

**THE CLASSROOM MANAGEMENT IN SPEAKING CLASSAT THE
SECOND GRADES STUDENTS OF SMAN 3 KEDIRI IN ACADEMIC
YEAR 2014/2015**

JOURNAL



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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APPROVAL PAGE

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By:
DANAR SRI LESTARI
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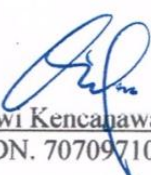
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YEAR 2014/2015**

Approved by the Advisors to be proposed to
The English Education Department Examination Committee of
University of Nusantara PGRI Kediri


Kediri, 25 Mei 2015

The Advisors,

Advisor I


Dewi Kencanaawati, M.Pd
NIDN. 707097102

Advisor II


Moh. Kusen, M.Pd
NIDN. - J

APPROVAL SHEET

SKRIPSI

By:

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Kediri, 25 Mei 2015

Board of Examiners,

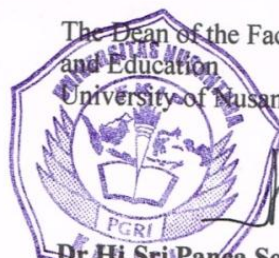
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Handwritten signatures of the three members of the Board of Examiners: Chairman, First Examiner, and Second Examiner.

The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri



Dr. H. Sri Panca Setyawati, M.Pd
NIDN: 716046202

THE CLASSROOM MANAGEMENT IN SPEAKING CLASS AT THE SECOND GRADES STUDENTS OF SMAN 3 KEDIRI IN ACADEMIC YEAR 2014/2015

Danar Sri Lestari

10.1.01.08.0051

Faculty of Teacher Training and Education

English Education Department

nanasetiawan@gmail.com

Dewi Kencanawati, M.Pd & Moh.Kusen, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

Abstract

DANAR SRI LESTARI: *The Classroom Management In Speaking Class at The Second Grades Students Of SMAN 3 Kediri In Academic Year 2014/2015, Skripsi, English Department, Teacher Training and Education faculty, University of Nusantara PGRI Kediri, 2015.*

Key Words : Management, Positive Classroom Climate, Teacher's Strategies – Teacher's Roles, Speaking Class.

The classroom management is the way used by the teacher to describe the process in creating a positive classroom climate that maintains a positive, productive and an effective teaching learning. This research is aimed at answering the following questions. How is the nature of classroom management in speaking class at second grade students of SMAN 3 Kediri? 2) What are the teacher's strategies to make a good classroom management in speaking class at second grade students of SMAN 3 Kediri? How are the teacher's roles to manage the classroom in speaking class at second grade students of SMAN 3 Kediri?

This research used descriptiv qualitative research. The data were gained by observation, interview, and documentation. In the observation, the researcher gets some information in practicing teaching learning that done by the English teacher. From interview the English teacher explain about what are the roles and the strategies to handle classroom in speaking class. Then, from the documentation the researcher take a picture about the teaching learning process – when the English teacher

explaining and when the students perform in front of the class.

The finding of this research shows the classroom management in speaking class done by the English teacher. She is being a center in the classroom and acts all the roles in each teaching stage. The roles of teacher in classroom management are teacher as Controller, Organizer, Assessor, Prompter, Participant, Recourse, Tutor, and Observer. These roles include in every teaching stage in learning process. The teacher's strategy applied by the teacher to support the roles of the teacher itself. Some teacher's strategies that applied such cooperative activity, drilling and questioning that have connection in the classroom. The goals of classroom management is not only to makes better the students' behavior, planning, organization and control of the learners but also to create and maintain a positive, productive learning environment and to support and foster a safe classroom community.

Based on the result of the research, the researcher suggest to the English teacher at SMAN 3 Kediri to create a warm and positive climate at the classroom by apply her roles and do the other strategies as the center of classroom manager. For the students, hope they are able to understand what should they do or not for find the theories out. For the other researcher, hopes that the they ought to use inefficient role, applying the other strategies and hopes they won't apply the role of the teacher for the other skill, because it will give a bias topic.

