

**ARTICLE**

**CLASSROOM MANAGEMENT  
APPLIED BY THE NINTH GRADE TEACHER  
IN TEACHING SPEAKING AT SMP PGRI 1 KEDIRI  
ACADEMIC YEAR 2016/2017**



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**ABSTRACT**

Speaking is an interaction process of constructing meaning that involves producing, receiving and processing information. If the goal of the language course is truly to enable the students to communicate, then speaking skills should be taught and practiced in the language classroom. When teacher can control the class pleasantly, it will help the students to understand speaking lesson and to develop speaking ability. At this point, classroom management take the role to make it run pleasantly. The goal of this study is to describe classroom management applied by the ninth grade teacher in teaching speaking concentrating in classroom physical environment and teacher's voice and body language. This research uses descriptive qualitative approach by using grounded theory design which focus on teacher activities in applying classroom management to the ninth grade students. It is done by doing observation and interview to the night grade of English teacher. Then, this research analyzed by process of selecting, focusing, and arranging the data from the note, observation, and interview. Next, all of them are described and the last is making conclusion to check all the entries gotten from research field. The result of this research is by applying classroom physical environment and teacher's voice and body language in teaching speaking, the teacher can make the activities of teaching speaking run well, the students more understand the speaking lesson that has been taught by the teacher and also the students can develop their speaking ability.

**KEYWORDS:** Classroom management, Teaching speaking

**I. INTRODUCTION**

Speaking is the term that someone uses for verbal communication between people. When two people are engaged in talking to each other, they are doing communication. (Brown, 2004: 140) stated that speaking is an interaction process of constructing meaning that involves producing, receiving and processing

information. This statement means that someone who speaks is a process that can produce words to others and can receive the information provided, then the information can be given to others.

One of main concerns of the most language teachers is how to help language learners develop satisfying language proficiency. In this concern, speaking skill

has received the greatest attention among both the language teachers as well as the language learners.

Commonly in daily activities, mostly people speak more than write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. If the goal of the language course is truly to enable the students to communicate, then speaking skills should be taught and practised in the language classroom.

With the importance of speaking based on the statement above, the teacher must know the highest ways of language teaching. In teaching speaking the teacher help the students to develop the body of knowledge by providing authentic practice that prepares students for communication situations. When teacher can control the class pleasantly, it will help the students to understand speaking lesson and to develop speaking ability. At this point, classroom management take the role to make the class run well. Classroom management is all the actions teachers take to create and maintain an environment conducive to learning (Brophy in Garret, 2014:3). It can be concluded that effective classroom management and positive classroom climate construction are principal goals for all teachers.

Moreover, in research field the researcher found that the English teachers of SMP PGRI 1 Kediri have different ways to teach their students. The ninth grade teacher has high capability in teaching English. He can make the students more attractive in learning English. But, the class that had been taught by the other teachers was quiet enough.

The reason above encourages the researcher to consider research problems that deals with classroom management focusing on classroom physical environment applied by teacher in teaching speaking and the teacher's voice and body language in teaching speaking of ninth grade students at SMP PGRI 1 Kediri academic year 2016/2017.

In teaching speaking teacher can raise up the students' speaking ability. To know it here some characteristics of successful speaking activities according to Ur (1981:120):

- a. Learners talk a lot
- b. Participation is even
- c. Motivation is high
- d. Language is of an acceptable level

Furthermore, the teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. (Brophy in Garret, 2014:3)

describes that classroom management as all the actions teachers take to create and maintain an environment conducive to learning. Those definitions can be concluded that classroom management is consistently identified as an important factor in student learning.

There are two components in classroom management that needed in teaching speaking. Those are classroom physical environment and teacher's voice and body language.

### 1. Classroom Physical Environment

According to (Brown, 2000:192) the classroom physical environment consider four categories:

#### a. Sight, sound and comfort

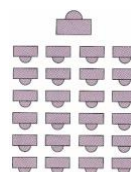
Here the teacher must has power to control the following things that must be done:

- 1) The classroom is neat, clean and orderly in appearance
- 2) Chalkboards are erased
- 3) Chairs are appropriately arranged
- 4) If the room has bulletin boards and teacher free to use it
- 5) The classroom is as free external noises
- 6) Acoustics within the classroom are at least tolerable
- 7) Heating or cooling system (if applicable) are operating

#### b. Seating arrangements

There are many kinds of seating arrangement. Below as types of seating arrangement according to (Harmer, 1998: 18-21):

##### 1) Orderly Rows



##### 2) Circle and Horseshoes

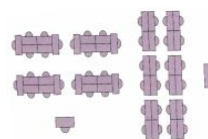


##### 3) Separate Tables

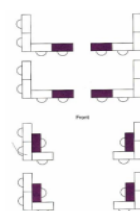


In addition, Arends (2012: 375) suggests two types of seating arrangement that are:

