

# **THE LECTURERS' CLASSROOM MANAGEMENT SKILLS IN TEACHING SPEAKING CLASS**

## **THESIS**

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FAKULTAS TARBIYAH DAN KEGURUAN  
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# THESIS

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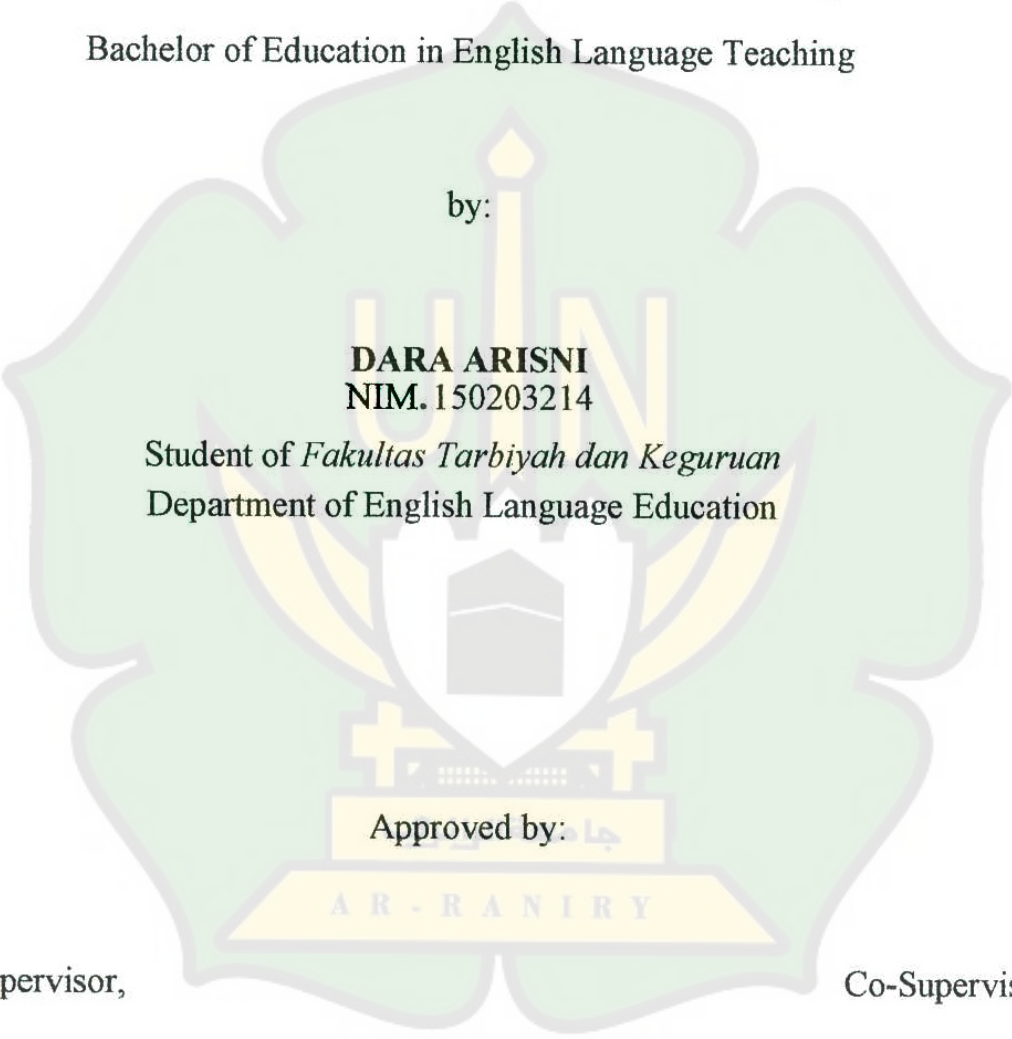
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Bachelor of Education in English Language Teaching

by:

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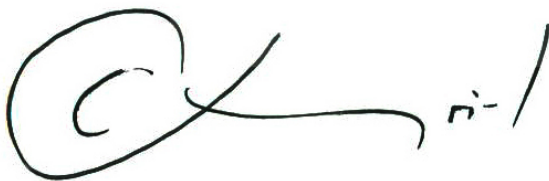
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Menyatakan bahwa sesungguhnya skripsi yang berjudul **“The Lecturers’ Classroom Management Skills in Teaching Speaking Class.”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, sepenuhnya menjadi tanggung jawab saya.

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## ABSTRACT

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This research aims at exploring the classroom management skills in Speaking Class of the lectures at English Department of UIN Ar-Raniry. This research opens a chance to teachers and students at Speaking Class to give their voices about the learning process experiences that they have. To achieve the aim, qualitative research through a semi-structured interview was employed. The participants of the interview were two speaking class lecturers and ten students from two classes at English Department in UIN Ar-Raniry who have taken Speaking Class. The research findings show that the two lecturers applied seven strategies in English speaking class ; they are: Circle model, Discussion (FGD), Debate Class, Sharing experiences, Games, Short video, and the last is Topic Based Presentation. Most of the participants mentioned there were no problems for them when the teachers applied the classroom management in teaching speaking class even some of the participants also explained that they get some problems in speaking class management. from the explanation of the participants, it can be concluded that the problems for them when the teachers applying the classroom management in teaching speaking class are: The students feel lazy to follow the rules or the activities and no time that given by the teacher to prepare before speaking. The participants really appreciate their lecturer in applying management class in teaching speaking even though with some suggestion. They hope the lecturer can develop and keep their management class.

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# CHAPTER I

## INTRODUCTION

This chapter introduces the background of the study, research question, the object of the study, significance of the study, and the terminology.

### A. Background of the Study

English becomes one of compulsory subjects to be taught in Indonesia school. English has been learnt from elementary school until university level. At elementary level, the students learn about the basic of English and also instructions. Another importance of English to be taught in Indonesia is because English has become one of the national exam subjects. By those reasons, English must to be taught since elementary level so that the students able to reach government purposes. While at some universities level, English is the medium of instruction in teaching and learning. There are many sources such as books and journals which is published in English version. Besides for academic purposes, English also needed for work purposes. Thus, English plays as important aspect in this modern are, the students must master four English skills.

There are four English skills in learning English: reading, listening, speaking and writing. All of them should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. Sadiku (2015) defines that listening and speaking: these two skills are highly

interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills.

From four skills, speaking is mostly used in daily life. Every people need to communicate with other people through speaking. By conversation people able change the information each other. Richard and Renandya (2002) said that speaking is one of the central elements of communication. Speaking is way to express idea, feeling, and emotion. In the fact English speaking is assumed as difficult subject for student. Lucy (2008) stated that speaking is harder skill than other skills. In speaking someone have to construct the idea with using vocabulary. This spontaneous commit us to think faster than we use other skills so that the listener can understand. To acquire English speaking skill is not only by the students of formal education but also by the students who study at informal education such as English courses. To obtain it, students need sufficient language exposure. So, they are able to adjust not only vocabulary syntactic knowledge, grammatical order, word spelling but also they are able to adjust pronunciation, intonation, and stressing.

Learning speaking means learning an interactive processing of constructing meaning that involves producing, receiving, and processing information (Brown 1994). Like three other categories of language

performances, listening, reading, and writing; speaking is viewed as a significant one. The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.

In learning speaking there must be many problems facing teachers in teaching speaking. Richard (2012) stated that there are some typical learners' problems in speaking, there are: (1) frequent communication breakdowns and misunderstanding, (2) lack of vocabulary needed to talk about common utterances, (3) lack of communication strategies, (4) speaking slowly and talking too much time to compose utterances, (5) inability participates actively in conversation, (6) ability to speak English naturally, (7) poor grammar, (8) mispronunciation. Sometimes the students are not able to active in conversation because they think that they do not have good grammar even they are afraid to talk because they have a less vocabulary, so they do not know and confuse what should they say. There English is not natural, Sometimes they just memorize when the teachers ask to speak in front of the class. Another problem also come from the teaching strategy.



