

**THE EXPLORATION OF THE USE OF TEACHING STRATEGIES
IN MANAGING A LARGE CLASS.
(A CASE STUDY AT A SPEAKING CLASS, FTK UIN AR-RANIRY)**

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ABSTRAK

Skripsi ini berjudul "The Exploration of the Use of Teaching Strategies in Managing a Large Class (A Case Study at a Speaking Class, FTK UIN Ar-Raniry). Penelitian ini bertujuan untuk menemukan strategi - strategi yang digunakan oleh dosen dalam mengelola kelas speaking yang memiliki banyak siswa. Dalam proses pengumpulan data, penulis menggunakan dua teknik pengumpulan data yaitu observasi dan wawancara. Penulis melakukan observasi guna mengetahui strategi-strategi yang digunakan oleh dosen di kelas speaking yang besar, sedangkan wawancara digunakan untuk memperoleh pendapat dari mahasiswa dan dosen tentang strategi mengajar di dalam kelas yang besar. Partisipan dalam penelitian ini adalah unit 6 jurusan pendidikan bahasa inggris, UIN Ar-Raniry tahun akademik 2016/2017. Berdasarkan data yang diperoleh, penulis menyimpulkan bahwa strategi mengajar yang digunakan oleh dosen untuk mengajar kelas speaking yang besar adalah *direct method, cooperative learning, individual task, reposting method, dan group discussion*. Lebih lanjut, data juga menunjukkan bahwa strategi mengajar yang cocok dalam mengatur sebuah kelas yang besar adalah *playing game, describing thing and place, group discussion and fill in the blank*.

Kata kunci : Strategi Mengajar, Kelas besar

ABSTRACT

This thesis is entitled "The Exploration of the Use of Teaching Strategies in Managing a Large Class (A Case Study at a Speaking Class, FTK UIN Ar-Raniry). The purpose of this study is to find out the strategies used by lecturer in managing a large speaking class. In attaining data, the researcher used two techniques, observation and interview. The observation was conducted to obtain the strategies that were used by lecturer in a large speaking class, while the interview was used to gain the opinion of students and lecturer about the teaching strategies in a large class. The participants of this study are a unit 6 of students in academic year 2016/2017 of English Department of UIN Ar-Raniry. Based on the data attained from the techniques used the writer concluded that teaching strategies used by the lecturer in managing a large speaking class were *direct method, cooperative learning, individual task, reporting method and group discussion*. In addition, the data shows that the suitable teaching strategies in managing a large class are *playing game, describing thing and place, group discussion and fill in the blank*.

Key words: *Teaching Strategy, Large Class.*

الملخص

موضوع هذا البحث " البحث عن طرق التدريس يستخدم في تنظيم الفصل الكبير (دراسة المسألة في المحادثة قسم تعليم اللغة الإنجليزية جامعة الرانري) الأهداف من هذا البحث هو البحث طريقة التي استخدم المحاضر في تنظيم فصل المحادثة الكبير. و في تحليل البيانات، استخدمت الباحثة طريقتين وهي المقابلة و الملاحظة. الملاحظة تستخدم للبحث طريقة المستعملة على المحاضر في فصل المحادثة الكبير، وأما المقابلة تستخدم لمعرفة الآراء من الطلاب و المحاضر عن طريقة التدريس في الفصل الكبير. العينة في هذا البحث هو الطلاب الصف السادس بقسم تعليم اللغة الإنجليزية جامعة الرانري السنة الدراسية 2016 / 2017. و من هذه البيانات، التكنيك المستعمل تلخص الباحثة أن الطريقة التي المستعملة على المحاضر في تنظيم فصل المحادثة الكبير هو طريقة المباشرة، التعلم النشط، الواجب النفسي، طريقة الأخر، مشاوره الفرقة. استمرارا على ذلك، أن البيانات تدل على طريقة التدريس المناسبة في تنظيم فصل الكبير هو اللعب تصورا عن الآلة والمكان، مشاوره الفرقة و ملاءة الفراغ.

كلمة البحث: طريقة التدريس فصل الكبير.

