

**CLASSROOM MANAGEMENT IN TEACHING SPEAKING IN AN INCLUSIVE
CLASS AT THE SEVENTH GRADE OF SMP YBPK KEDIRI IN THE ACADEMIC
YEAR 2014/2015**

SKRIPSI

**Presented in a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd.) of English Department
University of Nusantara PGRI Kediri**



By :

ADDRESZIE YOUHEND NOERINA

11.1.01.08.0003

**ENGLISH DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**

**APPROVAL PAGE
SKRIPSI**

By:

ADDRESZIE YOUHEND NOERINA

NPM 11.1.01.08.0003

ENTITLED:

**CLASSROOM MANAGEMENT IN TEACHING SPEAKING IN AN
INCLUSIVE CLASS AT THE SEVENTH GRADE OF SMP YBPK KEDIRI
IN THE ACADEMIC YEAR 2014/2015**

Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri
Kediri, September 02nd, 2015

The Advisors,

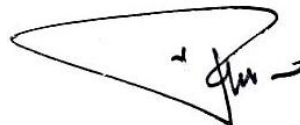
Advisor I



Dr. Hj. Diani Nurhajati, M.Pd.

NIDN. 071917501

Advisor II



Drs. Halimi Mahfudz, M.Pd.

APPROVAL SHEET

SKRIPSI

By:

ADDRESZIE YOUHEND NOERINA

NPM 11.1.01.08.0003

ENTITLED:

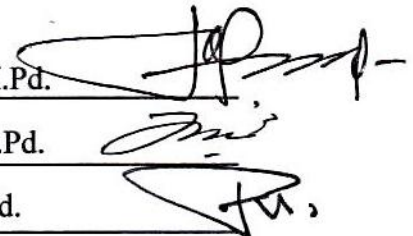
**CLASSROOM MANAGEMENT IN TEACHING SPEAKING IN AN
INCLUSIVE CLASS AT THE SEVENTH GRADE OF SMP YBPK KEDIRI
IN THE ACADEMIC YEAR 2014/2015**

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

Kediri, September 02nd, 2015

Board of Examiners,

Chairman : Drs. Setya Adi Sancaya, M.Pd.
First Examiner : Dr. Hj. Diani Nurhajati, M.Pd.
Second Examiner : Drs. Halimi Mahfudz, M.Pd.



The Dean of the Faculty of Teacher Training
and Education

University of Nusantara PGRI Kediri



Dr. H. SRI PANCA SETYAWATI, M.Pd.

NIDN. 0716046202



***CLASSROOM MANAGEMENT IN TEACHING SPEAKING IN AN
INCLUSIVE CLASS AT THE SEVENTH GRADE OF SMP YBPK KEDIRI IN
THE ACADEMIC YEAR 2014/2015***

Addreszie Youhend Noerina

NPM 11.1.01.08.0003

Faculty of Teacher Training and Education - English Education Department

Email : Addreszienoerina@gmail.com

Advisor : Dr. Hj. Diani Nurhajati, M.Pd. and Drs. Halimi Mahfudz, M.Pd.

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

The mastery of speaking skill in English is a priority for many second or foreign language learners. This skripsi discusses about classroom management in teaching speaking in an inclusive class at the seventh grade at SMP YBPK Kediri. Students with special needs known has difficulties on communication. In an inclusive class, the normal students and students with special needs are study together in same class and same material. So, in this research, the writer analyzes classroom speaking activities and roles of the teacher on the classroom management in teaching speaking in an inclusive class.

This research is a descriptive qualitative research. The object of this research is the English teacher at SMP YBPK Kediri. The writer wants to describe the classroom activities for teaching speaking and the roles of the teacher to teach speaking in an inclusive class based on the observation and interview to the English teacher in seventh grade of the SMP YBPK Kediri.

The findings of this research are the English teacher at SMP YBPK Kediri used four types of classroom activities in teaching speaking to the inclusive class. They are picture-based activities, extemporaneous speaking, role plays and games. Through in teaching learning process, the English teacher applied four roles. They are the teacher as facilitator, as controller, as manager and as resource. Besides that, for good management class, the teacher sets the inclusive student's seat based on situation and condition of the SMP YBPK Kediri which is appropriate with their needs.