Teaching speaking skill needs some steps which are well-provided. The steps should promote the process of conducting communicative activities from the preparation to the evaluation. They could be drawn as measurement of how teaching speaking skill may successfully be conducted. In addition, the steps could be related to the important factor in teaching speaking skill which is the curriculum including the teaching aim, the materials of speaking, the classroom management, the method used in the teaching process, the media, and the evaluation conducted by the teacher. To make learning and teaching effective and efficient, managing class is a must that teachers should do. However managing class in nowadays is not an easy task. The teacher has the role for maintaining the conditions of the class, whether it will be controlled or not. The way teacher assists the students determines the success of the teaching learning process. Teacher is a manager as stated by Davies (1971) a teacher as a manager conducts a planning, which has difficulties about: instructional syllabus, the structure of the topic will be discussed, time allocation, and learning sources.

McCreary (2013) stated that classroom management is as the methods and strategies an educator uses to maintain a classroom environment that is conducive to students' success and learning. Together with the methods, the techniques, and the topics, the way teacher manages the classroom influences the teaching learning process. The teacher should manage the class well to make the students following the instructional tasks and not misbehaving. Successful teachers are often very effective managers of the classroom environment. They



create a positive learning community where students are actively involved in their own learning and the management of the classroom.

Several previous studies that have similar characteristic to this study, have been taken to support this study. The similarity are in aims, respondents, instruments are also types of research. A study conducted by Noerina (2015). This study uses quantitative research and the purpose of this study is to pay attention to teachers and students in the class, especially the process of managing classes to teach speaking in the seventh grade of YBPK Kediri Middle School, the instrument used in this study is interviews and observation in collecting data. The respondents of this study were English teachers in the seventh grade of YBPK Kediri Middle School.

The second study by Rika Retnaningtyas (2011). This study uses qualitative research and the purpose of this study is to describe how English teachers manage large classes in SMP N 2 Mlati Sleman, Yogyakarta, which consists of 40 students. The instruments used in collecting data in this study were observation, interviews and questionnaires. The respondents of this study were in the VIIB class at SMPN 2 Mlati Sleman, Yogyakarta which consisted of 40 students. The result of the study shows that to handle a big class, the teacher uses the conventional seating arrangement. The teacher uses both English and Indonesian in the teaching and learning process in order that the students understand the lesson. To make the students easy to understand the material, the teacher acts as an informer and monitor in the teaching and learning process. The teacher uses small groups in grouping students.

The third was the study by Pedota, (2007). This research uses quantitative research, the respondents of this research is the English teacher in the tenth grade of SMA N 1 Wonosari, and the instruments used in this study were data collected using observations and interviews. The researcher made observations to find out teaching and learning activities in class related to class management applied. Interviews are used to gather information from English teachers to find out the problems faced in class management that are applied. The results of this study indicate that class management is divided into five aspects. There are physical designs of regular class lines and separate tables, rules and routines, relationships, interesting and motivating instructions, and discipline. The problems faced by English teachers are student habits and class discipline. To overcome this problem, the teacher gives punishment to students.

The fourth research by Safitri (2014). This research was conducted collaboratively with an English teacher. The respondents of this study were 32 students in class XA of SMA Negeri 1 Gamping. The data in this study collected by using interviews, field notes and mean grades of students. They are obtained by interviewing English teachers as collaborators and students, observing the teaching and learning process, and doing pre-test and post-test. The instruments of this study were the observation sheet, interview guidelines, and speaking assessment rubric. The fifth is Tyas (2011) founded that to handle a big class, the teacher used the conventional setting arrangement. The teacher used both english and Indonesian in teaching and learning process in order that the students understand the lesson. Then

The sixth is Kurniati (2017). This research was descriptive-qualitative research. The research was done in MTs N Klaten. This research involved students of IX-A which consists of 32 students and the English teacher. The data were collected from the observation, interview, and questionnaire. Observation and interview were used to collect data about classroom management and students' responses, while questionnaire was used to gain data about students' responses.

The researcher observed learning activity to know the real process of classroom management. The researcher interviewed the teacher and eight students randomly. Techniques of analyzing data used data reduction, data presentation, and data conclusion. This research used triangulation of method to check validity of the data. The result of the research shows 1) Teacher conducted classroom management elements proposed by Scrivener. They are first, seating and grouping: orderly rows; joining two table into one; group work; and single. Second, activities: teacher had preparation before the lesson; and closed the activity. Teacher organized the students so that they can do the activity or section, on the other hand teacher gave less clear instructions. Third, authority: teacher gathered and hold students' attention; involved students in learning; established authority. Forth, critical moments: teacher started the lesson; deal with unexpected problems; maintained appropriate discipline; and finished the lesson. Fifth, tools and techniques: teacher used the board; used gestures to help clarity of instructions and explanations; and spoke clearly at an appropriate volume and speed; used silence. Sixth, working with people: teacher spread

attention evenly and appropriately; used intuition to gauge what students are feeling; and really listened to students. 2) Students' responses toward classroom management were 29% of students feel they are less confident toward themselves and they feel that they are alone; 31% of students take themselves out from several discomforts; while 40% of students show their willingness to learn by giving hard effort in learning.

The seventh is Setyowati (2016). This research was qualitative research. The subjects of the research is the students and English teacher at Tenth Grade of SMA N 1 Wonosari. The objectives of her research are to investigate the classroom management applied by teacher and further about the problem faced by the teachers in managing classroom. The data collecting techniques are interview and observation.

The last is Auliya (2013). This research was qualitative research. The subjects of the research are class VII B and VII B which were considered as large class because they contain more than 35 students. The objectives of her research are to investigate the classroom management, further about the difficulties faced by the teachers in managing large English classroom and its possible solution also the students' responses toward classroom management conducted by the teachers in order to achieve the learning objectives. The data collecting techniques are interview, questionnaire and observation.

Regrading the prior researches that had been conducted no one conducted research in university level and analysed the speaking skill. Furthermore in this



research, the researcher want to figure out about lecturers' classroom management in teaching speaking class.

## **B. Research question**

In conducting this research, the researcher answering several questions as stated below;

1. How do the lecturers' uses classroom management strategy in teaching English speaking?
2. How do students respond to the strategy that the lecturer uses in teaching English speaking?

## **C. The Objective of The Study**

1. To find out lecturers' classroom management strategy used in teaching English speaking.
2. To investigate students respond to the strategy that used by the lecturer in teaching English speaking.

## **D. Significance of Study**

The results of this study is expected for the lecturers and the students. For lecturers are expected by reading the result of this study they can find solution in teaching speaking for students and effective and efficient ways. While for students, they will be motivated in learning speaking in the class because the lecturers used the sortable strategy.

## **E. Terminologies**

### **1. Teaching English**

According to Tomlinson (1998), teaching is used to refer to anything done by materials developers or teachers to facilitate the learning the language.

### **3. Teaching English Speaking**

According to Goh and Burns (2012), teaching English Speaking are a vital part of any language education classroom; not only does the spoken language offer 'affordances' for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes.

### **4. Classroom management**

Gebhard (2002) simply states that classroom management refers to the way teacher organize what goes on in the classroom.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the related literature review. The review discusses about speaking, types of spoken language, problems in speaking, and the component of speaking.

#### **1. Speaking**

##### **A. Definition of Speaking**

Speaking derives from the word “Speak”. According to Oxford dictionary (1995), “Speak” means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. Fulcher (2003) defines that Speaking is the verbal use of language to communicate with other. In additional, Hughes explains that speaking is interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although Nunan (2003) States that speaking is totally natural, speaking in a language other than our own is anything but simple.

Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson it can be

sometimes lead to dissatisfaction. As we can see, there are many reasons why people speak to each other. One primary use of language is to establish and maintain social relationship. We say “hello” to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the conversation can introduce a variety of subjects.

Harmer (2001) defines that speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language ‘on the spot’. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time to detailed planning. Therefore, the fluency is required to reach the goal of the conversation. Cameron (2001) states that it is also important to organize the discourse so that the interlocutor understands what the speaker says.