A. Introduction

English is a necessary subject in educational curriculum in Indonesia. It is learned from junior high school until university level. There are four skills that should be mastered by learners in learning English, one of that is speaking. Speaking is an important skill that gets more attention both in first and second language. (Yilma, 2015)

Speaking is a compulsory course, in the level of university especially in English education major of UIN Ar-Raniry. It should be taken and mastered by students like the other skills (reading, listening, and writing) which are studied in four semesters. Speaking 1 in first semester, speaking 2 in second semesters, speaking 3 in third semesters and in fourth semester students learn public speaking. In Addition, the ability of speaking is a factor to measure the success of someone in learning English. It can be said that whether someone success or not in learning English depend on the speaking skill.

Teaching speaking has a significant goal in mastering English. In achieving it, the suitable teaching strategy is needed. Anjaniputra (2013) says that teaching speaking is getting great concern in many language programs, and the teaching strategies influence the result of teaching. According to Thomson (2012) teaching strategy is a

term that refers to educational philosophy, method book, curriculum, technique, system, and procedure that are used by lecturer in teaching by lecturer in teaching and learning process. In addition, Toohey (2000 as cited in Chandrasekaran, 2008) states that teaching strategies are the whole activities and resources that a lecturer uses in facilitating student to learn. Every single lecturer has his/her own teaching strategies.

Nevertheless, there is no one proper teaching strategy for all classrooms. It depends on class size and students type. Vandenberg notes that highly qualified lecturers are purely not enough to teach classrooms of students; the number of students gave to a lecturer is also important (2012). Class size is a term refers to the number of students in a course or a classroom, Particularly either, (1) the number of students taught in a course or classroom by a lecturer or (2) the average number of students in a school, district, or education system taught by a lecturer, S. Abbott (2014 as cited in Thang). Moreover, Blatchford et al., analyze full statistic in their study, got little evidence and said, "The classroom processes had a mediating role in the relation between class size and achievement" (2003, p. 723).

Teaching strategies will be different between a small classroom and a large classroom. The study shows that, based on students teachers' opinion there is a direct connection between class size and motivation, used of teaching method, management of classroom, and assessment (Cakmak, 2009). Moreover, Vandenberg (2012) indicates that classroom which was consisted of 20 students or fewer per lecturer as an ideal class, because it was easier to provide individualized instruction, easier to create activities in-group, also easier to manage behavior. Moreover, Cakmak says that large class is always more difficult to manage than small class. Vandenberg states that, all respondents in the study, which were consisted of 51 teachers, felt that smaller class had a positive impact on the achievement of students (2012). In addition, Ramana (2013,) says that one of challenging thing in large classes is how to communicate and embrace the interest of many students in one time to motivate students to learn, listen to lecturer, to learn the knowledge and apply the skill.

In the other hand, Papo's Study (1999, as cited in Ngoboka, & Schultz, 2001) states that teaching in large class is not perceived as a problem by students meanwhile the success of teaching and learning process may depend on what is taught. Moreover,

Kornfeld (2010) in his study finds that there is no difference on students' academic achievement between students in small classes and large classes.

According to Mackey (1975, as cited in Setiyadi, 2006), all language teaching, should consist of four aspects: selection, gradation, presentation, and repetition. First is selection, which is needed by lecturer to select the most crucial aspect of the language itself. Second is graduation, which makes lecturer easier to arrange the material. Third is presentation, which presents the material that lecturer, had been selected, in order to communicate it to the students. The last is repetition, it is very needed in language teaching to make the students learn and advance the skill by practice it.

Furthermore, since the change of status of IAIN Ar-Raniry into UIN Ar-Raniry since 2013, the number of recruitment student increased sharply, especially in 2013, the accepted students were more than 300 students. Unfortunately, the number of lecturers does not support the increasing numbers of students. As a result, the number of students in one classroom was more than 30 students. Therefore, the writer needs to know about strategy used by lecturer in teaching speaking course in large classroom.

Moreover, Patrick (as cited in Bamba, 2012) thinks that a lecturer should not disregard the talents of students and should provide the opportunity for them to express their ideas. And he also believes that the best way to get all the students involved in the learning process in his large class is to implement active learning consists in using pair and small groups. Further, in Bamba's study (2012), he states that there are three central forms of learning organization that influenced by the large class size namely, whole class teaching, pair work, and individual work. He also believes a strong connection amongst the students' organization for teaching, class size, and classroom lay out.

