THE CORRELATION BETWEEN EFL COLLEGE STUDENTS' LARGE CLASSES AND THEIR ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE TEACHING AND LEARNING CLASS

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Abstract

Large classes are a concern that educational institutions, particularly those that provide a high-quality education to their students. According to with findings of this study, the term "large class" refers to classes with more than 40 students. This study shed light on the relationship between class size and students' academic performance as one of the current issues that need to be investigated. It seeks to ascertain the relationship between large class size and student academic performance, as well as to ascertain the high percentages of problems identified by students about large classes. The population for this study is university students, and the sample consists of forty students as the main sample. The researchers create a scaled questionnaire to measure large class size problematic areas and correlate them with students' final rates, which the researchers rely on as their academic performance. This relationship was discovered using the person correlation coefficient. Early correlation analyses show that class size has a negative relationship with students' academic performance. In light of the findings, recommendations for both teachers and students are made.

Key words: The correlation, EFL college students, large classes, Academic performance

INTRODUCTION

When we look at the number of students in the classroom in various classes in Indonesia, it makes some problems regarding the students and their academic performances (Firma Sahrul B, 2017; Mandasari, 2020). In some recent years, a classroom in Indonesia could have 30 to 40 students. The Indonesian government has released a new guideline governing the number of students allowed in a single classroom (Erri et al., 2016; Sulistiani et al., 2020; Very & Pasha, 2021). The government is attempting to improve education quality in Indonesia by limiting the number of students enrolled (Aldino & Sulistiani, 2020; Lusa et al., 2020; Pangkey & Mahfud, 2020). Large class size is one of the factors that affect directly the teaching process (D Apriyanti et al., 2014; Nurmala Sari & Aminatun, 2021; Sasalia & Sari, 2020). Demonstrated that relatively small classes are equivalent to large classes (Nuraziza et al., 2021; Oktaviani & Mandasari, 2019; Santoso., 2018). As a result, the size of the class has a minor impact on the students' learning (Aminatun, 2021; Arpiansah et al., 2021; Suprayogi et al., 2021). Teachers should come up with interesting ideas for controlling their class, just like they would when teaching a small class, to achieve the best results in teaching and learning (Parnabhhakti & Ulfa, 2020; Risten & Pustika, 2021; Samanik, 2018).

Unfortunately, very few large courses are optimal learning environments (Anderha & Maskar, 2021; Febriza et al., 2021; Nadya et al., 2021). They are typically hot, crowded, and loud (Mandasari & Wahyudin, 2021; Simamora & Oktaviani, 2020; Wahyudin & Sukyadi, 2015). Furthermore, this type of class influences students' interactions with one

another and with the teacher (Dian Apriyanti & Ayu, 2020; Darwis et al., 2020; Novawan et al., 2020). Teaching large classrooms appears to pose many problems since teachers must handle more students and may struggle with discipline, yet huge groups also provide certain benefits in teamwork and solidarity (Gustanti & Ayu, 2021; Isnaini & Aminatun, 2021; Kiswardhani & Ayu, 2021). When there are a lot of students in a class, they might share a lot of different thoughts and intriguing life experiences (Damayanti & Listyani, 2020; Habibi et al., 2021; Kuswoyo & Susardi, 2016). This engages the youngsters and enlivens the areas of your session when they can discuss and learn from one another (Mandasari & Wahyudin, 2019; Phelia et al., 2021; Sukerti & Yuliantini, 2018). Children can learn to share responsibilities and assist one another through project work (Aguss et al., 2021; Gunawan D, 2020). This also adds variation to the work and speeds it up. The issues connected with teaching in large courses can be "physical, psychological, and technical (Erya & Pustika, 2021; Keith et al., 1974; Rahmania & Mandasari, 2021). These issues related to teaching in large courses can be identified as the following point, such as:

1. Discomfort: Many teachers are concerned about the physical limits created by big groups in small classrooms.
2. Control: Some teachers are concerned about the discipline issues that arise in large classes.
3. Particular attention: Many good teachers are afraid that they are ignoring their student's individual needs.
4. Evaluation: Teachers believe it is their job to check all of their student's work.
5. Effective learning: All teachers want their students to learn. They are naturally concerned if they are unaware of who is learning what.

