers didn’t use any audio-visual aids to teach. Teachers only used handbook to explain the material. Teachers at SMAN 4 and SMAN 2 were difficult to use language laboratory because in SMAN 4 there was no language lab and in SMAN 2 the language lab was broken. However even though in SMAN 1 had language lab, teachers almost never use it to teach.

1. *The result of psychological effects*

Table 2 Result of Observation Checklist for Psychological Effects

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Items | SMAN 1 | | SMAN 2 | | SMAN 4 | |
| Existence | | Existence | | existence | |
| yes | no | yes | no | yes | no |
| 5 | Teachers are relax to teach | √ |  | √ |  | √ |  |
| 6 | The atmosphere of the class is hot | √ |  | √ |  | √ |  |
| 7 | The class is crowded | √ |  | √ |  | √ |  |
| 8 | The class is noisy |  | √ |  | √ |  | √ |

Based on the table observation above, teachers’ looked enjoy teaching with the students. There were no such situations where both sides feel anxious in the class. The class is hot and it is looks from some students fanned their self by using book or paper. All class looks crowded but not noisy. The situation of the class sometimes noisy when all students active to follow the class especially when they got discussion or game by the teacher.

1. *The result of social effects*

Table 3 Result of Observation Checklist for Social Effects

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Items | SMAN 1 | | SMAN 2 | | SMAN 4 | |
| Existence | | existence | | existence | |
| yes | no | yes | no | yes | no |
| 9 | Teacher and students’ interactions are neglected | √ |  | √ |  | √ |  |
| 10 | Teacher can control the class well | √ |  | √ |  | √ |  |
| 11 | The class is fun and exciting | √ |  | √ |  | √ |  |
| 12 | Teachers remember the students’ name |  | √ |  | √ |  | √ |

Based on the observation above, the teacher interactions were not neglected. The class can be controlled well by the teacher, the class was fun exiting. But, the teachers didn’t know the name of students only several students called by their name and some of them were called by you.

* 1. ***The Students’ Perceptions on the Effects of Large Class***

This point also presented in three subsections which are related to three aspects on the effects of large class, namely instructional, psychological and social effects. The following is the general interpretation of the findings.

1. *The result of instructional effects*

Table 4 Result of Observation Checklist for Instructional Effects

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Items | SMAN 1 | | SMAN 2 | | SMAN 4 | |
| existence | | existence | | existence | |
| yes | no | yes | no | yes | no |
| 1. | Students are doing another activity beyond the lesson | √ |  | √ |  | √ |  |
| 2 | Students are difficult to read words on the white board | √ |  | √ |  | √ |  |
| 3. | Students are active | √ |  |  | √ |  | √ |
| 4. | Students compare their answer with other students | √ |  | √ |  | √ |  |
| 5. | There is no direct competition among students | √ |  | √ |  | √ |  |

Based on table observation above, some students still can do activities beyond the lesson such as chatting with their friends. Some students also looked difficult to read the words on the white board. Students were active when they got their turn to do the task but mostly passive when the teacher ask them to do the task. Besides that, many students compared their answer with their friend before gather it to teacher.

1. *The result of psychological effects*

Table 5 Result of Observation Checklist for Psychological Effects

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Items | SMAN 1 | | SMAN 2 | | SMAN 4 | |
| existence | | existence | | existence | |
| yes | no | yes | no | yes | no |
| 6 | Students are shy to speak | √ |  | √ |  | √ |  |
| 7 | Students enjoy studying | √ |  | √ |  | √ |  |
| 8 | Opportunity of students to express their self rarely happened |  | √ |  | √ |  | √ |

Based on the table observation above, students were not shy to speak, when they gave chance to speak most of them raised their hands. There were no such situations where both sides feel anxious in the class. All class looks crowded but not noisy. The situation of the class sometimes noisy when all students active to follow the class especially when they got discussion or game by the teacher.

1. *The result of social effects*

Table 6 Result of Observation Checklist for Social Effects

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Items | SMAN 1 | | SMAN 2 | | SMAN 4 | |
| Existence | | existence | | existence | |
| yes | no | yes | no | yes | no |
| 9 | Students are enjoyable to attend the class | √ |  | √ |  | √ |  |
| 10 | Students are using their mobile phone during the class |  | √ |  | √ |  | √ |
| 11 | Students are sleepy during the class |  | √ |  | √ |  | √ |

Based on the observation above, the teacher interactions were not neglected; there were no found students who used mobile phone. The class can be controlled well by the teacher, the class was fun exiting. Students finished their work on time and teacher didn’t know the name of students only several students called by their name and some of them were called by you.