In language education, Speaking is important because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life. Tarigan (1981) says that the primary concern of Speaking is for communicate, so we need to pass on the reasoning and feeling successfully. The speaker must understand the importance to be conveyed as to cause others to comprehend with what they are discussing.

It means that people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society. From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understand what the other said who use a foreign language too.

## **B. Types of Spoken Language**

Nunan (1991) writes that generally there are two types of spoken language, as follow :

### **a. Monologue**

Nunan states that in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption. Planned monologues (such as speeches and other pre written material) usually manifest little redundancy and are therefore relatively difficult to comprehend.

### **b. Dialogue**

It is different with monologue; Nunan says that dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those whose purpose is to convey propositional or factual information (transactional). In conversations between or among

participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension.

### C. Problems in Speaking

Speaking is not as easy as it may seem. In fact, it is a complex skill which involves both intrinsic and extrinsic aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely. So, according to different type of person, there are some problems in speaking. Brown (2001) suggested some causes that make speaking difficult as follows:

#### 1. Clustering

Clustering is fluently speaking without word for word expression. For example, the speakers can organize their output both cognitively and physically (in breath group) through such clustering.

#### 2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy in language. Learners can capitalize on the feature of spoken language.

#### 5. Reduced Forms

Words that are not written in English but that are frequently used by native speakers. It's important to be able to recognize them so teacher can understand spoken English and sound more natural when the students speak. The three most common **reduced forms** are wanna, which is the spoken **form** of 'want to'; gonna,



which is the spoken **form** of 'going to' plus a verb; and *hafta*, which is the spoken **form** of 'have to. ' And one of these **forms** will occur about every two minutes

#### 6. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “filters” such as *uh*, *um*, *well*, *you know*, *I mean*, etc. One of the most salient difference between native and nonnative speakers of language is in their hesitation phenomena.

#### 7. Colloquial

Students should be reasonably well acquainted with the words, idioms, and phrases of colloquial language and get practice in producing these forms

#### D. The component of speaking

Syakur (2000) says that there are at least five components of speaking skill. Those components are:

##### a. Comprehension

For oral communication as speaking, comprehension is the important element. It is a requirement of one subject to respond to the speech as well as to initiate it.

##### b. Grammar

Grammar is one of important aspect of speaking. An utterance can has different meaning if the speaker uses incorrect grammar. If grammar rules are to carelessly violated. Communication may suffer.

c. Vocabulary

A person cannot communicate effectively or express their ideas both oral and written if they do not have enough vocabulary. Without grammar, very little can be conveyed. Without vocabulary nothing can be conveyed.

d. Pronunciation

Pronunciation is an essential aspect of learning speaking on a foreign language. If a student does not pronounce a word correctly, it is difficult to be understood. We get the true word from its pronounce. If the pronounce of one word is false, it means that we get the other form of word that is of course having or not having the other meaning. It can be seen that good pronunciation is vital on speaking skill.

e. Fluency

Fluency in speaking skill is the aim of many language learners. A successful speaking on a foreign language is mostly shown from a better fluency he/she has. Vocabulary means the appropriate diction which is used in communication.

**E. Criteria of Good Speaking Performance**

Speaking is not just expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. Speaking becomes important because speaking is a skill that can make people easily



understand to what things explained. Speaking assess the speaker to be able to transfer their idea through speech. Harmer (2001) says that there are the aspects of speaking performance:

1. Fluency

Fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

2. Pronunciation

Pronunciation refers to the student ability to produce comprehensible utterances to fulfill the task requirements. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

3. Grammar

Grammar is used to arrange the words into appropriate sentence by considering all the use of each word and it's tense. Grammar makes well-arranged group of words that will be delivered to be known well.

4. Vocabulary

To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately. Without having a sufficient vocabulary, people cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. For example, when they get the presentation in front of the class, they should master

the vocabularies, or they will get the difficulties in their speaking performance. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English properly.

## **I. 2. Classroom Management**

### **A. Definition of Classroom Management**

According to Ardy (2013) classroom management is the ability of the teacher as the leader also the manager who creates the conducive atmosphere to success in teaching learning process. It means that as the leader in the class, teachers should motivate the students and also teach good moral that should be applied by the students. While, as the manager the teacher should manage the tool of class. That is manage the students potential, use the media and technology in the class that can create the efficient, on time, work productivity, and the quality of teaching learning process. So the teachers can exploit all of the potential. In teaching learning process, the teachers need to make their class be fun, so the students can enjoy in accepting the material that have been taught by the teacher. The teachers also have task to make the teaching learning process beactive. It needs to create the healthy competition in every student. According to Ardy (2013) there are three main activities in classroom management, includes;

1. The teacher creates the appropriate teaching learning atmosphere.
2. Manage the study room.
3. Manage the teaching learning interaction.

According to Rushdie in Ardy (2013) there are two indicators that show the successful of classroom management;

1. The classroom management is mentioned success if after that every student able to work and study.
2. Every student able continuously do they work without wasting time. Based on the statement above, it means that the students can not be easy to give up and always try to learn and be active in the classroom. And the students will work as soon as possible after the teacher gave the task without wasting time.

According to Ardy (2013) there are six principles that should be understood by the teacher in teaching learning process effectively, includes;

1. Warm and enthusiastic, warm in context classroom management is joyful attitude to the students. Then to create the teacher enthusiastic attitude to the students, a teacher should have ability to give motivation to the student.
2. Challenge, the teachers' activities in giving challenge like doing simple evaluation every week and catch the subject of material with some facts in the field.
3. Variation, variation style like the variation of voice intonation, variation of body movement, and the position of teacher in teaching and also the variation of using method and media in the classroom.
4. Graciousness, that is the attitude of the teacher in the context of classroom management depend on the students necessary and the class condition to prevent the turning up of students disturbing of students to create the teaching learning that conducive and effective.

5. The pressing on positive thing, the positive comments can be given by the teacher to the students with positive attitude. Some of students will have confidence related to their performance and ability with positive comments.
6. Investment the students discipline, teachers should be a model for the students with giving positive sample, good attitude in the class, in the school, or in the society environment.

From the statements above, it can be conclude that teacher needs to create enjoyable atmosphere by giving variation style in teaching that can make the students interest in lesson. Ericksen in Leo (2013) states that effective learning in the classroom depends on the teacher's ability to maintain the interest or motivation that brought students to the course in the first place. It means that teacher have to have interest motivation to make the student enjoy in learning the lesson. According to Leo (2013) there are many factors that affect students' motivation to work and to learn, those factors includes:

1. Building student's confidence, as motivator a teacher is able to encourage students who are lazy, silent, unconfident, and hopeless to become more confident and hopeful gradually.
2. Creating self-motivated independent learners, Lowman (1984), Lucas(1990) Weinert and Kluwe (1987). And Leo (2008) suggested the teachers todo these following things: to give frequent, early, positive feedback that supports students' beliefs that they can do well; to ensure opportunities for students' success by assigning tasks that are neither too easy or nor difficult;to



create an atmosphere that is relaxed, open and positive; to give them opportunities and challenge to demonstrate their abilities to do something.

3. Creating an active class that can make students want to talk and listen, read, write. Mayers and Jones (1993) defined active learning that allow students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercise, informal groups, simulations, and other activities-all of which require students to apply what they are learning.
4. Giving Constructive Feedback, Cashin (1979) suggested that rewards can be as simple as saying a student's response was good, with an indication of why it was good, or mentioning the names of contributors.

Based on the statements above, teachers need to build the students confidence so they will be motivated to be active in teaching learning process. Beside that it is needed to teacher gives punishment when the students make a mistake and give a reward to the students that make something good. In giving a punishment, teacher should give enjoyable punishment, so the students will aware about their mistake. Ardy (2013:178-179) stated there are notes that can be used by the teacher in giving a punishment includes;

1. The punishment that is given by the teacher can make the students have a responsibility.
2. The punishment should be related to the students mistake, for example if the students make the class dirty so the punishment is they should be clean up its.