CHAPTER I

BACKGROUND OF THE PROBLEM

A classroom is suitable place among other place for teaching and learning process. It is the important part to support teaching activities. Successful teaching learning activities are depends on the teacher to manage classroom. Teacher must be trying to gets students interesting to makes them have motivation in studying. So, the teacher should able to create a good situation in the classroom especially in speaking class.

According to Johnson and Brooks (1979) in Evertson and Harris state that the classroom management focuses on controlling students' behavior and looks instead at the teacher actions to create, implement, and maintain a classroom environment that support learning. Then, in Asia E-University's book (2005: 231) state that classroom management is teacher's strategies that create and maintain an orderly learning environment and discipline. Besides that, Martin and Sugarman in NYU Steinhardt's book (2008: 2) states that classroom management refers to all of the activities in the classroom that teachers do creatively to make a positive classroom climate within which effective teaching and learning can occur. Based on statements above, the classroom management is the way used by the teacher to describe the process in creating a positive classroom climate that maintains a positive, productive and an effective teaching learning.

Then, Rebecca et.al in Brown (1998: 166) pointed out that teacher roles are often best described in the form of metaphor: teacher as manufacturer, teacher as doctor, teacher as judge, teacher as gardener, and others. So, as what has been stated above about the teachers' roles is the activities that teacher should do in teaching learning process to support and foster a safe classroom and maintain a positive , productive learning environment, such as creating a physical environment – be creative in a well-ordered learning environment, be a trainer that can collaborate with his/her students – can explains the work that have to do and helps the students with it, and being friendly and supportive to his/her students at the classroom.

Based on the background of the study above, the researcher would like to conduct a research in title “The Classroom Management in Speaking class at the Second Year Students in SMAN 3 Kediri in Academic Year 2014/2015” Because the researcher wants to know the problems that may happen in this class, the environment in the speaking class it. Therefore, the researcher tries to describe how the teacher manages the classroom effectively, including the teacher’s ways to manage the students, what are the activity in the classroom – what are the teacher’s do – as the teacher’s role, what are the students do – as the students’ role, and how the activity be held.

CHAPTER II RESEARCH METHODOLOGY

This research uses descriptive qualitative research because the researcher wants to describe the real condition based on the teaching learning activities that done by the teacher and students in the classroom. Walcott in Creswell (2000:20) interpret qualitative research as follows:

Qualitative research is fundamentally interpretive. This means that the researcher makes an interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned, and offering further questions to be asked.

It also means that the researcher filters the data through a personal lens that is situated in a specific sociopolitical and historical moment; one cannot escape the personal interpretation brought to qualitative data analysis. The descriptive research is a research that has function to make a description of phenomena in real situation.

It is supported by Given (2008:185) that Qualitative data are generally non numerical but have a greater variety of sources. In qualitative research, the data formula data is presented in description. The data is not presented in numeral.

Qualitative means that it is not related with numeric data but all the answers are shown by a number of theories that the researcher can find in the book. So, qualitative research in this research is a procedure that results in descriptive of subjective data in written, to create clear description on factual and accurate data or phenomena being structurally. To select the data, the researcher observed the classroom management in speaking class applied by the English teacher at the second grade students of SMAN 3 Kediri.

The role of the researcher is as instrument and data collector all at one. So, it is absolutely needed in the research. The researcher plays a role as the observer and the subject is unaware that she was examined. This is to minimize the target awareness. So the data to be collect is valid because the subject does not prepare before. The researcher came to English class to know the implementation of teaching speaking, so the researcher knew real situation in the classroom in speaking class.