Based on the discussion above, the writer is interested in conducting a research entitled "The Exploration of the Use of Teaching Strategies in Managing a Large Class. (A Case Study at a Speaking Class, FTK UIN Ar-Raniry)".

B. Research Design

Based on the aim of study and research question, which purposes to explore teaching strategies and to find the suitable teaching strategies in teaching speaking employed by the lecturer in a large class, this study was designed based on qualitative

design. Qualitative design is usually delivering rich and detail results, presenting ideas and concepts to inform about the research (MacDonald and Headlam, 2008). According to Kothari qualitative research is focused on qualitative phenomenon which is related to quality or kind. Moreover, it is concern with personal assessment of opinions, attitudes, and behaviors. He also explains qualitative research head for discovering the primary motives and needs (2004). In addition, the finding of the qualitative research may not directly generalize to all lecturers in managing large speaking class. The findings of this research contribute to a grounded conceptual understanding of the teaching strategies in managing large class.

In this research, the writer used a case study method. Pauline V. Young says, “case study is comprehensive study of a social unit, be that unit a person, a group, a social institution, a district or a community” (Kathory, 2004, p. 113). Additionally, case study commonly has the purpose to serve a holistic description of language learning or use in definite population and setting (Mackey and Gass, 2005).

Research Location

The location of this research was at English Department Education, Faculty of Education and Pedagogy in Islamic State University of Ar-Raniry. It is located at Jl. Syeikh Abdur Rauf, Syiah Kuala, Kopelma Darussalam, Banda Aceh.

The reasons in choosing this university for research location was, the university is the place the writer studies, so the writer understands about the problems faced by the students in speaking class and the result of this research was expected being an answer for the problems.

Research Participants

The Participants of the research were a Speaking Lecturer and a class of first year students in English major. Moreover, a class of students participating in this research was unit 6 in academic year 2016/2017, it was one of large speaking class of first year that was selected from seven units. This class consists of 32 students.

Techniques of Data Collection

1. Classroom Observation

Observation method is a method commonly used to observe things around us. Mackey and Gass in their book, which is titled 'Second Language Research: Methodology and Design' state that observations are beneficial mean to acquire in-depth information about such phenomena as the language types, activities, interaction, instruction, and events which happen in the classroom of second and foreign language (2004). In addition, it pursues to discover what people think and do by watching them in action as they express themselves in various situations and activities (Pandey and Pandey, 2015).

In conducting this research, the writer observed the activities of students and lecturer in speaking class for three times, purposed to acquire the information needed. Furthermore, in the process of observing, the researcher focused on what strategies used by lecturer and the response of students about the strategies, also the way of lecturer in managing the large class. In observation, the researcher used observation sheet as the instrument in collecting data. It was used to observe lecturer and students activities in teaching and learning process. Nevertheless, Observation also has limitations such as, the information provided was very limited, and the unpredictable thing could affect the observation process. Consequently, the writer confirmed the result by interviewing the lecturer after doing observation.

2. Interview

Interview is used to acquire the interviewees' opinion and attitude about the issues, also it is a qualitative research method (MacDonald and Headlam). In this study, the researcher used semi-structured interview. According to Mackey and Gass, in semi-structured interview, the researcher use guided question, and has freedom to acquire more information (2005).

The researcher used semi-structured interview to answer the second research question about the suitable teaching strategies of speaking course used by lecturer in teaching large class. The researcher provided the list of questions as a guide also the question was possible to develop in the process of interview

based on the answer of the interviewees. The researcher interviewed four students and a lecturer. The selected students were two active students and two passive students.

Data Analysis

The process of analyzing data and collecting data in qualitative research is simultaneous. O'Connor & Gibson, N. deliver seven steps in analyzing qualitative data included: organizing the data, finding and organizing ideas and concept, building central themes in the data, ensuring reliability and validity in the data analysis and in the findings, finding possible and acceptable explanations for findings, and an overview of the final steps (2017).