The findings for the first aspect on the effects of large class are supported by the result of the interview as follows:

1. **Teacher needs to mix the English when teaching**

In English class, the teachers need to use English to deliver the lesson because it is language class. All teacher in SMAN Watampone did that way, they communicate with the students mostly in English even though in simple pattern. Students also receive that in good ways, they can understand what the teachers said to them. But somehow mixing between L1 and foreign language are necessary in language class to check whether the students already understand with the lesson or not. Teachers also make voice louder with the good accuracy of pronunciation caused of large classes.

1. **Teacher is not the only pedagogue in the class**

Teachers and students agree that teacher is not the centered role in the class because students have their own part to give any contribution for the learning process going well. They are passive not listeners. Activity in the class is not in teacher centered but both of them participate and collaborate each other. Teacher only give instruction for the students and then they are more active in the class than the teacher. The system of curriculum 2013 also demand the students need to be more active in learning process of the class than the teacher does. Hess (2001) also states that cooperation works better than competition in the large class, cross-ability grouping allows the more able learners to improve their language skills by honing their ability to explain, to state clearly, and to give effective examples, while it provides the less able with considerable support.

1. **Students can make another topic or activity beyond the lesson**

On the item three teacher believed that their students cannot make another topic in the class especially while he or she still in the class. Most of students realize to be a good one and respect their teacher. Even so, there are some students still talking with their friends without noticed by the teacher. Some students at the back rows make advantages of having many friends on front of them to make chat with sit mate. When the teacher go to at the back rows whether to check the students’ work or just walking around, then the students at the front rows will start to chat also with sit mate.

1. **Students easy to cheat**

The teachers may believe that students will be cannot cheat when exam. Parts of students also feel the same way. However in reality in large class there are several students can cheat during the exam in many ways because the teacher cannot focus to all students at one time. The students always can find the way to cheating such as making sign, sending SMS, or watch directly of their friend’s answer. By dividing students will decrease the potential from the cheater.

1. **The insufficient space of language lab**

Space is not the big issues here to use the language lab because from three schools that observed, only SMAN 1 had language lab. However teachers in SMAN 1 said that sometimes use the language lab but it is different with what students statement where in X grade they never use language lab and XI grade was barely never use it to study. Even so, with only 35 sit in language lab, it will be not enough either if the teacher want to use it because the sit is not available for every student. So it will need to divide students into two times to use the lab.

1. **Student difficult to see the words on the white board**

Teachers and students have same perception with the words on the white board. Actually not only at the back rows but also at the left and right side where they barely see the words not because of the distance of the white board is quite far but it is also caused by the sun light glare or blocked by others student.

1. **Students are passive**

The students are very active to follow the learning process. Even though there are some students passive, it will be influenced to be active because of the number of active students are more than passive students. Student also sharing to find out the solution of the question before it checked by teacher. Hess (2001) states that in large classes the instructor has a built-in advantage since there are so many levels of language ability.

It is only natural that the more able students quickly assume the role of teacher-assistance. In such classes, students can learn as much from one another as they learn from the teacher. Shank & Terrill (1995) also state that having pairs of learners work together is advantageous in that it gives each learner the maximum opportunity to practice using his or her English in a communicative way.

1. **There is no direct competition between students**

Teachers and students agree by having large class the students also will have competition but of course it will be different situation with small class which is has competition between students. However, with the sit arrangement that grouped or paired, students in large classes have desire to study to prove their self in different ways which is in pair or group mostly.

1. **The use of audio visual aids**

Mialaret (1966: 194) states that the habit of analyzing, explaining, and criticizing leads the child to go beyond the more or less passive stage and to examine audio-visual messages with the critical eye of an educated person.. All students are interesting with audio-visual aids. It presents something new where before the teachers always use lecturing method which make many students sooner or later feel bored of being in the class. Beebe (2007) shows that presentation aids are invaluable to an audience-centered speaker. They help your audience understand and remember your message, communicate the organization of your ideas. Gain and maintain attention, and illustrate a sequence of events procedures. However, the teachers rarely use the aids to present their material. They always use handbook or LKS (Lembar Kerja Siswa) as the main tools to make the material for their lesson plan.

Some problems that block the teachers to use the aids:

* The restiveness of facility that school should provide for teachers.
* Not all class have electric slot to use.
* Fewer materials to present on the screen LCD.
* Consume of timing in preparation the device.
* Efficiency by using handbook is faster than using-visual aids.
* Not all teachers know how to operate the LCD.

Mialaret (1966: 194) also states that Audio-visual techniques and all that constitutes modem information and publicity can be ignored by the teacher only at the risk of a further widening and deepening of the gap between school and everyday life.

1. **Implementation of lesson plan is out of the box**

In some circumstance in the learning process can change when the teacher face a large class. Sometimes even the experienced teacher also needs to consider the best way to handle the class which gets out of the lesson plan or still on the track that they have made. Hess (2001) also stated that although experience in any classroom help us to develop our technique, work in the large multilevel class truly force us to invent and develop new ways of organizing material.