##### 4) Cluster Seating Arrangement



##### 5) Swing Seating Arrangement



c. Chalkboard use

The chalkboard is one of the greatest allies. It gives students added visual input along with auditory. It allows the teacher to illustrate with words and pictures and graphs and charts. It always there and it is recyclable. So, take the advantage of this instant visual aid by profusely using the chalkboard.

d. Equipment

The classroom may be construed to include any equipment that may be using. If the teacher is using electrical equipment (an overhead projector or a video player), make sure that:

- 1) The room has outlets,
- 2) The equipment fits comfortably in the room,
- 3) Everyone can see or hear the visual/auditory stimulus,
- 4) The machine actually works,
- 5) There is an extra light bulb or battery or whatever else that will need if a routine replacement is in order.

**2. Teacher's voice and body language**

The message that teacher send through the voice and body language. Below as the explanation about teacher voices and body language (Brown, 2000:192):

a. Teacher's Voice

One of the first requirements of good teaching is good voice projection. The teacher does not need booming voice but needs to be heard by all the students, and when the teacher speak must do:

- 1) Articulation clearly
- 2) Slow down with normal rate of delivery
- 3) Not to the point
- 4) Keep natural flow as possible

b. Body Language

Nonverbal message are very powerful. In language classes when students may not have all skills they need to decipher verbal language, their attention is drawn to nonverbal communication. Below are some pointers:

- 1) Let the body posture exhibit an air of confidence
- 2) Face should reflect optimism, brightness and warmth
- 3) Using facial and hand gesture
- 4) Make frequent eye contact with all students
- 5) Teacher does not bury in teacher's note and plans
- 6) Teacher does not plant the feet firmly in one place for the whole hour
- 7) Moving around the classroom but not distraction



- 8) Following the conventional rules (distance) and (touching)
- 9) Dressing appropriately

## **II. METHOD**

This research was conducted in SMP PGRI 1 Kediri on July until December 2016. This school located at Jl. Berlian Blok D No. 11 Kediri. The subject of this research is a ninth grade of English teacher and night grade students in A class. In this research uses descriptive qualitative approach by using grounded theory design that analyzes and describes the phenomenon of the class environment and it is about the classroom management applied by ninth grade teacher. It is concentrating on classroom physical environment and teacher's voice and body language in teaching speaking.

Here, the researcher was a nonparticipant observer who visits a site and records notes without becoming involved in the activities of the participants. It is done by doing an observation and interview in the research field to watch and record the phenomenon under study.

There are three steps in conducting this research, those are research preparation, research process and finishing. In preparation, the researcher decided the classroom management applied by teacher

as the problem to be discussed then states the title of the research and proposes it. The next, the researcher arranged the reason of taking the problem. After that, finding out some theories that discuss about the problem. For the last, arranging research method and instruments with a method procedure.

The next step is research process. In process of research, the researcher needed more times to observe the students and teacher's activities during teaching and learning process. The researcher observed the classroom management in learning speaking by using note taking and observation checklist. The researcher used video to record class situation and also the teacher's activities in teaching speaking. The researcher also gave interview to the teacher, it was about the whole thing that relate with classroom management in teaching speaking. In this way, the researcher can see the process of learning activities in teaching speaking greatly.

The last step, the researcher analyzed the data by checking and interpreting the data finding. In this way, the researcher saw the result of the research from teacher's interview, observation checklist and video. After all the data are collected clearly, then researcher wrote a report.

### III. RESULT AND CONCLUSION

#### A. RESULT

The data were collected on 1<sup>st</sup>- 3<sup>th</sup> of December 2016. The researcher also held observation to the ninth grade teacher in teaching speaking in 9A class. At that time on Friday morning, the teacher explained the material about narrative text. It was started at 08.20-09.00 and after that there was break time for about 30 minutes, then continued at 09.30-10.10.

##### 1. Classroom Physical Environment in Teaching Speaking

In this research, the ninth grade teacher of SMP PGRI 1 applied classroom physical environment as component of classroom management in teaching speaking. That component has four key points, those are: sight, sound and comfort, seating arrangement, chalkboard use and equipment.

###### a. Sight, sound and comfort

Before the students entered the class, teacher always pay attention to the student's neat.

Based on the research field, when the teacher arrived in classroom, he greeted the students first, next checking student's attendance list. And then, he would start the lesson. The researcher could see that the classroom was neat from all desk-chair was tidy. There was no desk or chairs that out of line.