3. The teacher should be fair in giving punishment to the students without lookat the background of the students

## **B. Managing the Teaching and Learning Process in the Classroom Management**

### **1. The Teacher Roles**

Brown (2001) suggests the conductive way to creating an interactive classroom is following teachers roles. First, when the teacher as controller, the teachers determine what the students do in the class. The second way to way to creating an interactive classroom is following teachers roles is the teacher as a director. This role will enable students eventually to engage in the real-life drama of improvisation as each communicative even bring its own uniqueness. The third way is as a manager. The teacher is one who plan lessons, modules and courses, and who structures the larger segments of classroom time, but who them always each individual player to be creative within those parameters. And the last is the teacher as a facilitator. The teacher makes learning easier for students such as help them to clear away roadblocks, the find shortcuts, to negative cough terrain. Resource which are available also the obligation for the teacher for advice and counsel when the students seek it.

### **2. Grouping Students**

Spratt, Pulverness, and Williams (2005) state the key concept of grouping students and the language teaching classroom. Teachers need to consider a number of different factors bellows:

- a. The teaching aim

It is much easier to choose how to group students when we have decided on the aims of the lesson and the aim of each activity.

b. The learning styles of the students

For example, some students prefer to work as individual, others in groups.

c. The ability and level of the students

Most classes are 'mixed ability' i.e. they include students of different abilities. Teachers can group's students for some activities so that students of the same ability work together, and for some activities so that students of different abilities work together.

d. The personalities of our students.

Most of the time students will work together, but the sometime there are students who do not work together positively.

e. The class size.

With a class of between 20 and 30 students, teachers can manage pair and group work quite easily. With classes of more than 30 students, pairs and group work are possible, but need more careful planning.

### **3. Giving Feedback**

According to Spratt, Pulverness, and Williams (2005), giving feedback is giving information to learners about their learning. Feedback can focus on learners language or skills, the ideas in their work, their behavior, their attitude to learning or their progress. Furthermore, they state key concepts of giving feedback in the language teaching in the classroom. They are:

- a. Students can organize small group feedback sessions, where the teacher and the learners can give and receive feedback on the classes and their learning.
- b. Learners will need training is how to give feedback to each other.
- c. Feedback which is particularly personal or sensitive should be given to learners in individual meetings and not in front of the whole class

### **C. Speaking Classroom Management**

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 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 students can express their language in good way without limited idea of their mind. The teachers can organizes that condition and class environment well.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research method in this study. It covers discussion about research design, research participants, data collection, and data analysis.

#### **A. Research Design**

According to John W. Creswell (2003) research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. Meanwhile, Research design is the conceptual structure about the way collecting the data and analysis of data. Creswell & Plano Clark (2007), stated that research design divided into three types. They are Qualitative research, Quantitative research, and Mixed method research.

Qualitative research is a research which generates theories, the data is in the form of word, and subjective one. Mack (2005) states that qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that: seeks answers to a question; systematically uses a predefined set of procedures to answer the question; collects evidence; produces findings that were not determined in advance; produces findings that are applicable beyond the immediate boundaries of the study.

It is different from Quantitative research methods which attempt to maximize objectivity, replicability, and generalizability of findings, and are typically interested in prediction. Quantitative research methods attempt to maximize objectivity, replicability, and generalizability of findings, and are



typically interested in prediction. Integral to this approach is the expectation that a researcher will set aside his or her experiences, perceptions, and biases to ensure objectivity in the conduct of the study and the conclusions that are drawn.

The last is mixed method which is combination between qualitative and quantitative research. Johnson and Onwuegbuzie (2004) defines mixed methods research is as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. Mixed methods research also is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices.

In this research, the researcher used qualitative research. Moreover the researcher wants to know about object, such as the nature of the object, the condition of the object, the number of the object, so descriptive research is used by which the researcher could be explained the whole aspect of the object clearly and scientifically. The descriptive method is implemented in this research because the researcher wants to describe about the classroom management applied during teaching English and explained the students' responses in applying classroom management in the class. Meanwhile, the data analysis is presented descriptively.

According to Gubrium (2004) , there are five kinds of qualitative research method. They are; Mixed observation, Conversation analysis, Discourse analysis, Content analysis, and Data interpretation.

- a. Mixed observation usually involves everyone who researches a study themselves. Observing the kinds of subject that are examined by the researchers.
- b. Conversation analysis commonly concentrates to the attention in dialogues of an interaction. The researchers who use this method view the analysis of communicative competences that underlying daily social activity.
- c. Discourse analysis is more interested in language using. The researcher has a big attention in practicing and contextualizing. learning speaking English easily. Data interpretation method is also used by the researcher to accelerate in getting information from individual subject which face problems in speaking by interviewing them directly about what troubles them in learning speaking in the class.
- d. Content analysis, analyzing any kind of documents that related to the study.
- e. Data interpretation can be called as unstructured method in qualitative research. The researcher focuses on selective experiences of respondents by means of the researcher interaction processing and researched subject by interviewing technique.

In this study, the researcher chooses conversation analysis method and data interpretation method. Conversation analysis method is chosen to facilitate the researcher in analyzing the data from the daily conversation of the subject in the class. The researcher can find the weakness of the subject in learning speaking English easily. Data interpretation method is also used by the researcher to accelerate in getting information from individual subject which

face problems in speaking by interviewing them directly about lectures' classroom management in teaching speaking class.

The researcher also implemented 6 generic steps of analyzing data in Qualitative research that explained by Creswell (2003) as a guide of this research. Those generic steps would explain at the description of Data Analysis .

## **B. Research Participants**

According to Creswell (2014), research participants are subjects who have the potential to give information that will lead the researcher to find the answers to research questions. In this case, the participants of this study were English language teachers and students. This study was conducted at UIN Ar-Raniry Banda Aceh. The location is at Jl. Ibnu Sina No.02, Kopelma Darussalam, Kecamatan Syiah Kuala, Banda Aceh.

### **1. Population**

According to David (2019) that population is the object group of people, the writer intends to generalize the result of the writer study. The population of this study were English Language teachers and speaking classes of students in English department of UIN Ar-Raniry.

### **2. Sample**

According to David (2019), that sample is a group or individual who participated in the study. The researcher obtains the data from English Language teachers and the speaking classes which they taught. The sample was chosen purposively, where the researcher chose these English Language teachers and

their speaking class. the researcher was to observe the interaction between teachers and students as the target. To get more information, the researcher interviewed teachers and students in each class. The respondents in this research was the 2 of speaking lecturer and the speaking classes which they taught who were studying at semester 2. There were 2 lecturers and 10 students from 2 classes that had been interviewed. The researcher only conducted research in 2 classes. Therefore, the researcher chose the respondents using purposive sampling since the researcher select the respondents who have experience or knowledge of the issues being addressed in the research.

### **C. Data Collection Techniques**

#### **a. Semi-structured Interview**

The writer used an interview to collect the data. The interview used to get the information. According to Ryan, Coughlan, and Cronin, (2009, as cited in Lambert & Loiselle, 2007) Interviews are widely used as a data collection tool in qualitative research. Interview is a face to face situation in which the researcher set out the elicit information or opinion from a subject. The most important data source in qualitative research was the informant. In this research, the interview conducted to collect information from English teachers.

Nugrahenny (2012) states that there are three kinds of interview: unstructured interview, semi-structured interview, and structured interview. In unstructured interview, there is no specific systematic question to be asked toward the respondent. Conversely, in doing structured interview, the



direction of interview is clear based on the prepared list-questions. The last, semi-structured is the combination of both structured and unstructured interview. The researcher firstly arranges the set of questions to be proposed and it is continued to the next unpredictable developed question. . In this type of interview, the researcher should prepared what the questions were, before did the interview and new questions may emerge depend on the progress of interview and situation. It was possible to added new questions out of the questions list if the writer gets new information out of question list that had been arranged. Based on Keller (2019), Semi-structured interview is where the interviewer and interviewee have a conversation about a specific topic in response to the interviewer asking broad, open-ended questions.