Moreover, Yin (2011) introduces five-phase cycle in analyzing qualitative data with started by *compiling database* or putting the data in some order, *Disassembling data* the other names is coding or labeling, *Reassembling* or rearrangement the data, *Interpreting*, and *concluding*.

The Steps of Conducting Research

In doing this research, the researcher got the approval from FTK UIN Ar-Raniry on Thursday, April 19, 2017, to conduct it in unit 6 at speaking class of English Education Department. Moreover, the researcher got permission from the lecturer who teaches the class on Friday 21 April 2017. In carrying out this research, the writer did it in several steps,

First, the researcher did the first observation by seating on the speaking class, during teaching and learning process on Saturday, April 22, 2017. For 2 hours learning time.

Second the researcher did the second observation next two weeks. It was on Mei 6, 2017, on that day the activities on classroom was midterm test. Because of on that day, only half of the students could perform their task, so that the last observation was held during the next two weeks.

Third, the researcher did Interview, the researcher interviewed four students which consisted two active students and two passive students from the observed class. Also, the researcher interviewed the lecturer.

Finally, after conducting the research the researcher analyzed the data.

C. Finding

The Analysis of Observation

As the discussion presented in the prior chapter, the aim of this study is to find out the teaching strategies used by lecturer in teaching a large speaking class at first year students of English Education Department UIN Ar-Raniry. In acquiring the needed information, the researcher observed teaching and learning process three times. The first observation was held on April 22, 2017, the second was on Mei 6, 2017 and the last was done on June 3, 2017. In doing the observation, the writer was involved herself in the class with the students.

The first observation was held on Saturday in room 43 FTK UIN Ar-Raniry, started at 11.30 to 12.45 AM. In gaining the data the researcher used the observation list to focus on what she wanted to find. When doing the observation the researcher got the data as presented. Before the class started, students were asked to sign the attendance list, and then all students take turned coming to the lecturer's desk. Moreover, the Student sat in U shape while the lecturer sat in front of students. The teacher started the class by writing some points, related to library.

After writing it on the white board, the lecturer greeted the students then explained what they were going to do. Further, lecturer called the students' name and asked a question, each chosen student delivered his answer around two to three minutes. The activities took around 60 minutes. Unfortunately, not all students got chance to speak, only fifteen students gave their opinion on that day, because of time constrained.

Inside of these activities, the lecturer told an Islamic story around five minutes about a widow in *Tabi'in* Period. "The widow was a yarn spinner. She was usually spinning the yarn from the light of the moon after her children had falling into sleep. One night, a group of trader traded near the house of the widow. They turn on the bright light. Therefore, the widow could spin the yarn very much and got a lot of

money. But, she was doubt about the money, is that *halal* or *Subhat*. After that, she came to *syekh* and told him about that. The *syekh* was very amazed to hear because she did not want to feed her children from the *Subhat* money.”

During teaching and learning process, most of the students spoke in English when expressing their opinion and some students mixed it with Bahasa when they did not know how to put it in English. On the other hand, the lecturer used English in giving instruction and asking question. But in telling the story, lecturer told it in Bahasa, also in giving feedback for several students. In addition, most of students spoke confidently in expressing their opinion and few students has some problems that they did not know what they had to say, it was probably because they had to do impromptu speaking. Unfortunately, from the class started some students were engaged with their phone. As the time passed by, half of students did not focus on the activity on the classroom and did not pay attention to the speaker.

The second day of observation was conducted on Mei 6th, 2017 as the same room as the first observation. The speaking class was started at 11.35 A.M. and was finished at 13.05 P.M. On that day, they were taking midterm test. The students sat in three rows but not in order. As the first meeting, before teaching and learning process started the lecturer asked the students signed the attendance list. After that, lecturer asked students to take a piece of paper which contained the sequence number to perform. Then, lecturer asked the student who is getting the number one to present in front of the class to speak about the book they had reviewed. On that day, only 13 students had opportunity showed what they had prepared. Each student spoke in different duration of time, some students spoke around five to eight minutes, and half of students spoke more than 10 minutes, based on the material, which they had prepared.