Research procedure is the step to make the research run well. In this research there are some stages of the research that are done by the researcher, they are:

1. Preliminary research, it is the first activity that done by researcher. The first, the researcher formulates the research title. After the title of the research is agreed by the lecturers, the researcher collecting the material related to the research. In this case, researcher collects the material about learning classroom management; focus in one aspect of the strategies to create positive climate in speaking class. After that, the researcher formulates instruments to collect the data. The instruments are observation and interview. The brief explanation of the instruments' implementation is given below.
2. Research design development. The researcher tries to collect the data from the teacher by interviewing her because the researcher wants to identify about the subject of the research and focused to get more information related with research question that supports her arguments. After consulting to the teacher, the researcher take role as an observer. She was observing all of the activities during teaching-learning process. It is used to identify what the English teacher's strategies in speaking class.
3. Processing, this stages also called the real research. In this stage, researcher observes the strategies to create positive classroom climate in classroom management done by the English teacher in speaking class. The researcher doing some activities to collect the data, like taking a note during the observation, making record about activity during teaching learning process in speaking class, and interviewing to the English teacher.
4. Finishing. In this step, the researcher tries to arrange research report and starts to write the research from chapter 1 until finish. The data from note of observation and interview will be processed then the result will be analyzed descriptively to find out the description about the classroom management in speaking class. The researcher wrote a report in raw data and then divides data that related to make a conclusion about the research and throw unnecessary data.

To do a research, the area where the data was being taken must be restricted. The aim was made the research easy are done. Therefore, selecting the suitable place is necessary to be concerned. The researcher chooses SMAN 3 Kediri as the place of the research because the researcher had done a teaching practice in this school for three months, so the researcher knows the condition of the school. SMAN 3 Kediri is one of senior high schools in Kediri, located at Jl. Mauni No. 88 Kediri.

To determine how long a research should be held, the researcher arranged the time so that the research becomes effective and efficient. The researcher was started during lesson time of English Subject in speaking especially at the academic year 2014/2015. Specifically, the time

of collecting the data runs smoothly, the list of the activities can be clearly seen from the table below:

Table 3.1
The activities of the research

No	Activities	Date
1.	Proposing the research title	May, 14 th 2014
2.	Chapter 1	December, 4 th 2014
3.	Chapter 2	January, 3 rd 2015
4.	Chapter 3	January, 3 rd 2015
5.	Instrument	January, 3 rd 2015
6.	Asking permission to the headmaster of SMAN 3 Kediri	November 2014
7.	Doing class observation	November, 20 th 2014
8.	Doing class observation	November, 24 th 2014
9.	Interviewing the English teacher	November, 25 th 2014
10.	Analyze the data	January, 31 st 2015
11.	Arrange the research report	March, 7 th 2015
12.	Chapter 4	March, 28 th 2015
13.	Chapter 5	May, 14 th 2015

In this research, the researcher takes data source from the words that source from classroom observation, and also interview the English's teacher of SMAN 3 Kediri. The researcher's observation to get information about classroom management in speaking class and to see how the teacher makes the positive climates in the classroom in speaking class. Next, the researcher used interview to get information how the way / the strategies that be done by the teacher to manage the classroom in speaking class.

The researcher needs technique of collecting data. The technique that used in this research is usually known as instrument. Instrument of this research is the instrument used to collect the data. Ary (2010: 430) states the most common data collection methods used in qualitative research are (1) observation, (2) interviewing, and (3) document or artifact analysis. Artifacts may include audio and video recordings, photographs, games, artwork, or other items that provide insight related to the context or participants'.

The data that got in this research was analyzed by using descriptive qualitative analysis. According to Ary (2010:481), "Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important." Data analysis consists of data reduction, data display and conclusion drawing/verification.

1) Data reduction

Data reduction is the process of selecting, focusing and arranging the data from observation, questionnaire and interview. In this process, she tried to find how to managing the classroom at SMAN 3 Kediri. So she was able to take the important and specific information that relate with the research after the observation.

2) Data display

Data display is the process in which the data and the unit of information are described in a form, to enabling the writer to make a conclusion. In this process, the researcher was done the organizing and summarizing of data and information systematic. She described classroom management at SMAN 3 Kediri. It included how the way uses of teacher inmanage the classroom.

3) Conclusion drawing/verification

After displaying the data, the researcher makes a conclusion. The conclusion drawing is the last technique in analyzing the data. To verify the result of the research, the writer displays the notes relating to the research. The researcher gave the reason for reducing and displaying data, determined the relevant definition that suitable with the main topic of this research was management in the classroom in speaking class at SMAN 3 Kediri.

