



**THE CLASSROOM MANAGEMENT  
CONDUCTED BY THE ENGLISH TEACHER IN TEACHING SPEAKING AT EIGHTH  
GRADE STUDENTS OF SMP PGRI 1 KEDIRI  
IN ACADEMIC YEAR 2015/2016**

**THESIS**

Presented as a Partial Fulfillment of the Requirements to Obtain  
the Sarjana Degree of Education (S.Pd) of English Education Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



**AMIR HAMZAH  
NPM: 11.1.01.08.0016**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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**APPROVAL PAGE**

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**By:**

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

Kediri, August 31<sup>st</sup>, 2015

The Advisors,

Advisor 1

DEWI KENCANAWATI, M.Pd  
NIDN. 0707097102

Advisor 2

MOH. KUSEN M.Pd



**APPROVAL SHEET**

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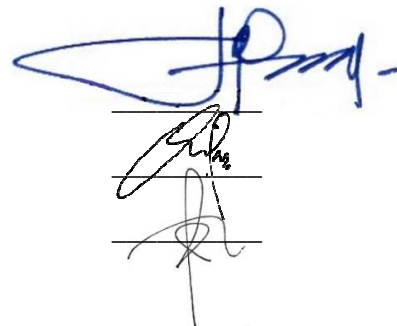
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Second Examiner : MOH. KUSEN, M.Pd



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



**Dr. H. Sri Panca Setiawati, M.Pd**

**NIDN. 0716046202**





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AMIR HAMZAH  
11.1.01.08.0016  
FKIP – BAHASA INGGRIS  
Amirblangkon11@gmail.com

DEWI KENCANAWATI, M.Pd and MOH. KUSEN, M.Pd  
UNIVERSITAS NUSANTARA PGRI KEDIRI

**ABSTRACT**

Speaking is an important skill that must be acquired by students to master all English skills because it indicates the students' proficiency in learning English. Speaking needs special treatment even though it can be learned naturally, without appropriate instruction and activity to practice it, students will be difficult to have good proficiency of speaking. Therefore, the teacher must be able to manage the class as it becomes an important point of teaching in a classroom includes what the teacher and students must or must not do in the classroom. Moreover, an effective teaching and learning process occurs in the classroom that has good management. This research adopted descriptive qualitative and it is applied case study research design because it investigated a single case that was classroom management conducted by English teacher of SMP PGRI 1 Kediri at the eighth grade students in teaching speaking. The data were collected through observations, interview, and documentation which are focused on classroom management in teaching speaking. To analyze the data, the researcher used three components such as data reduction, data display, and conclusion drawing or verification data. There are some findings of the research. In teaching speaking, the English teacher provided some kinds of activities to deliver material about asking, giving, and rejecting help namely drilling, pairing work activity, discussion, and role play. In presenting the activity, the teacher used some physical environment of the classroom management such as organizing the students, seating arrangements, materials construction, speaking activities, using teaching media, evaluation or feedback and the roles of teacher in teaching speaking. For seating arrangement, teacher used orderly row to manage students' position. And the teacher's voice was audible. Meanwhile, in managing the activities was also supported some roles of the teacher. The teacher took place as controller, participant, director, facilitator, and teacher as resource. In relation to the findings above, the writer suggests some advices: (1) The teacher must manage the students noisy during in the teaching and learning by considering the rules (2) The teacher must motivate and encourage the passive students by giving opportunity and reward (3) the teacher should provide an interesting and various activities in teaching speaking that can make students enjoy and interest in learning process.

Key word: Speaking, Teaching Speaking, Classroom Management

## I. BACKGROUND

Speaking is an interactive process of constructing meaning which involves producing, receiving, and processing information. It is one of English productive skill which can be learned naturally and automatically than the other English skills. Harmer (2007:3) states that spoken language for a child is acquired naturally as a result of being exposed to it. It can be conveyed that it is easier to acquire speaking skill since it can be learned naturally as like first language learners are able to speak after they get the exposure from their mother of tongue by imitating, repeating, memorizing then responding to it. It happens in the same way for the ESL and EFL students who learn speaking. The exposures given by the teacher affect directly to students' speaking proficiency. In this focus, the role of the English teacher in the classroom is particularly important to be concerned in managing activities which makes students easier and motivated to speak.