Then, the classroom was clean when the speaking lesson would be started before all students entered the class, each teachers always check the cleaning class.

Besides the classroom was neat and clean, the classroom was orderly in appearance. It was looked from the feature of desk-chair and also the position of chalkboard and the organization structure board was suitable, it was in front of the students and it was not far from the teacher's seat. So it helped the teacher to teach speaking more easily.

Then, when researcher came to the class, the chalkboard was clean. It means the chalkboard had been erased before speaking lesson taught by the teacher. It shows that the students could keep their class nicely. So that situation would support the students to learn speaking, because of the chairs that appropriately arranged made students felt comfort.

This classroom was not free from external noises because at that time, there were many workers who built new room and a library and because of it, the class was still noisy. To face the situation, the teacher asked to his students to be quiet first when he would begin the lesson. It was done to make students to not less concentration in teacher's explanation and in that moment he did not give materials that was quiet difficult.



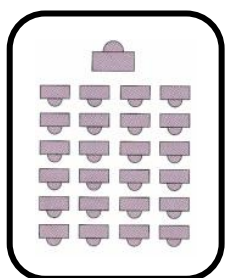
Acoustic in teaching speaking was often used to help students easy to accept speaking lesson. The teacher brought his own type speaker to play motivation or education song that appropriate with student's age.

For more, in the classroom there was no cooling system. Because the condition of the school was so fresh that caused lot of trees and plants around the school.

b. Seating arrangements

In teaching speaking, seating arrangement is really needed. There are many types of seating arrangement such as circle, orderly rows, horseshoes, separate table, cluster and swing.

Based on the result of this research, the classroom used classic type movable desk-chair that the teacher was in the front and the students sit from the front to behind. It called orderly rows type. This type of movable desk-chair was applied and was set in the whole classes. For further, in speaking lesson, when the teacher made group or in pairs task, the desk-chair was not changed, but the students that must move. Below, as a picture for orderly rows type:



a. Chalkboard use

In teaching speaking, the chalkboard is often used when the students did not know how to write the difficult word while asked by the teacher to write on the board and also when the teacher tried to create gesture to describe thing but the students still did not understand, he used chalkboard to draw that thing. The student's respond is they were more easily to accept it than the teacher used gesture or description in words.

In using chalkboard in teaching speaking must be neat and orderly. It help the students in learning speaking fluently. Here, the researchers saw that the teacher applied the chalkboard neatly and organized. It could be shown that the students could repeat the teacher's speaking clearly by giving the example of difficult word that had been written in chalkboard.

For erasing the chalkboard, the teacher did not erase the chalkboard after speaking lesson had been taught done. It was not erased directly because the teacher still repeated the lesson by pointing the chalkboard and also the students asked by teacher to write the materials after teacher's explanation done.

Moreover, in teaching speaking the teacher did not make messy and confusing in using chalkboard. It can be looked when

he asked a students to write difficult word in white board by choosing secretary of the class. It means that the teacher knew the secretary can write nicely and the written words or sentences that had been written was not too small or too big. So it can be read by all students.

Additionally, the problem that often appears in using chalkboard in teaching speaking was limited board marker and the school just provided one marker per semester for each class and sometimes ink was drained. This case made the teacher bring his own marker.

Moreover, students often use chalkboard when they were given oral question. The problem when students used chalkboard was same with teacher, it because of ink. And also when there was student that cannot write sentence well, because they were not used to write in chalkboard and sometimes their writing too small or too italic. The respond for other students were all of them laugh at the student.

For next, when students cannot understand the instruction while they were gotten task to write down in chalkboard, they must answer orally as can as possible.

Chalkboard is always erased after using it, but it is done in the last time of teaching learning process. It was not erased directly because the teacher still

repeated the material with pointing the chalkboard and also the students must write the materials after all teacher's explanation done.

b. Equipment

To support speaking lesson in the classroom, the equipment is necessary applied by the teacher. In this research, the teacher in teaching speaking did not use real equipment. For example using newspaper to build student's speaking such as a presenter. Because there was no outlets in the classroom. But, he often used video or kinds of music that was shown in projector or bringing active speaker for leading questions and somehow utilized some equipments from other subjects. For example, the product of handy crafts from art subject was used to describe something.

For visual/auditory stimulus, the teacher often used video and pictures to engage the student's understanding in speaking material. But, the students more like moving picture that made the teacher have to find kinds of video in Youtube. It was done to make the students more interested to learn speaking.

When doing observation the researcher saw that the teacher gave leading questions by showing some pictures from his tab (nemo, a temple and cinderella) to his students. For music, he sometimes seek a song that appropriate

with student's age and he also seek vocabularies that relate with the lesson that can motivate them.