It is suggested that the teacher more active and creative to teaches speaking with the aim that the inclusive students especially for students with special needs are feel interesting to learn english subject. Moreover the students with special needs have difficulties to communication so the teacher have to try speak loudly and clearly, and always asked them to speaking in front of the class.

Keyword: Classroom Management, Teaching Speaking, Normal students, Students with special needs, Inclusive Class.

I. INTRODUCTION

The mastery of speaking skill in English is a priority for many second or foreign language learners. Speaking is one of the four language skills. There are many definitions of speaking that have been proposed by some experts in language learning. According to Thornbury (2003:1), speaking is so much of part daily life that we take it for granted. The average persons produces tens of thousands of words a day, although some people- like auctioneers or politicians may produce more than that. Beside that, according Bashir, Azeem and Dogar (2011:35), speaking is conveying the message through the words of mouth. Based on that statements, the writer concludes that speaking is someone can create of words or sentences to express the feeling and ideas to the listener for communication.

To acquire speaking competence students must have many aspects of speaking such as pronunciation, structure, vocabulary, content, and fluency (Akhyak, Indramawan, A. 2013:19). Some aspects above, it aims to make people easily understanding to something that what explained by speakers. So, the aspects in

speaking skill is important to learn in order to be a good speaker for giving information.

Beside the aspects for the improvement of speaking skill, the way a teacher to teach is also very important for the students. Because it determines to increase the student's attractiveness to talk especially for the students with special needs. According Richards and Lockhart (2007:29), teaching means the terms of what teachers do: that is, in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these on learners. So, teaching speaking is teaching conducting by teacher forgiving instruction and information to a person in order to communicate. For this reason, in teaching speaking it is necessary to have clear understanding for the students.

For teaching speaking in general classes, which is in that class full of normal students to get a study together. It is need a strategy and good management of classroom in teaching learning process. Generally, for speaking skill, the normal students can express their language in good way without limited idea of their mind. The teacher can organizes that condition and class environment well. The teacher also teaches them with no different way. All of the

students are same. And for environment situation in the class is arranged for normal students. So all of activities in general class are easy to conducting for the teacher.

In fact, the condition in an inclusive is different. Because an inclusive has mixed students between normal students and students with special needs. Students with special needs, they have different characteristics such as in communication and social interaction. Because the characteristics of students with special needs are complicated, it is difficult for them to receive English material. In teaching process, it depends on what the teacher does in classroom. Especially for students with special needs, they usually imitate or do something based on what they want to do. So, they need a good management class, supported environment of the class and interesting application of teaching speaking in an inclusive classroom. For the successful management of inclusive education, educators need to be supported in the development of new skills and effective practices for their classrooms and their schools.

Knowing the different conditions between normal students and students with special needs, it is very important to organize an appropriate classroom

management and meaningful environment to help them understand, more feel comfortable and focus on the information that the teacher gives and also for develop their appropriate activities especially in speaking skill.

Finally based on the explanation above the writer tries to conduct a research entitled "*Classroom Management in Teaching Speaking in an Inclusive Class at the Seventh Grade of SMP YBPK Kediri in the Academic Year 2014/2015*".

Based on the background of the study above, the writer wants to observe the process of classroom management to teach speaking. In order to get accurate result, in this part, the writer formulates the research as follows :

- 1) How does the teacher manage the classroom activities in teaching speaking for inclusive class at the seventh grade of SMP YBPK Kediri?
- 2) What are the roles of the teacher to teach speaking in an inclusive class of SMP YBPK Kediri?

II. RESEARCH METHODS

The research design of this research is descriptive qualitative. It means that this research does not use statistical formula to

analyze the data. By using this method, the writer wants to know about the classroom management in teaching speaking in an inclusive school at SMP YBPK Kediri.

There were two data collection method that used in this research. They were observation, interview and documentation.

1. Observation

This method is aimed to record the teacher's and students' activities in the classroom, especially the process of managing classroom to teach speaking in an inclusive at seventh grade of SMP YBPK Kediri. The process of managing class here are the process of managing activities in teaching speaking and the role of the teacher in teaching speaking in an inclusive class. The recorded is by using video. This purpose is to know how the teacher manage the classroom in teaching speaking.