Teaching speaking is an activity of helping students to acquire speaking skill by guiding, training, providing them with the appropriate teaching procedures and learning materials. Further, Richards (2008:20) explains, in designing speaking activities or instructional materials for

second language or foreign-language teaching, it is also necessary to recognize the different functions of speaking which performs in daily communication and the different purposes for which the students need speaking skills.

The role of English teacher in a classroom is an important element in teaching and learning process. Particularly in teaching speaking, good teachers are needed to develop students' speaking skills because it becomes the criterion of English proficiency. Patel and Jain (2008: 145) explain some qualities of good teachers that a good English teacher must possess some qualities such as he must be lover of English, he must have knowledge of English language as well as literature, he must know different methods of teaching English, he must have an ability and skill to teach methodically and systematically. It means that good teachers must master all aspects in teaching speaking involve English proficiency, the ability in teaching, and mastering of teaching methods to optimize the potential of their students in learning English. In this regard, speaking proficiency must receive the greatest attention among both the language teachers as well as the language learners.

Meanwhile, the students' ability in speaking does not show great results



even if they have learned English in a fairly long period of time. Most students consider speaking is the most difficult skill to acquire. Common handicap found by the English teacher during teaching English lies on students' lack of confidence to speak. Paakki (2013:60) mentions some factors which drives the students' perception about speaking such as students could not say what they want to say, other difficult aspects of speaking in English were, for example, making sense of English (syntax, grammar, vocabulary), remembering the tenses, the word order, making a sentence, grammar, not daring to open one's mouth, making mistakes, lack of practice, the fact that one has to think a lot, and that one has to translate sentences before speaking. This condition is worsened by the teacher who gets difficulty to manage the speaking class with a certain strategy or activities which can reinforce students to speak using English.

Concerning to those factors above, knowing what an English teacher should do in teaching speaking is totally required to make students feel comfort during learning process. Comfortable learning situation can drive them to be motivated to practice speaking. Long and Frye, in Marzano (2003:4) state that effective teachers can prevent all discipline

problems by keeping students interested in learning through the use of exciting classroom materials and activities. In an English classroom, the significance of effective teachers' roles is explained by Brown (2000: 167) these are teacher as controller, director facilitator, resource, and manager. In short, the purpose of the teacher's roles in an English classroom is to increase the students' achievement and reach the goals in teaching and learning process.

Supporting the explanation above, the teacher must be able to maintain the students' behaviors, problematic situations in the class, and their motivation in speaking by providing interesting materials and activities. The class needs to be well managed, professional, and sustainable. The preparation of a classroom management for an effective instruction is a crucial part of teaching and learning process because a good classroom management will create the classroom activities run effectively. Wright (2005:1) states that classroom management is the central aspect of every teacher's daily professional experience. It is the series of teacher's activities in an effort to create and maintain a classroom environment. In line with it, While, Sprick et al (2006) state that the goal of effective classroom management is not creating "perfect"



children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior. To sum up, classroom management is a series of teacher's activity in teaching as an effort to provide comfortable learning situation for the students to be motivated to achieve speaking mastery.

In classroom management, there are some roles that should be performed by the teacher. Marzano (2003:3) mentions the three major roles of teacher in the classroom management such as making wise choices about the most effective instructional strategies to employ; designing classroom curriculum to facilitate student learning; and making effective use of classroom management techniques. It is stated that teacher's area in managing classroom is unlimited as long the goal of teaching-learning process is achieved.

Based on the researcher's earlier observation during teaching practice in SMP PGRI 1 Kediri, lies on two main focuses they are teacher's classroom management and the students' speaking ability. In the observation, the researcher finds that most students are unable to convey their ideas through speaking. Most of them state that it is difficult to express

what they want to say using oral communication due to lack of vocabulary mastery. In fact, lack of vocabulary is not the only factor that becomes students' handicaps in speaking. There are some factors which can drive the students unable to speak such as students' consideration that in speaking must use correct grammar; and low motivation to practice speaking. While from the data of teacher's classroom management, it shows that teacher is difficult to provide the exposures or activities to make the students experience the speaking process. The activities provided by teacher tend to be monotone which drive students have lack of speaking experiences. Moreover, teacher seldom uses English as the language teaching in class activities.