In this case, the researcher used semi-structured interview. Before conducting interview, the researcher prepared some different questions to be proposed to the respondents, teacher and students. The point of interview reflected on the research problem and observation. It is hopefully able to linkage the connection among interviewee statement to the real situation. The researcher as the interviewer would ask some information to English teacher about his 'classroom management in teaching speaking class and also some students who is taught by the teacher in the classroom to support the data completion. In conducting interview the researcher needs an interview guide as the instrument to make the data more vivid. Interview guide is the list of question prepared before conducting interview.

While doing interview, the researcher took a note as well as recorded the conversation that would be processed as data, namely interview transcript. In this interview section. Each participants was interviewed about 15-20 minutes depending on the question and the situation. The data were recorded using a handphone. The researcher spoke English. As an ethics code of participants, the researcher use pseudonyms instead of the real names of the participants throughout this study. Because of this, the name of participants written in initial of their names.

Here are lists of questions (see appendix D for the complete questions)

**THE LECTURES' CLASSROOM MANAGEMENT SKILLS  
IN TEACHING SPEAKING CLASS**

Description of the project: This study examines the lectures' classroom management skills in teaching Speaking class.

Benefit of the study: feel free to answer all these questions. Don't worry! There will be not direct benefit to you for taking part of this study. The researcher may learn more about examines the lectures' classroom management skills in teaching Speaking class.

Name :

Phone Number :

**A. Lectures**

1. What do you think about the classroom management in teaching speaking class?
2. In your opinion, how should is a good classroom management in teaching speaking class?
3. Do you think the classroom management in teaching speaking class has benefits for the English learning process?
4. Do you apply classroom management in your speaking class ?
5. In your opinion, what are the roles of the teacher in developing classroom management in teaching speaking class?
6. How is your strategies in applying classroom management in teaching speaking class?
7. Can you explain some of the techniques that you use in managing classroom in teaching speaking class?

#### **B. Students**

1. What do you think about the classroom management in teaching speaking class?
2. In your opinion, how should is a good classroom management in teaching speaking class?
3. Do you think the classroom management in teaching speaking class that has been applied by the lecturer is appropriate for the students?
4. In your opinion, what are the roles of the teacher in developing classroom management in teaching speaking class?
5. Do you think classroom management in teaching speaking class has benefits for the English learning process?
6. In your opinion, how is the students' roles that can students do to help lecturers in managing classroom in teaching speaking?
7. Can you explain some of the techniques that the teacher use in managing classroom in teaching speaking class?
8. Are there some problems for you when the teachers applyig the classroom management in teaching speaking class?

#### **D. Data Analysis**

After collecting the data and studying the information that are taken from the steps of collecting data above and from some books which relates to the discussion of this study, the researcher analyzes them. Bogdan in Sugiono (2017) states that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that accumulate to increase understanding and to enable to present what discovered to others. In this research, the writer implemented the step of data analysis by Creswell (2003). Generic steps for analyzing qualitative data are :

- a. Organize and prepare the data for analysis.
- b. Read through all the data. A first general step is to obtain a general sense of the information and to reflect on its overall meaning. What general ideas are participant saying? What is the tone of the ideas? What is the general impression of the overall depth, credibility, and use of the information? Sometimes,

qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.

c. Begin detail analysis with a coding process. Coding is the process of organizing the material into “chunks” before bringing meaning to those chunks. It involves taking data or pictures, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based on the actual language of the participant.

d. Use the coding process to generate a description of the setting or people as well as categories of themes for analysis.

e. Advance how the description and themes will be represented in the qualitative narrative.

f. A final step in data analysis involves making an interpretation or meaning of the data. “What were the lessons learned” captures the essence of this idea (Lincoln And Guba 1985). These lessons could be the researcher’s personal interpretation, couched in the individual understanding that the inquirer brings to the study from her or his own culture, history, and experiences.

In qualitative research, data analysis and data collection typically happen simultaneously (Creswell, 2008; Creswell, 2009; Lodico, Spaulding, & Voegtle, 2010; Merriam, 2009; Moustakas, 1994). As the researcher transcribed each interview, there were a lot of significant statements in the participants' responses. Hence, the researcher needs to listen to the audio several times to obtain valid information from the participants’ statements. The researcher began to write the main problems that participants do experience, then read and re-read the



statements, and began to see common ideas. The researcher went back over the interviews to highlight similar meanings and ideas in the same style.

Then the researcher cut out highlighted passages and grouped them together. These units were broken down and coded into “cluster of meanings” (Creswell, 2003, p. 55). Afterward, the researcher took each highlighted cluster and reread notes, then began to see themes and subthemes emerged from the researcher focus. The researcher organized a written structure of the main theme with supporting subthemes. After reviewing each student’s description, the researcher integrated the participants’ perceptions and experiences in a written format to reveal the themes.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discusses the result of the interview and the explanation lecturers' classroom management in teaching speaking class at English Department of UIN Ar-Raniry.

#### A. Findings

The purpose of this qualitative study is to describe the lecturers' classroom management in teaching speaking class at English Department of UIN Ar-Raniry. This study was constructed to answer the two research questions "How the lecturers' uses classroom management strategy in teaching English speaking?" and "How do students respond to the strategy that the lecturers uses in teaching English speaking?". To gain an understanding of the real experiences of lecturers' classroom management in teaching speaking, semi-structured interviews were conducted. Therefore, in the rest of this section, the researcher discusses the result of interviewed the participants that was held from **23 of April to 01 of May 2020** which was involved 2 lecturers who teaching at speaking class and 10 students from both of the class as the sample. Because of this, the explanation of the findings divided into two parts, (1) Teachers interview results, and (2) Students interview results.

## 1. Teacher interview results

- a) Interview Question Number 1 : What do you think about the classroom management in teaching speaking class?

Within this theme, the lecturers reported that classroom management in teaching speaking class is surely need and important to make the class running well. In this case, some facilities are also important to support a good class management such as a teaching tools such as projector, sound system, and syllabus. The lecturers' responses are shown below: "Classroom management surely need it to create good environment to study. However, the facilities also need to consider such as projector and sound system. they are become necessary thing to avoid a boring class." [M]

In relation to this concern, other participant said:

"I managed my class by the syllabus that available in Prodi. We have meeting once a week and in every meeting, the students have to speak, sometimes personally and sometimes in a group. Classroom management is really needed in order to make the class running well." [RF]

All of the participants gave a positive opinion about the classroom management in teaching speaking. It can be seen from the interview, they agreed that classroom management in teaching speaking class is surely need in teaching process.

- b) Interview Question Number 2 : In your opinion, how should is a good classroom management in teaching speaking class?

According to participants' responses, they gave the same opinion about it.

They explained that a good teaching and learning process based on the lecturer

itself. For example like asking them to speak, and giving them an interesting task.

“There are a lot of theory that each lectures can use, but it relate to lectures it self how to develop their classroom become more interesting. For example, give them an interesting task so they will love to speak” [M]

In relation to this concern, other participant said:

“ We are as a lecturer should ask the students to speak. I mean should speaking in every meeting in order to improve and also to empower them to speak loudly and to enhance their skill in grammar, using vocabularies, to make their speak goodly in the next meeting. “[RF]

Based on the result of the interview, the researcher concluded that the participants hope the lecturer can apply their own way to get a good classroom management in teaching speaking class are more interesting.

c) Interview Question Number 3 : Do you think the classroom management in teaching speaking class has benefits for the English learning process?

Both of the participants agreed that the classroom management in teaching speaking class has benefits for the English learning process. It can be seen from the explanation below :

Sure, the classroom management need to improve and develop learning for formally learning [M]

In relation to this concern, other participant said:

So, it should be. Because classroom management it should has beneficial impact for students speaking. So, the classroom management should encourage the student's motivation in learning. [RF]



d) Interview Question Number 4 : Do you apply classroom management in your speaking class ?