The last day of observation was done on June 3rd, 2017. The activity took place in the veranda of second floor FTK A UIN Ar-Raniry, the class started at 10.15 morning and it was end at 11.36 A.M. On that day they were in final examination. The topic that students should speak was about “The Job I wanted most”. It was given one night before the class started. Moreover, lecturer started the class with *salam* then asked a student who were ready to perform first and each student speak around 3 to 5 minutes.

After several students presented their task, the lecturer started to call students based on the attendance list. On that day, situation really did not conducive, because the activity only between the students and lecturer, while the other students could not hear their friends' performance because the situation very crowded. All of students did not focus on the performer, and only busy remembering their task. The class ended without closing because the lecturer permitted them who finished their task to leave class.

The Analysis of interview

1. The Analysis of Interviewing students

The researcher interviewed four students and a lecturer. One of four students were interviewed on Wednesday Mei 10th 2017, then on Saturday 13th, 2017 the researcher interviewed three students. The last interview researcher did on June 3rd, 2017 on that day the researcher interviewed the lecturer who was teaching in the observed class. To analyze the data easily, the researcher used symbol A₁ (Active student number 1), A₂ (Active students number 2), P₁ (Passive student number 1) and, P₂ (Passive student number 2). The researcher asked questions and presented the answer of the participant as below.

1. *What do you think about the atmosphere of the speaking class? Is it enjoyable or crowded, or normal?*

For the first question, the researcher asked about the atmosphere of the speaking class. Two participants, A₂ and P₂, had similar answered. According to them the atmosphere in their speaking classroom is normal. While, the A₁ said that the atmosphere in the speaking class was not very enjoyable and P₁ said it was very crowded. Additionally, the A₁ and P₁ compared their recent speaking class (Speaking 2) with the last speaking class (Speaking 1), they said that the speaking 1 was more fun and enjoyable because the lecturer was very interactive with them and everyone got the same chance to speak. Further, from the answer of the P₁ and A₁ the researcher developed the question about the ideal number of students in speaking class and their opinion 20 students are ideal and 25 students are the maximum number of students in one speaking class.

2. *Are the numbers of students in speaking class affect to you in learning process?*

Based on the question above, all respondent said that they were affected by the number of students in speaking class. A₁ said that some students made noise and disturbed the learning process, and he did not get the chance to speak every meeting. Moreover, A₂ has the same reason that she did not get chance to speak. In the other hand, P₁ said that too many students in speaking class made her lazy and shy to speak. While, the P₂ feel did not confidence to speak because of to many smart students.

3. *Do the strategies used by lecturer in speaking class facilitate you to speak?*

All the participants had the same answer. They believed that, the strategies that were used by lecturer did not facilitate them to speak.

4. *In your opinion, since the first meeting what are the suitable teaching strategies for speaking class?*

The participants have the various answers in term of suitable teaching strategies for speaking class. A₁ said that the most suitable teaching strategy for speaking class is discussion. Then, A₂ assumed discussion and game is the most suitable. Moreover, P₁ said work in pair and P₂ thought that playing game, describing thing and place, group discussion, also fill in the blank can be interesting activity in speaking class.

5. *What do you hope for speaking class in the future?*

In term of this question, the students had various answer. A₁ hope the future speaking class will be more active. The lecturer gives each student the same chance to speak. Furthermore, he also hopes that the lecturer can build the confidence of students to speak and gives them some tips to speak fluently in front of classroom like native speaker. A₂ expect that in the future, the lecturer gives them motivation and also train them to speak like native, and the lecturer speaks in English. Moreover, she hopes that the lecturer can provide feedback after discussion activity. Additionally, P₁ hope in the future the speaking class has less number and the lecture teach them lively. Further, the hopes of P₂ are the speaking class in the future more enjoyable and when divided

them in group the lecturer has to make them in group which consist of different competences.

6. *What are your suggestion for better speaking class?*

A₁ suggest that the lecturer teach them more active and students should have confidence to speak. Moreover, A₂ only suggest be brave to speak for their friends. While P₁ advised the lecturer to help students to speak and give them motivation to speak. The last suggestion from P₂, the lecturer has to have spirit in teaching, also give each student the same chance to speak.