Concerning to the facts above, classroom management is very important in teaching-learning process, teachers can use more than one method in the teaching speaking, but without the ability to manage the class can make students unmotivated in the classroom activities. Therefore, the researcher is eager to investigate the classroom management conducted by English teacher in a speaking class. In this respect, the researcher is highly motivated to conduct the research entitled, "The Classroom Management Conducted by the English Teacher in Teaching Speaking at



Eighth Grade Students of SMP PGRI 1 Kediri in Academic Year 2015/2016.”

## II. METHOD

This research adopted descriptive qualitative research. It means that the research used detail information whereas the data collected is words rather than numeric data. The design applied case study research design because it investigated a single case that was classroom management conducted by English teacher of SMP PGRI 1 Kediri in teaching speaking.

The researcher chose the English teacher of the second grades class at SMP PGRI 1 Kediri as his research subject. The researcher existence in this research was a full participant to know how the English teacher of SMP PGRI 1 Kediri manages the class in teaching speaking. The research existence is indispensable as the main instrument for researcher to act directly as a planner, collector, and the reporting of research results.

Before doing the actual research, the researcher did preliminary research to know the students' speaking problems and the teaching-learning process at the eighth grade of SMPN PGRI 1 Kediri during the teaching practice (PPL 2). In the actual research, the researcher focused on some aspect of classroom management consisted

on how the teacher manages the speaking class. It involves organizing the students, seating arrangements, materials construction, speaking activities, using teaching media, evaluation or feedback and the roles of teacher in teaching speaking.

To collect the data, the researcher applied some instruments to collect the data, they are: observation, interview, and documentation. While in analyzing the data, the researcher compared the data taken from the observation checklist form and the result of interview and also the documentation during conducting the research process. Further, the analysis of the data obtained from the observation, interview, and documentation was done by using three components such as data reduction, data display, and conclusion drawing or verification data. Then, to make the data analysis becomes valid, the researcher used methodological triangulation.

## III. FINDINGS AND CONCLUSION

The research findings can be described based on the data from each instrument as follows:

### (1) Findings on observation

Dealing with organizing the class, the teacher focused on some aspects such as organizing the students, seating arrangements, materials construction,



speaking activities, using teaching media, evaluation or feedback and the roles of teacher in teaching speaking. In constructing the material for teaching speaking, the teacher used from the students' handbook which is constructed based on the curriculum. It means that the teacher did not provide the teaching materials from other sources. In presenting the material, the teacher used three kinds of activities in teaching speaking. They were drilling, pair work, and role play.

Dealing with the teacher's roles in teaching speaking, the teacher acts as controller who controlled students' attention to the activities provided by the teacher; as participants by asking the students one by one randomly about their opinion related to certain topic; as director in all activities of speaking; and as facilitator who facilitated the process of learning and students' speaking activities; and as source that help them to figure out and solve their problem in learning activities.

#### (2) Findings on interview

Based on the aspects of interview, it can be described that the teacher took the materials based on students' handbook. He never adds other resource in teaching. The way to teach the students always used the similar activities in teaching speaking such as drilling, pair-work or discussion, and

role play. The language used by the teacher can be both English and Indonesian it because the teacher wanted for every student understand her instruction and explanation. The teacher also acted as different teacher's roles during the process of teaching speaking. The teacher always combined his teaching role as the speaking activity given.

The evaluation given by the teacher is focused on giving reward that can motivate students in speaking, for the scoring system, the teacher used the speaking rubric consisting of students vocabulary, pronunciation, fluency, and performance.

#### (3) Findings on documentation

As it is stated in the previous explanation that the use of documentation is to cover and add some information related to the process of research which involves observation and interview, therefore some findings are in the equal report as like in the observation and interview. It means that based on the data taken from the documentation, there was no differences with data collected from observation and the interview.

In conclusion, understanding the effective of classroom management in teaching speaking will make much easier for the teacher to manage the class and activities in the classroom through seating



arrangement, teacher's voice management, and the roles of teacher whether it can run well or not; and the activities which are provided in teaching speaking. In short, the effective classroom management will help the teacher in achieving the goals of teaching, while for students will be able to acquire speaking skill.

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