According to participants' responses, they give a different answer of this question. It can be categorized into two points. One of them always apply the classroom management, but the other just apply it sometimes. It can be seen from the explanation below :

Yes sure, that becomes my first consideration before teaching. [M]

Unlike the opinion from M, other participant said:

Sometimes, yes. But sometimes I just focus on how they ready for their speaking. Because, in this semester I got some speaking class. So, I have to focus in every class what classroom management that should I apply. [RF]

Based on this statement, the researcher concluded that the classroom management in teaching speaking class is really need for teaching process, but the other just apply it based on her needs in the class.

e) Interview Question Number 5 : In your opinion, what are the roles of the teacher in developing classroom management in teaching speaking class?

According to participants' responses, they gave the same opinion about it. They explained that are the roles of the teacher in developing classroom management in teaching speaking class is how the way the teacher manage and arrange the class itself.

Every teacher has their own style in teaching, teacher need to understand the way to manage their class in order

to create their interesting in learning with big motivation.  
[M]

Unlike the opinion from **M**, other participant said:

Firstly, the lecturer arrange the students. I mean we can devide them into a group, in order to encourage students skill. So, the lecture should put them in the right way to empower their speaking skill. [RF]

From these explanations, the researcher can conclude that the participants agreed that the roles of the teacher in developing classroom management in teaching speaking class is very important and take a big role in the class in order to enhance the students motivation in speaking English.

f) Interview Question Number 6 : How is your strategies in applying classroom management in teaching speaking class?

The responses of the participants was different. It can divide into two parts. Both of two participants had their own way about strategies in applying classroom management in teaching speaking class.

Probably know at least something about the three major learning styles – visual, aural, and kinesthetic. When I plan, I prefer to go beyond the standard three learning styles. [M]

Different from **M**, **RF** explain that :

The strategies are I have to look for the students character, and understand the situation of the classroom, and also have to make the students, the time, and class effectively as well. [RF]

In conclusion, it can be seen that both of the strategies that they applied was good and the lecturers had their own way about the strategies in applying

classroom management in teaching speaking class in order to achieve the class effectively as well .

g) Interview Question Number 7 : Can you explain some of the techniques that you use in managing classroom in teaching speaking class?

According to participants' responses, they gave a different type of their techniques. It can be categorized into two points.

“I always aware of what type of instruction best benefits their students, and they are intentional about connecting with those styles. [M]

In relation to this concern, other participant said:

The first is preparing the material about speaking. Lecture should be cooperative to make the class enjoyable, motivated in study. I have to track their attention to empower them in speaking and I have to elaborate all of techniques that I have said before. [RF]

From these explanation, the researcher concluded that the participants had different techniques in managing classroom in teaching speaking class. That are ; aware of what type of instruction best benefits their students, prepare the material about speaking, and cooperative to make the class enjoyable, motivated in study.

h) Interview Question Number 8 : Can you explain some of the activities that you normally use in making it easier for you to manage classroom in teaching speaking class?

The responses of the participants was quite same. It was divided into two parts. Both of two participants have their activities that they normally use in making them easier to manage classroom in teaching speaking class.

For me usually I use visual method to motivate them learning, such as short movie, photo. [M]

In relation to this concern, other participant said:

Normally we use discussing, debate class, and for their personal speaking, I usually give them one topic. For example like about Corona virus Pandemic and they have to speak about that. The others is they have to watching a video and the task is they should find some synonyms of verbs that available. [RF]

The researcher concluded that their activities in their speaking class was almost same, that's are a visual method such as using photo and watching a video/short movie. But additional activities that was explained by RF, sometimes she also used discussing and debate class.

i) Interview Question Number 9 : If there are students who are passive and have difficulties in speaking English, what kind of speaking classroom management do you usually do?

Both of the participant explained a same way to face students who are passive and have difficulties in speaking English. It can seen from the explanation below :

Separate them from his or her class mate group and give independent assignment or gather him or her into an active group to increase his performance as a provocations of his motivation to the subject. [M]

In relation to this concern, other participant said:



For these special students, I give them an additional task to allow them have more time in speaking. [RF]

In short, the researcher concluded that giving an additional task was the only way for them to face students who are passive and have difficulties in speaking English.

j) Interview Question Number 10 : Are there some problems when you apply your classroom management in teaching speaking class?

The participants argued that they have a same problem when they apply the classroom management in teaching speaking class . The responses are shown below:

Sure,some time they lazy to follow the rule. [M]

In relation to this concern, other participant said:

Actually everything running well, it just sometimes some of students do not like to discipline in every rules that I give. [RF]

The researcher concluded that one of the problems when they applied their classroom management in teaching speaking class was the students that do not discipline for the rules that they applied in the class.

i) Interview Question Number 11 : What do you think about the solution of that problems?

According to the participants, they stated a different solution to the students that do not discipline for the rules that they applied in the class. It can seen from the responses below :

Usually I ask students to repeat directions back to me. [M]

A lot of way that I tried to apply for disobedient students. One of them is I speak to him/her in private outside the classroom. I said I don't like their bad behaviour. [RF]

From these explanation, the researcher concluded that they applied a different solution for the disrespectful student. That's are the lecture ask students to repeat directions back to the her/him and speak to the students in private outside.

## **2. The Findings of the Students Interview**

a) Interview Question Number 1 : What do you think about the classroom management in teaching speaking class?

Most of the responses remarked that the classroom management in teaching speaking class is some rules and instruction to be implemented in the class that the teachers use to keep students organized and interesting during a class and to achieve the targets of the learning process. One of the students' responses is shown below:

The classroom management in teaching speaking class is the rules and procedures that given by the lecture to be used in class. [ZM]

In relation to this concern, other participant said:

I think management in teaching speaking is a various approach and method that apply by the teacher to achieve a good learning process. [GI]

I think classroom management in teaching speaking class refers to variety of skills of teachers and techniques that

teachers use to keep students organized and interested during the class. [AF]

All of the participants gave a similar opinion about the classroom management in teaching speaking class. They explained a clear opinion about management in speaking class.

**b) Interview Question Number 2 : In your opinion, how should is a good classroom management in teaching speaking class?**

According to participants' responses, they gave a different opinion of characteristic of a good classroom management in teaching speaking class. It can be categorized into some points such as managing the class by giving some type of activities, good collaboration between teacher and student, and applying the appropriate rules in learning speaking process.

**a) Managing the class by giving some type of activities**

Most of the participants explained that the characteristic of a good classroom management in teaching speaking class is managing the class by giving some type of activities. An example of the students' response who said that is shown below:

Maybe a good classroom management in teaching speaking class is when the teacher can manage the class giving some type of activities, and has awareness, patience, good timing, and boundaries in teaching. [AF]

In relation to this concern, other participants said:

In my opinion a good classroom management in teaching speaking class is when the teacher can manage

the class goodly to make the students easier in achieving the materials. For example like give the students a different activities in each meeting [FH]

A good classroom management in teaching speaking class is when the teacher can manage and arrange the class goodly by giving the activities that appropriate for the students so the target of speaking learning process can be achieved. [M]

#### **b) Good collaboration between teacher and student**

Some of the participants agreed that good collaboration between teacher and student is one of the characteristic of a good classroom management in teaching speaking class. The following are some of the students' responses :

a good classroom management in teaching speaking class is when the teacher and the students can get collaboration with a good communication to make the learning process goodly and the students can easier to understand the material. [SZ]

I think when the teacher and the students get a good communication, and the management that the teacher give is suitable for the class situation. [GI]

The researcher found that some participants indicated that good collaboration between teacher and student is one of the characteristic of a good classroom management in teaching speaking class. They hope the lecturer can apply this characteristic to make the teaching-learning process in speaking better.