The difficulties that teachers experience while dealing with large courses as real challenges . Dealing with large classes is a real challenge for every teacher, because of the diversity of students, lack of flexibility, class climate management, the difficulty of setting and enforcing classroom behavior such as crowd control, minimum attention to students, limited monitoring of students' learning, and difficulty in engaging students in activities.

LITERATURE REVIEW

Academic performance can be seen to be amorphous because it extensively encompasses a variety of elements ranging from obtaining a professional degree to the moral development of students (Ahluwalia, 2020; Maskar et al., 2021). Furthermore, academic performance is rather important for anyone concerned about education (Baker & Edwards, 2012; Hendrastuty et al., 2021). In other words, the amorphous idea of Academic Performance can be defined as learning knowledge; acquiring skills and competencies; securing excellent grades and similar academic achievements; securing a progressive career; and intent and persistence toward education. The primary objective of this research is to look into students' issues in joining large classrooms and how these relate to their academic performance. This type of relationship has a significant impact on the teaching process, one benefit of a correlation study was to predict a variable from another variable that has a strong and positive correlation with each other, but it is difficult at the same time because finding objective support for this assumption is considered more difficult (Mahfud et al., 2020; Putri & Sari, 2020).

As this is a wide topic, different writers utilized a variety of data collection and analysis methodologies to explore it. Some writers utilize it with basic and secondary school pupils, while others use it in higher education classrooms. Overall, even though the settings

differed, all previous research reached the same conclusions, namely that large class sizes had an impact on students' performance in one way or another.

Focusing on the impact of individual faculty-student contact. His findings show that the larger the class, the more effort the instructor devotes to class-wide activities at the price of individual attention (Abidin et al., 2018; Octavia et al., 2020; Yao et al., 2021).

This research answers two research questions regarding the relationship between students' academic performance in a large class and between class size and students' academic performance, and also are the main difficulties that college students faced in joining large classes. From the facts and circumstances, it is conspicuous that each of these studies has some similarities to the existing one, as they all work on the same axis.

METHOD

The type of method that is used in this research is qualitative research, To fulfill the aims of the present study, which are determining the correlation between large classes and students' academic performance, a questionnaire was constructed by the researchers, as shown in the appendix. The instrument that has been used for collecting the data is based on the open questionnaire, related literature, previous studies, and experts' opinions. The population of this study comprises the students of English departments in Universitas Teknokrat Indonesia from a writing class. The final version of the questionnaire was distributed to the participants at the end of December 2021. The students were asked to give their views on the items according to the scale of three dimensions. Students' responses have been utilized by the researcher.

RESULTS AND DISCUSSION

This research was to investigate the high percentages of problems that students face in joining large classes. The results indicate that the students from Universitas Teknokrat Indonesia in writing class agree on two main problems about the questionnaire. Both of them have a 100% percentage. The first one, large class sizes create behavioral problems. The other one the motivation of students toward studying is affected by the class atmosphere. The results of other items in the questionnaire reveal that students suffer from all types of educational problems in large classes but in different percentages as shown in the appendix.

CONCLUSION

Based on the discussion above, there are several conclusions to be concluded there are:

1. Initial correlation analyses indicate a negative correlation between class size and students' academic performance, implying that when class size issues are resolved, students' academic performance improves and vice versa.
2. Classrooms with a big number of students present several issues in addition to having a direct impact on students' academic performance. They are typically hot, crowded, and loud. Unfortunately, they are not conducive to learning.
3. The researcher regarded an item that achieves a weighted mean of 100 percent as a genuine difficulty. As a result, two items received positive attitudes from students, while the other two received high percentages. Conclusion remarks should be clearly stated as follows:

a. Large class sizes create behavioral problems and the motivation of students toward studying is affected by the class atmosphere. Obtain 100% positive attitudes from students. They received a weighted mean of 100%.

b. Items 3 and 16 refer to (Teachers devote little time to communication skills) and (Large class size affects the quality of teaching aids.) Obtain the pupils' second favorable sentiments. They received a weighted mean of 90% and 93%, respectively.

c. Finally, while this study is applied to classrooms with a big number of students, which results in many challenges and problems, it is still limited because the situation varies from place to place, as does the manner of teaching. As a result, it is proposed that researchers concentrate on the same concept but with distinct factors such as class management and the use of alternative assessment approaches.

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