2. Interview

The second instrument is interview. The content of interview for the teacher is about how does the teacher's managing the classroom activities of teaching speaking and how does the role of the teacher in teaching speaking.

3. Documentation

Documentation that is used by the writer is handout of the teacher. The documentation will be taken by the writer

when she did the observation. It covers the scenario of the activities of the teacher and the students in the classroom when in teaching and learning process.

III. FINDINGS AND DISCUSSION

Research finding consist of the data obtained during the observation. The data gathered from the open interview with English teacher and the class observation.

In observing the inclusive class, the writer paid attention to the roles of the teacher when she presents the speaking material to inclusive students also the way of teaching speaking activities in learning process.

In interview section with the English teacher of SMP YBPK Kediri, the writer focussed on information detail of the teacher's role and how the teachers develop the teaching speaking classroom to inclusive student especially for student who has special need.

Based on the observed data that were presented in the stages of classroom activities in teaching speaking and the roles of the english teacher. For classroom activities in teaching speaking, according Bailey (2014:127) there are any five classroom speaking activities, they are conversations and other interactions,

information gap and jigsaw activities, picture-based activities for teaching speaking, extemporaneous speaking, role-plays and simulations. This is the result of the English teacher at SMP YBPK Kediri. In classroom speaking activities, the teacher almost used based on the Bailey's statement. She used picture based activity, games, extemporaneous speaking and role play. It was supported enough for the students.

Beside that, the Teacher of SMP YBPK Kediri had many roles in classroom especially in an inclusive class. Inclusive class included the normal students and students who has special need. The teacher gave full attention to the students who had special need. According to Brown (2003:167) there are five roles of the teacher, they are the teacher as controller, the teacher as director, the teacher as manager, the teacher as facilitator and the teacher as resource. The result of the role's teacher of SMP YBPK Kediri just applied four roles from the Brown's statement. There are The teacher as manager, facilitator, resourcer and controller.

CONCLUSION AND SUGGESTIONS

Based on the data that has been gathered after conducted the interview to the English teacher who teach English to the

inclusive students in seventh grade and observation in teaching learning process of the SMP YBPK Kediri, the writer draws conclusion and suggestion.

Based on the results of the research in the process of teaching learning speaking and interview with English teacher at SMP YBPK Kediri. Related with classroom management to teach speaking in an inclusive class, the English teacher at SMP YBPK Kediri did the seat's inclusive students arrangement based on their needs. But, based on some of the teacher's assessment and situation condition of the inclusive students, so several times the teacher did for changed the seating arrangements. It made the situation of class environment more comfortable and controlled. Then, while in teaching learning speaking process in an inclusive classroom, the teacher carried on classroom activities in teaching speaking. The teacher did four types of classroom activities in teaching speaking. They are picture-based activities, games, extemporaneous speaking and role plays. She used picture based activities and games with aims to attract the students especially for students who have special needs. This activities made the inclusive students interest in learning speaking. Beside that, she used extemporaneous

speaking and role play with aims to test a memorizing's students capability about the material. Generally, for normal students could memorize well and speak up fluently. For students who have special needs, they might bring a book to help them more easily in speaking then the teacher observed the student's pronunciation, if they had mistake, the teacher would correct it.

In teaching learning process, the teacher has important role for the students. The English teacher at SMP YBPK Kediri has four roles. They are the teacher as facilitator, as controller, as manager and as resource. When the teaching and learning process is on going, she always managing the student's work in receiving the assignments. And she checked the student's assignment and helped the students when they did assignments. The teacher also gave facilities to her students such as dictionary to help the students to find out the meaning of words easily. If there were some students did not understand the material and they asked her, she would explain that material again more clearly and more easily language to make them understanding.

There are some problems faced in teaching learning speaking to the students who had special needs in the seventh grade at SMP YBPK Kediri. The problems faced

are : the first problem is when in extemporaneous speaking and role play, the students who had special needs were rarely to come forward in front of class by the teacher when in group work. The second problem is sometimes the teacher could not organize the class well.