Moreover, all of the machines in the classroom that was used by the teacher works well, there was no trouble on it. For LCD projector because the school just provide one, so all the teachers must keep it well.

## **2. Teacher's Voice and Body**

### **Language in Teaching Speaking**

#### **a. Teacher's voice**

In process of teaching speaking, it is necessary to use articulation clearly. It means that not to have a loud, booming voice and too fast. Because teacher's speaking is looked and cheated by the students.

In this research, in his speaking material, the teacher gave example to repeat the difficult words that had been written in the chalkboard, his voice at that time was not too aloud and too calm. It made all students from the first rows until the last rows could hear and could repeat the words clearly. He also did not read the example of how to say the difficult words too fast and it was said more than twice for more difficult words to correct student's pronunciation, when teacher read the example of narrative text about the shepherd boy and the wolf, he use different

voice. He used a loud voice and various intonation.

Furthermore, based on teacher's interview, in teaching speaking he did not always use English 100%, 50% in English, 30% in Indonesian, 20% in Javanese. It was done to help the students in absorbing the speaking materials. He said that "If use 100% English, it is impossible for students to get the point and may be all materials that I taught cannot be absorbed.

When the teacher taught speaking, he compare his speaking using English, Indonesian and Javanese. It can be shown that the teacher still kept natural flow. He did not speak too fast, as fast and fluent as native speaker. Because, it would not be understood by all students. And vocabularies that was given is not too difficult, it was appropriate with students level.

#### **b. Body language**

Body language is required by the teacher in teaching speaking for helping students to improve their speaking ability. In this research, the researcher looked that in teaching speaking his speaking exhibited an air of confidence. It looked that he did not make messy in his speaking when he explained the speaking lesson and also when he gave the example to read a narrative text to all students. At that time, the teacher asked to students to repeat his

speaking by cheating teacher's intonation and pronunciations to show that speaking English is different with Indonesian language.

In teacher's explanation about narrative text his face reflected optimism, brightness and warmth it can be looked from how to explore the whole materials in teaching speaking especially when giving the example how to read the narrative text about the shepherd boy and the wolf. He spoke without any doubt it reflected his optimism. Then, he was always cheerful when giving speaking material, if there were students that made trouble he remained them directly without angry and still keep smile. And he also applied the conventional rules such distance and touching. It was looked from how often he moved around and came to the student's seat for checking student's understanding in learning speaking material.

Using facial and hand gesture is essential in teaching speaking. It help the students to enhance meaning of words or sentences that might otherwise unclear. In this research, the researcher knew that when teaching speaking the teacher use his facial when reading narrative text.

For hand gesture at that time the teacher did not use it. Based on teacher's interview he said that using gesture in teaching speaking was unpredictable.

Some times when he explained the lesson, he used gesture naturally without any plan first.

Then, making eyes contact with students in teaching speaking is necessary needed by the teacher. Because it shows there is interaction between teacher and students. The interaction can make the students to improve their speaking in a class. As the researcher know, the teacher use frequent eye contact with students by walking around and asking the student's difficulties after giving explanation. It also done by the teacher when he gave the explanation in front of the class, he looked the whole students.

Afterward, in his teaching speaking, he did not bring a note and he did not talk about his plan. It can be looked when teaching learning process took place, he just brought absent book and some hand books and he also did not talk about his planning such the next material that would be studied in the next meeting.

The next, the teacher almost walking around in whole time when teaching speaking took place. It can be seen, after giving speaking material he back to his seat then walking around, after giving example how to pronounce the difficult words he walked again, and while waiting his students to write down the materials

from white board he also still walked around.

In this research, the researcher found that the teacher followed the conventional rules, such distance and touching. It can be looked from how he taught his students, such coming to the student's seat for asking student's difficulties in absorbing speaking material.

Additionally, in teaching speaking, the teacher taught his students considering with students age. It can be seen from the result of interview that in teaching speaking he often shows the video and seek vocabularies based on student's age and student's need.

## B. CONCLUSION

The research conclusion is the teacher pay attention to the classroom physical environment. It considering sight, sound and comfort of the class, seating arrangement, chalkboard use and the last is equipment. In teacher's voice and body language, the teacher has good voice projection, his articulation is clear, slow down with normal rate of delivery, not to the point and keeping natural flow as possible. The teacher also apply body language in teaching speaking such reflecting optimism, brightness and

warmth without felling anxious, using facial and hand gesture to enhance meaning of words and sentences that might otherwise unclear and the last making frequent eye contact with all students.

The whole components of classroom management above can make the activities of teaching speaking run well, the students more understand the speaking lesson that has been taught by the teacher and also the students can develop their speaking ability.

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