#### **c) Applying the appropriate rules in the learning speaking process**

Based on the interview result, the study revealed that most students response applying the appropriate rules in the learning speaking process are very important for the learning process in speaking . Some students' responses are shown as following:



The teacher arrange the class by applying an appropriate rules in managing the class so the students can easily understand in the speaking learning process. [R]

A good classroom management in teaching speaking class is if the students feel comfortable with the management that has been implemented by the teacher. [EA]

The teacher have to know about the situation in the class and the capability of the students so the management of the class that they apply will be appropriate and being a good classroom management. [NY]

Based on the result of the interview, the researcher concluded that the majority of students hope the lecturer applying the appropriate rules in the learning speaking process.

**c) Interview Question Number 3 : Do you think the classroom management in teaching speaking class that has been applied by the lecturer is appropriate for the students ?**

All the participants agreed that the classroom management in teaching speaking class that has been applied by the lecturer is appropriate for the students. The following are some of the participants commands on this matter.

Yes, the management that has been applied by the teacher is suitable with us, a basic learner students. [R]

Yes. the classroom management in teaching speaking class that has been applied by the lecturer is appropriate. [AF]

Yes. That is appropriate. [FH]

In this part of the interview, the participant gave a similar response. They agreed that the classroom management in teaching speaking class that has been applied by the lecturer is appropriate for the students.

**d) Interview Question Number 4 : In your opinion, what are the roles of the teacher in developing classroom management in teaching speaking class?**

According to participants' responses, they gave a different opinion about the roles of the teacher in developing classroom management in teaching speaking class. It can be categorized into two points such as teach the student and giving feedback and motivate the students. An example of the students' response who said that is shown below:

**a) Teach the student and giving feedback**

The roles of the teacher in developing classroom management in teaching speaking class the teacher teach the student, giving material, feedback, and support us .  
[ZM]

In relation to this concern, other participant said:

Preparing a good material that suitable with the speaking learning process, teaching the students and giving feedback, have a big efforts to make the students want to speak English. [M]

Teaching the students by appropriate method is the important roles of the teacher in developing classroom management in teaching speaking class and I think the teacher also should correct any activities that the students do if it needed. [R]

From these descriptions, the researcher concluded that they agreed teaching the student and giving feedback was one of the important roles of the teacher in teaching speaking class.

**b) Motivate the students**

Some of the students have given their opinion about roles of the teacher in teaching speaking class, that is giving the motivation for the students. The students' responses are shown below :

I think one of the roles of the teachers in speaking class is the teacher teach and motivating us in learning. [FH]

In relation to this concern, other participant said:

In my opinion, giving motivation for students to speak English is the important roles of the teacher [NY]

The teacher roles are preparing material for teaching and correcting about our activity in speaking, give a suggestions and motivation to make us goodly in speaking. [SN]

From these explanations, the researcher can conclude that giving the motivation for the students is one of the important roles of the teacher in teaching speaking class.

**e) Interview Question Number 5 : Do you think classroom management in teaching speaking class has benefits for the English learning process?**

All the participants agreed that classroom management in teaching speaking class has benefits for the English learning process. The following are some of the participants commands on this matter.

Yes, classroom management in teaching speaking class has benefits for the English learning process. We can easy and love to speak because the management it self appropriate for us. [SZ]

In relation to this concern, other participant said:

Yes, classroom management in teaching speaking class has benefits for the English learning process. [ZM]

Yes, for example, I get really nervous to speak actually, but, when the lecture apply a good management in my class day by day I got comfortable to speak. [GI]

In this part of the interview, the participant gave a similar response. They agreed that the classroom management in teaching speaking class that applied by the lecturer was appropriate for the students.

**f) Interview Question Number 6 : How is the students' roles that can students do to help lecturers in managing classroom in teaching speaking?**

According to participants' responses, they gave a different type of the students' roles in the speaking class to help lecturers in managing classroom. It can be categorized into some points such as follow the rules that has implemented by the teacher, respect and appreciate the teacher, and the last is finish every task that given by the teacher.

**a) Follow the rules that has implemented by the teacher**

According to majority of the participant opinion, following the rules that has implemented by the teacher is one of the roles that the students have to do. It can be seen from the responses that shown below :



Maybe the thing that the students can do is they have to follow the rules that has implemented by the teacher and get active in the class. [AF]

In relation to this concern, other participant said:

We can help the teacher when they need help, for example like helping them in divide a group, attendance list, and follow their instruction. [FH]

The students must help the teacher in developing their management class, follow what the teacher says. [SZ]

From these description, the researcher concluded that the participants following the rules that implemented by the teacher was one of the roles that the students have to do.

#### **b) Respect and appreciate the teacher**

Two of the participants agreed that respect and appreciate the teacher needed in the class. The students can do it as one of the roles of students in speaking class The following are two of the students' responses :

The students should not afraid to speak, respect to the teacher and that will really help the lecturer I think. [GI]

The students have respect and appreciate the teacher in learning process. [ZM]

In conclude, the participants suggested the students to respect and appreciate the teacher in need in the class. The students can do it as one of the roles of students in speaking class.

**c) Finish every task that given by the teacher**

Based on the interview result, the study revealed that two students responses finish every task that given by the teacher is one of the roles of the students in speaking class. Two students' responses are shown as following:

Helping the teacher to achieve the targets of learning process. For example, try to speak english, finishing the assignment, etc. [R]

The students finish every task that given by the lecturer and give a question if something that they don't understand. [EA]

The researcher found that two participants indicated that finish every task that given by the teacher is one of the roles of the students in speaking class. They suggested the students can do it to make the teaching-learning process in speaking class better.

**g) Interview Question Number 7 : Can you explain some of the techniques that the teacher use in managing classroom in teaching speaking class?**

According to all participants' responses that come from 2 speaking classes, 5 of them from the class A mentioned same techniques that their teacher used in managing classroom in teaching speaking class, and the rest from the class B, they also mentioned a different techniques from the class A. This is because they come from different class. two of the students' responses as the representative from the class A is shown below:

Yes, She has a lot of strategies in our speaking. Sometimes she make our seat like a circle club, sometimes debate class, and a individual or group presentation. [AF]

The teacher usually ask us to have presentation based on one topic, and then debate class, and discussion. [NY]

The teacher usually give us some activities that make us want to speak, such as discussion group, presentation, debate, sharing, etc. [ZM]

In relation to this concern, other participant from the class B said:

He often to tell us about his experiences about how to make yourself more confident in speaking, ask the student to come in infront to speak, and ask the students to make a short video about our self. [EA]

Based on my experiences, some of the techniques that the teacher use in managing classroom in teaching speaking class is topic based presentation, making a short video, and sharing experiences. [M]  
The teacher usually give us some topic for example like Hospital, disease, a thing, and we have to speak about that individually. The other is he also ask the students to make a short video. [R]

The researcher found that all participant mentioned some techniques that the teacher used in managing classroom in teaching speaking class. From the explanation of the participants, it can be concluded that the techniques that the teacher use in speaking class are : **Seating arrangement ; Circle model, Discussion (FGD), Debate class, Sharing experiences, Games, Short video, and the last is Topic based presentation.**

**h) Interview Question Number 8 : Are there some problems for you when the teachers applying the classroom management in teaching speaking class?**

Majority of the participants' agreed that there are no problems for the teacher when the teachers applying the classroom management in teaching speaking class even some participants also explained that they get some problems in speaking class management. The participants' responses is shown below :

No, everything is running well. [FH]

No. [NY]

No, everything is okay. [R]

In relation to this concern, 4 from the participants have different opinion. They explained that they get some problems :

I am not sure about this question. But sometimes I see my friends are lazy to follow the rules or the activities, maybe it can be a problem for the lecture. [AF]

In relation to this concern, three of the participants explained the same problems :

Yes. Sometimes I forgot the vocabulary because the teacher ask me to speak spontaneously so I have no time to prepare. [GI]

Yes, some of us actually difficult to speak English when the teacher ask us to speak by one topic but the time to prepare is very short. We do not have much vocabularies yet so I think the basic students like us need time to prepare it before we speak. [SN]

Yes, sometimes we get confuse when the teacher ask to speak by pointing the students one by one. Even Though the topic is easy to understand, but I think the teacher have to give us time to prepare it because we still a basic speaking learner. [M]



In conclusion, The researcher found that most of the participant mentioned there are no problems for them when the teachers applying the classroom management in teaching speaking class. Otherwise, some of the participants also explained that they got some problems in speaking class management. from the explanation of the participants, it can be concluded that the problems for them when the teachers applying the classroom management in teaching speaking class are : The students that lazy to follow the rules or the activities and no time that given by the teacher to prepare before speaking.