2. The Analysis of Interviewing the Lecturer

In gaining the data from the lecturer, the researcher asked several questions which is explained as below:

1. *With 32 students in one classroom for speaking course, does it give impact to teaching and learning process?*

The lecturer said that large number of students in speaking class gave impact in teaching and learning process. Such as, it was difficult to handle. Based on her opinion, it is not effective to teach speaking in a large class. In the other side the large class also has the benefit. The lecturer told that if she more interactive with the students, they will have friends to talk. In addition, the advantage of the large class is they can share and discuss their ideas with their friend finding the solutions about the topic that were given by the lecturer.

2. *What are the suitable strategies for teaching speaking in a large class?*

Based on opinion of the lecturer, the suitable teaching strategy which can be used by the lecturer in teaching a large speaking class is grouping. She said that by grouping the students, the lecturer easier to handle them. The lecturer can put them in group which consists of 4, 5 or 6 students.

3. *What strategies do you use in teaching speaking to a large class like this?*

The lecturer delivered her answer that she used several strategies in the process of teaching facilitating students to learn. Not only put the students in group and in

pair, the lecturer also gave task to students individually. Some strategies which had been applied by the lecturer in speaking class are direct method, cooperative learning (Group and pair), and individual task.

4. *What are your suggestions for lecturer who teach a large speaking class?*

The lecturer said that it is not easy for the lecturer to handle students in a large class specially for speaking subject, to make it easier the lecturer can put the students in group or drill. Moreover, she had suggestions for stake holder. She really hopes that the number of students in the speaking class will be limited. In addition, the lecturer also said that, if the number of the student could not be limited, the time should be added.

5. *What are challenges did you find in teaching a large speaking class?*

The challenges which was finding by her in the process of teaching a large speaking class were; first, the lecturer was unfair for the students. She also did not give enough attention for her students. Moreover, she said that it was difficult providing the same chance to each student. The last is, to crowded class did not give enough space and fresh air.

D. Discussion

Based on the analysis of two data collecting above, the writer explained some brief and clear description focusing on data, which had been acquired through the observation and interview. This research focuses on teaching strategies in managing a large speaking class

The research questions are "What are the teaching strategies of speaking course used by lecturer in teaching large class?" And "What are the suitable teaching strategies of speaking course used by lecturer in teaching large class?" After conducting observation and doing interview, the researcher got the result as stated below.

Based on observation, the researcher found that teaching speaking in a large class was a challenge for a lecturer. She got difficulties in giving the same chance to every single student in the class. Moreover, large speaking class gave the space

between lecturer and students, where it was really difficult to remember the students' name. Sometimes, the lecturer was unfair in giving feedback to her students. Further, in the first observation the lecturer used Focus Group Discussion method. On that day they were discussed a topic related to Library. In the activity, lecturer played the role as the interviewer and the students as the interviewee. The second day of observation the lecturer used Reporting Method, on that day the students reported about the book or novel which they had been read. Moreover, in the last observation the lecturer also used Reporting Method with the topic about "The job which I wanted most".

Based on the result of interviewing the lecturer and students, the teaching strategies used by the lecturer in teaching speaking in a large class were direct methods, cooperative learning, individual task, also group discussion. Based on the result of interviewing the lecturer the suitable teaching strategies in large speaking class was making students in group, it was make the lecturer easier to handle the class. In addition, the suitable teaching strategies based on the data of the interview four students, the suitable teaching strategies in large class were playing game, describing thing and place, group discussion and fill in the blank.

However, all participants in this research feel that too many students in a class for speaking subject caused uncomfortable situation to learn. The lecturer could not provide the same feedback for every single student. Besides, large class caused the active students did not get enough chance to speak, while the passive students were intimidated to speak in a large class.

E. Conclusions

After gaining the data by doing observation and interview, the researcher analyzed the data and presented the result. This study can be concluded as follows.

1. Teaching strategies used by lecturer in speaking subject for handling a large class were *direct methods, cooperative learning, individual task, and group discussion*.
2. The suitable teaching strategies to manage a large speaking class were *playing game, describing thing and place, group discussion and fill in the blank*

3. Large class gives relatively bad impact to both students and lecturer in the process of teaching and learning in speaking subject.

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