The findings for the second aspect on the effects of large class are supported by the result of the interview as follows:

1. **Activating passive students is difficult**

Activating students is not a big challenge in large class. Teenager in the over decade are shifting where the system of the curriculum and information are not develop well because of limited resource such as internet or seminar which makes many teacher lack of creativity to teach. Today it is change with the new curriculum of 2013 where the teacher can make their own material based on the syllabus so they can creative in choosing and deliver it to the students.

It is also demand the students to more active in the class which mean the teacher only the helper in the class who just provide the facility of material that will be explain. Beside that the students looks no more silent in the class because the relationship between them warmer than ten years ago where the social media like facebook or twitter are not expand yet.

Hess (2001) argued that we often feel discouraged when only a few of students participate and we cannot manage activating a great many others, who look and act bored. Teacher definitely have role to choose which one is need to serve because it is unfair to select the clever students who always active to give contribution for the class over and over. They express things they really want to say and find out the problems each other. Woodward (2001) also states that in order to express yourself in any spoken language and understand other people, you have to be able to read, write, speak and listen in the target language. Students still can illustrate on their own interests, works, and projects.

1. **Teacher exhausted in checking the students’ written works**

Some teachers have no problems when check the students’ written works. They not only check and give it the score but also most of them also provide some correction for wrong answer. So the students know which one of their answers is wrong and how to solve it. Other teacher especially for the woman felt in different ways where they felt exhausted when they do the written tasks. Because most of them were a mother, they have multiple tasks to do when their works brought to home which is serving their family and complete the written tasks. Hess (2001) also states that in our large classes, the amount of paper work, however, it is so enormous that we often feel completely overwhelmed and not up to the task.

In the large class, teacher and students never bored because teacher active to handle all of students. Hess (2001) states that as teachers of large multilevel classes, teacher must constantly be aware of many simultaneously activities and processes as well as a variety of incoming stimuli, working with such classes provides teacher with a steady challenge. It also summons the best and most effective aspects of both our intellectual and emotional natures.

1. **The class is hot**

In warm classrooms, students are easily distracted by the discomfort they experience and hence are not able to fully concentrate on their lessons. Warmer temperature tends to make students feel tired and lethargic, as compared to cooler temperatures which help them stay alert. On the other hand, with the climate in Indonesia is different with the western country. The capacity of students should be at ideal size because even though there is enough ventilation in a class, it will still make the temperature warmer than few students. The where the students feel comfortable, and are able to better concentrate on the lesson.

1. **The class is noisy**

Large classes are especially difficult to manage simply because so many people are contributing to the overall volume in the room. The number of students for each class will make sound like a market place when they are in the break time. The impact can be received by the class which is still in learning process. Forty people speaking at a normal volume are still going to make a lot of noise. Thinking about the different situations of activity like group or individual work may help teacher to tackle this issue with students. Hayes (1997) stated that teachers are often worried by the discipline aspects of large classes. They fell they are unable to control what is happening, and that the classes become too noisy.

1. **The class is crowded**

Some teachers feel that teaching in large classes is physically very connected with the problem of control especially when the class is crowded. Hayes (1997) said that many teachers are worried by the physical constraints imposed by large numbers in confined classrooms. They feel unable to promote student interaction since there is no room to move about.

The findings for the third aspect on the effects of large class are supported by the result of the interview as follows:

1. **Lack of students - teacher interaction**

Lack of interaction is considered one of the major limitations of the traditional lecture (Doris Cristopher cited in Munson, 1992). Teacher and student need to keep in touch because from it the purpose of the study will achieve. If there is no student asking about the lesson it means two things, they already know the lesson or they still confuse or don’t know the lesson.

Based from the response, Teacher always answers the questions from the students and gives individual attention to students who consider as a slow learner without neglecting the active or clever students. Woodward (2001: 153) found that each student can individually enjoy the feeling of speaking the target language at length and correctly without any interruption or stress.

Hayes (1997) found that many teachers are concerned that they are neglecting the needs of their students as individuals. In addition, being having large class teacher some time ask the smart students to help their friends who have problems with the lesson and it is happen when there are many students need the teacher. Teaching with large number of students force teachers to makes more preparation not only material from lesson but also mentally to face the unpredictable situation like noisy.

UNESCO (2006) found that large class is hard to give individual advice and guidance to students. The interaction also shows that there is good relationship between them, not only teacher-students but also student-student so both side will show the mutual learning environment. McMahon (1997) stated that learning should be a social and collaborative activity.