However, the teacher did some ways to solve the problem. For the first problem, to ask the students who had special need for come forward in front of the class and speak up when in group work, she asked them to bring their book when they speaking. In order to, their speaking more fluently but she also paid attention about their pronunciation. If they had mistakes, the teacher would corrected it and asked them to repeated it. Second to organize the class well, the teacher was choosed the best for her students in managing their seats. Then, she asked the students who made noise and to answer the question with loud sound or her/his seat will be moved in front of the class close with the teacher's seat.

Knowing the results of the research discussed about the problem and solved of classroom management to teach speaking in an inclusive class faced by the English teacher at SMP YBPK Kediri to the inclusive class in the seventh grade, the writer has some suggestion for :

1. For the English Teacher

- a. The English teacher should more asked the students with special needs to speaking in front of the class.
- b. The English teacher should be more patient in guiding the students with special needs, so they didn't feel depressed.
- c. The English teacher should asked the inclusive students in teaching learning process with alternate. So, the students with special needs more active and involved in doing assignments.

2. For the headmaster

A headmaster as the highest position in the school who has a main role in teaching learning process should give the support for the teacher and inclusive students especially for students with special needs to enhance the teaching learning process moreover in an inclusive shool as SMP YBPK Kediri. So that the school could facilitated the students to study and learning well.

3. For the Parents

The parents have to know that the importance of love and acceptance to stimulate a special bond between the parents and children that will be caused the children desired to know more from their parents.

- a. Children are a grace that God ask for every parents especially for the parents of the students who have special needs, they have to give them a special treatment. So for the parents with special needs childreen for never regard them as a scourge but love them.
- b. To know their children more, let them to build their talent, interest and skill.

4. For the Readers

This research can be an information resource to give knowledge on how the classroom management to teach speaking in an inclusive classroom.

5. For the other Researchers

The writer knows that this research is being far from perfect, so the writer hopes for the next researchers can complete it and it will be the input and reference for them in their research.

IV. REFERENCES

- Akhyak, Indramawan, A. 2013. *Improving the Students' English Speaking Competence through Storytelling*. International Journal of Language and Literature, 1 (2): 18-24.
- Bailey, K. 2014. *Practical English Language Teaching Speaking* (David Nunan, Ed.). Monterey Institute of International Studies: McGraw Hill.
- Bashir, M., Azeem, M. & Dogar, A. H. 2011. *Factor Effecting Student's English Speaking Skill*. Lahore. British Journal of Arts and Social Sciences.
- Brown, D. 2000. *Principles of Language Learning and Teaching, Fourth Edition*. San Fransisco: Longman.
- Brown, D. 2003. *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*. San Fransisco: Longman.
- Cologon, K. 2013. *Inclusion in Education*. Australia: Kathy Cologon.
- Creswell, J. 2009. *Research Design, Third Edition*. United states of America. SAGE publications.
- Dunbar, C. 2004. *Best Practices in Classroom Management* (L.C. Jackson, Ed.). Michigan: Michigan State University.
- Department of Education & Training. 2003. *Inclusive Schools are Effective Schools*. Victoria: State Government Victoria.
- Hornby, G. 2014. *Inclusive Special Education*. New Zealand: Sydney University.
- Harmer, J. 1984. *The Practice of English Language Teaching*. London: Longman.
- Harun. 2012. *Teknis Penyelenggaraan Pendidikan Inklusif*. Surabaya: Permendiknas.
- Kayi, H. 2006. *Teaching Speaking: Activities to Promote Speaking in an Second Language*. TESL Journal (online). XII (11), tersedia: <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>, diunduh 19 Mei 2015.
- Kustawan, D. 2013. *Manajemen Pendidikan Inklusi*. Jakarta Timur: Luxima.
- Nunan, D. 2003. *Practical English Language Teaching*. NY: McGraw-Hill.



- Richards, J.C. 1996. *Reflective Teaching in Second Language Classroom: America*: Cambridge University Press.
- Shaw, D. 2011. *Inclusive Education*. America: Leonard Chesire Disability.
- Steindhart, NYU. 2008. *Culturally Responsive Classroom Management Strategies*. New York: Metropolitan Center for Urban Education.
- Thornbury, S. 2005. *How to Teach Speaking*. London: Longman.
- Wright, T. 2005. *Classroom Management in Language Education*. Sydney: Palgrave Macmillan.