CHAPTER III

RESEARCH FINDING AND CONCLUSION

Based on the research finding, the writer presents the discussion that consists of:

1. Nature of Classroom Management in Speaking Class

In this discussion section, at first the researcher discusses about the nature of classroom management in speaking class. From the observation, interview and documentation result, it can be described that all of teaching and learning process, the teacher always try to apply point out the classroom management.

In the first part, the researcher explains more about the nature of classroom management especially in pre, whilst, and post activity. The standard of the nature of classroom management that should teacher's do at pre activity, there mention some acts that done by the teacher to support and make opening of class running well, and also create a good environment of the classroom such; saying great greeting, led students to praying together, checking attendance list, arranging sitting, and also giving classroom questioning to warming up at the classroom. All of acts done by the teacher with good feeling, expression, and spirit so it is going to make good enthusiasm of the students and of course increase a spirit to learn more.

The second part of managing classroom in speaking class is in whilst activity. The researcher is going to explain about the some sub procedures such; exploration, elaboration, and confirmation. In every part, there are some explanations about what are the teacher should do, start from exploration, the teacher should be *controller*, that is important to control all the activities – create a quiet and conducive situation in the classroom, then in elaboration teacher as an *organizer* – making and creating well managed classroom to get learning activities process maximally, and also being *assessor* – to give score to the students' task in confirmation session.

In post activity, the important one that teacher should do is make a good communication with the students to have confirmation, gives reflection about what are they have learned, and also reduce crowded at the classroom. Teacher together with students still can focus but there is not making situation strained.

2. The teacher's strategies to make a good classroom management in speaking class

The teacher's strategy is creating a good environment in the classroom especially in speaking class for sharing with the students. It is very need to make full of understanding what the students' learn. To create a good environment, the teacher should do some activities such; make sure the students get what they have learned, teacher ensure can help students in

prepare their assessment, teacher makes a note in her assessment, and stimulate the students to remember the material before course.

The standard way of the Teacher's strategy to manage classroom in speaking class especially in pre activity is depend on some teacher's acts in the classroom to get a good interaction, good response from the students, and creating good environment in the classroom that can be apply some strategies such cooperative activity, drilling and questioning. And also ensure that what teacher's do will give a good impression – make students always miss their teacher's coming at the classroom. To have a good relationship among teacher and students that can increase the effectiveness of teaching learning at the classroom itself, that's all can be achieved by enclose some teacher's role that can support all of a strategies.

The situation that given by the teacher in whilst activity especially in confirmation session should include a transparent assessment. Transparent assessment means that the teacher asses the students' respond and respect indirectly. To assess it, teacher has a strategy in have a good communication and interaction to get students' respect. Good respect and respond from the students will increase their enjoyment and enthusiasm to follow and do what their teacher wants, for example in drilling. Then, teacher very need to know about the time management in classroom organization. It will help teacher in arrange and divide students in pairs and group and also manage the activity in whilst session. in students' practice speaking, teacher should manage the time to maximize learning. The teacher being a good time manager in guiding students' in practice speaking. In speaking class, guiding and dividing the level of students' ability is effective in practice speaking. So the teacher as a guide can make a good group work among the students where the intermediate or advanced students' ability can help the students who have low ability in speaking. It will make teacher easier to manage time. In elaboration session, the teacher should be an assessor to check and correct students' mistake. She also monitors what are students' faults in speaking; pronunciation, fluency, grammatical, and comprehension. in confirmation session, teacher as the assessor that gives score and feedback to the students and also applying of the teacher's roles as collaborator that discuses and review in giving feedback.

In post activity session, teacher applying some strategies that include the roles of the teacher such; teacher as an assessor and gives feedback, Teacher as the motivator that should know how to motivate her students and increase her students' enthusiasm in learning English especially in speaking class. In the last teacher takes a note in her final teaching is important one. It can be done while the teacher gives homework to her students.

3. The teacher's roles to Manage the Classroom in Speaking Class

In speaking class activity, among teacher and students should have a good collaboration to start from giving information, explanation, drilling, and assessing. To do it in a good way, teacher needs to do the teacher's roles to manage classroom in speaking class.