1. **The inappropriate use of mobile phone**

Mobile phone might new issue for a decade since it more flexible to bring and more cheap to buy. Year by year the use of mobile phone increasing rapidly especially when it connected with social media such as facebook, twitter, line etc. Most students who have registered with social media in the internet will never stop them to updating status. With the many students in the class will make it easier for some students to use phone even the teacher still in the class. These students do not care with the school rule which prohibition to bring mobile in school area. Ali (2013) stated that the use of cell phone, a number of disadvantages have emerged. To many using cell phones in the classroom while a lecture is going on is considered distracting, rude, offensive or just simply inappropriate.

1. **Sleepy students during the class**

Teacher cannot avoid that some of students sleepy in the middle of class. The cause is not only from the teacher or the situation of the class but it is from the students self. Sometimes he or she get stay up at night mostly watching TV or getting tired because of having part time job until night or watching some TV show at midnight such as drama movies which is girl like or football match for boys. In some cases, several students look sleepy when the teacher uses lecturing method for long time.

1. **Difficulty to memorize the students’ names**

Teachers need to remember their students name to the respect to them. Students feel better when their teacher call them with name not by you because it shows good relationship for both teacher and learners. However with the large class makes the teacher difficult to recognize their pupil’s names. Most of them recognized from their individual characters such as, talkative, clever, bad, patient, diligent or lazy. Hess (2001) states that learning students’ names in large classes isn’t easy, but it is essential because it promotes basic humans relationships and calling people by their names is basic recognition that they are individuals and are being respected as such one.

1. **The class is fun and exciting**

Many studies reveal that the teacher cannot handle large class. Hess (2001) argued that because the class is so large, we often that we have lost authority and a variety of managerial tasks are demanded of us. Hayes (1997) also states that teachers are often worried by the discipline aspects of large classes, they fell they are unable to control what is happening and that the class becomes too noisy. However, researcher found that the in Watampone still can handle the class even though it is consider as large.

They do some approaches to control the class such as:

* Being friendly teacher, students can communicate with their teacher without being afraid and ask to get help when face some problem with the task.
* Being humorist teacher, condition of the class might be stressed or tired especially when last hours. By giving some jokes will make the situation warmer than directly giving them by some task or lecturing over again.
* Being gamer teacher, game gives more variation of activity in the class process because the students will be interested when the teacher gives a game especially at the last activity.

The class might be noisy but being in warm and creative characters can make the situation in the class controlled well with the noisy come from the activeness of students to follow the learning process. Leod (2003) stated that modeling is a powerful strategy. Think about the way children to walk, talk, and eat: they learn from adults.

1. **CONCLUSION**

Classes in SMAN Watampone considered as large class for both teachers and students perception. There are three aspects that had investigated in this research, instructional, psychological, and social. The results of this research showed that there were some effects of large classes dealing with instructional effects based on the teachers’ perceptions. These effects are the teachers are not fully used English but they mix it with Indonesian when they teach, the classes have potential for the students to chat with their classmate, the implementation of the lesson plan is out of the box based on the class situation, chatting and sharing the answer which were done by the students are big challenge for the teacher when monitoring the class, the teachers have challenging to motivate the students who are passive in the teaching and learning process, writing on the whiteboard is considered as problem that determines the focus of the students’ sight, the teacher almost never use audio-visual aids such as LCD because of consuming time or lack of skill to use it, and the teacher difficult to use language lab because there is insufficient space of language lab for the students. On the other hand, there were also some instructional effects of the large classes that are revealed based on the students’ perception. Furthermore, these effects include that the students can do another activity beyond the lesson, the students difficult in reading the words on the white board, the students have chance to cheat when the examination, there is no direct competition between students, and the students are barely used language lab because the insufficient space problem.

In term of psychological effects of the large classes based on the teachers’ perception, the results of this research reveal that the teachers quite difficult in activating passive students since there are a lot of students in the class, the teachers are exhausted in checking the students’ written works, the teachers disappointed when most of the students got low score, and sometimes, the teachers feel uncomfortable and not relax with the situation of the class which is hot and noisy. On the other perspective of the students, the psychological effects of the large classes include that atmosphere which is hot make the students uncomfortable. Some of the students feel shy to speak. The opportunity of students to express their self is rare, and the students feel disappointed when get low score.

Based on the results of this research in term of the social effects of the large classes, the teachers’ perceptions reveal that these effects are deal with the interaction between the teachers and the students. These effects include that the teacher-students interaction are neglected or lack of the teacher-students interaction, the teacher still can control the class well, and the teachers difficult to remember the students’ name since there are a lot of students in the class. Beside that, the results of this research also reveal the students’ perception toward the effects of large classes in term of the social effects. These results reveal that there is emotional gap between the teachers and the students, the students thought that their teachers do not remember their name; therefore, it cannot motivate them to involve themselves effectively in the classroom interaction. Besides that, there is good relationship between student and their friends because there is a lot of interaction between them.

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