The teacher's roles to manage classroom in speaking class in pre activity is depend on some teacher's activities that being a role. The teacher's roles that can stimulate of a good climate in speaking class start from teacher as a *participant* that participate in the classroom, teacher as an (indirect) *assessor* that assess the students' discipline by checking the attendance list, assess the students' respond and also to know how students' understand about the last material and students' enthusiasm about the new material. All of the roles are supporting by some activities in pre activity itself such start from greeting, check attendant list, arranging sitting, filling the empty sit, and also gives some questioning.

The roles of the teacher in whilst activity is divided into three sub procedures such; exploration, elaboration, and confirmation. In every part, there are some explanations about what are the teacher's roles, start from exploration, the role as a *controller*, that is important to control all the activities – create a quiet and conducive situation in the classroom, then in elaboration teacher as an *organizer* – making and creating well managed classroom to get learning activities process maximally, and also being *assessor* – to give score to the students' task in confirmation session.

In post activity, the important one that teacher should do is make a good communication with the students to have confirmation, gives reflection about what are they have learned, and also reduce crowded at the classroom. Teacher together with students still can focus but there is not making situation strained. The roles of the teacher in post activity are the teacher as an *assessor*, an *observer*, and as *recourse*.

Based on the researcher's analysis, there are some points that should be included in a good classroom management such; creating a positive climate in the classroom, applying strategy of the teacher, and also applying the roles of the teacher in teaching learning process especially in speaking class.

The standard of classroom management that should be applied in the classroom especially for speaking class, there are some acts such; saying greeting, led students to praying together, checking the students' attendance list, arranging sitting, and also giving classroom questioning to warming up at the classroom. All of acts done by the teacher with good feeling, expression, and spirit so it is going to make good students' enthusiasm and of course to increase a spirit to learn more, to support and make opening of class nicely and hope

running well, and also to create a good environment of the classroom. The second part of managing classroom in speaking class is in whilst activity that mention about some sub procedures such; exploration, elaboration, and confirmation. In every part, there are some explanations about what are the teacher should do, start from exploration, the teacher should be *controller*, that is important to control all the activities, then in elaboration teacher acts as an *organizer* – making and creating well managed classroom to get learning activities process maximally, and also being *assessor* – to provide feedback and give score to the students' task in confirmation session. In post activity, the important one that teacher should do is make a good communication with the students to have confirmation, gives reflection about what are they have learned, and also reduce crowded at the classroom. Teacher together with students still can focus but there is not making situation strained.

The teacher's strategy in creating a good environment in the classroom especially in speaking class such using cooperative activity, drilling, and questioning that make sure the students get what they have learned, ensure that can help students in prepare their assessment, makes a note in the assessment, and stimulates the students to remember the material before course. All of the teacher's strategies are supported by some teacher's role. The teacher's strategy to manage classroom in speaking class for pre, whilst, and post activity is depend on some teacher's acts in the classroom to get a good interaction, good response from the students, creating good environment in the classroom and also ensure about everything that teacher's do will give a good impression – make students always miss their teacher's coming at the classroom. A good relationship among teacher and students that can support the effectiveness of teaching learning at the classroom itself, that's all can be achieved by enclose that strategy.

Teacher's roles to manage classroom in speaking class in pre activity can be mentioned start from teacher as a *participant* that participate in the classroom, teacher as an (indirect) *assessor* that assess the students' discipline, respond and understand about the last material and students' enthusiasm about the new material. All of the roles are supporting by some activities in pre activity itself such start from greeting, check attendant list, arranging sitting, filling the empty sit, and also gives some questioning. The roles of the teacher in speaking class in whilst activity is divided into three sub procedures such; exploration, elaboration, and confirmation. In exploration, the role as a *controller*, that is important to control all the activities, in elaboration teacher as an *organizer* – making and creating well managed classroom, then being *assessor* – to give score to the students' task in confirmation session. In post activity, the important one that teacher should do is make a good communication with the students to have confirmation, gives reflection about what are they have learned, and also

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CHAPTER IV

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