## **B. Discussion**

The purpose of this study is to explore lecturers' classroom management in teaching speaking class at English Department of UIN Ar-Raniry. The result of this study is described in some mains topic based on the research question which divided into some aspects. Based on the result of the interview that was held from 23 of April to 01 of May 2020, which involved 2 lecturers who teaching at speaking class and 10 students from both of the class as the sample.

Based on the first problems statement (Research question) in the first chapter that what management were used in English speaking class and how those management were used by two lecturers, the researcher found that both lecturers used various management class in English speaking class. Those managements can be seen, as follow:

Lecture	Management class in teaching speaking
Lecture A	Circle model
	Discussion (FGD)
	Debate class,
Lecture B	Sharing experiences
	Games
	Short video
	Topic based presentation

As a result of this study, the researcher found that both lecturers applied seven strategies in English speaking class, they are: Circle model, Discussion (FGD), Debate class, Sharing experiences, Games, Short video, and the last is Topic based presentation. Both lecturers had their own ways in applying the seven strategies in terms of the level or the nature of their class.

Then, as the result of the second problem statement (research question) about the students respond to the strategy that used by the lecture in teaching speaking, the students firstly asked about their opinion about the classroom management and all of the students evoked positive opinion toward the seven strategies in improving their speaking competence. It can be seen from the interview, they agreed that classroom management in teaching speaking class is surely need in teaching process.

Next, the participants also asked about a good classroom management in teaching speaking class. . First of all, managing the class by giving some type of activities. Three participants agreed that its can be one of a good classroom management in teaching speaking class. Second, good collaboration between teacher and student. The participants hope the lecturer can apply this

characteristic to make the teaching-learning process in speaking better. Third, They mentioned that applying the appropriate rules in the learning speaking process is one of the characteristic a good classroom management in teaching speaking class. This result was similar to the statement of Singer (2002) that the student will find more easier to learn materials which are appropriate for the students and thematically organized .

The participants also asked about their opinion toward good classroom management in teaching speaking class. They gave a different opinion of characteristic of a good classroom management in teaching speaking class. It can be categorized into some points such as managing the class by giving some type of activities, good collaboration between teacher and student, and applying the appropriate rules in the learning speaking process. They also agreed that the classroom management in teaching speaking class that has been applied by the lecturer is appropriate for the students.

About the roles of the teacher in developing classroom management in teaching speaking class, they give a different opinion. It can be categorized into two points such as teach the student and giving feedback and motivate the students. They really appreciated the lecture because classroom management in teaching speaking class has benefits for the English learning process. The students really expected the students can help the teacher in managing the speaking class. They mentioned a different type of the students' roles in the speaking class to help lecturers in managing classroom such as follow the rules

that has implemented by the teacher, respect and appreciate the teacher, and the last is finish every task that given by the teacher.

All participant mentioned some techniques that the teacher use in managing classroom in teaching speaking class. From the explanation of the participants, it can be concluded that the techniques that the teacher use in speaking class are : Seating arrangement ; Circle model, Discussion (FGD), Debate class, Sharing experiences, Games, Short video, and the last is Topic based presentation. Most of the participant mentioned there are no problems for them when the teachers applying the classroom management in teaching speaking class. Otherwise, some of the participants also explained that they get some problems in speaking class management. From the explanation of the participants, it can be concluded that the problems for them when the teachers applying the classroom management in teaching speaking class are : The students that lazy to follow the rules or the activities and no time that given by the teacher to prepare before speaking.

In this case, the lecture applied different solution for the disrespectful student. That's are the lecture ask students to repeat directions back to the her/him and speak to the students in private outside. It can be concluded that the students respond to the strategy that used by the lecture in teaching speaking was really good. They really appreciate their lecture in applying management class in teaching speaking even though with some suggestion. They hope the lectures can develop and keep their management class getting better day by day.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents a summary of the findings, conclusions, and recommendations based on the data analyzed in the previous chapter.

#### A. Conclusions

1. Both of the lecturers applied seven strategies in English speaking class, they are: Circle model, Discussion (FGD), Debate class, Sharing experiences, Games, Short video, and the last is Topic based presentation. Both lecturers had their own ways in applying the seven strategies in terms of the level or the nature of their class.
2. Most of the participant mentioned there are no problems for them when the teachers applying the classroom management in teaching speaking class. Otherwise, some of the participants also explained that they get some problems in speaking class management, that are: The students that lazy to follow the rules or the activities and no time that given by the teacher to prepare before speaking.
3. The students respond to the strategy that used by the lecture in teaching speaking is really good. They really appreciate their lecture in applying management class in teaching speaking even though with some suggestion. They hope the lectures can develop and keep their management class getting better.

## **B. Suggestions**

From the conclusions above, the researcher offers some recommendations with regard to the results of the study. The suggestions are given to the students, the teacher and further researcher. They are the following:

### **1. For the students**

In learning speaking, the students are expected not to feel nervous when speaking English in the class. They also must pay attention more about capability when speaking in the class. No need for them to feel afraid of making mistakes and be more confident than before when speaking English. The students also suggested to be participated and active in the class. All of them expected can support the management class that has been implemented by the lecture.

### **2. For the teacher**

The teacher should recognize that an appropriate management class is one of the reason of why the students having difficulties or maybe can easier in teaching and learning process. The teacher could build a friendly situation in a class and create a relax atmosphere to the students to make a good interaction among all of member of the class. Motivations from teacher are need to make students more active and have bravely and confident to speak English.

The researcher also recommended for the teachers also should be equipped with the updated management classes, strategies and the approaches applied in speaking classroom for communicative competence. For whom are

interested in teaching management, it is recommend that they observe a number of speaking lecturers or teachers to find out more management in speaking class.

### **3. For the further researcher**

The researcher suggests for the next researcher who want to analyze about management class in teaching speaking, it would be better to analyze in different subject. Management class is not only feels in speaking skill but also in other skill like reading, listening, and writing. The researcher hopes that the next researcher can investigate the management classes in other skills. The last, the next researcher also suggested to analyze the influence of management class for the students' achievement. Furthermore, next researcher can use the result of this research as the reference for the next research and also to conduct a research on how lecturers' management class in teaching speaking influence students' performance and achievement in speaking skill.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-15074/UN.08/FTK/KP.07.6/10/2019**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019
- MEMUTUSKAN**
- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:  
1. Khairiah Syahabuddin, M.Hsc. EsL., M.TESOL, Ph.D. Sebagai Pembimbing Pertama  
2. Azizah, M. Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : **Dara Arisni**  
NIM : **150203214**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **Lecturers' Classroom Management Skills in Speaking Class (English Department Students)**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 15 Oktober 2019

**An. Rektor**  
Dekan,



**Muslim Razali**

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.





**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
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Nomor : B-5944/Un.08/FTK.1/TL.00/06/2020

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DARA ARISNI / 150203214**

Semester/Jurusan : **X / Pendidikan Bahasa Inggris**

Alamat sekarang : **Montasik Desa Uleelhat**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Lecturers' Classroom Management Skills in Speaking Class ( English Department Students )*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 Juni 2020

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 26 Juni 2021

M. Chalis, M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
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Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
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**SURAT KETERANGAN**

Nomor: B-208/Un.08/PBI/TL.00/07/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-5944/Un.08/FTK.I/TL.00/06/2020 tanggal 26 Juni 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Dara Arisni  
NIM : 150 203 214  
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

***“Lecturers’ Classroom Management Skill in Speaking Class (English Department Students)”***

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Juli 2020

Ketua Prodi Pendidikan Bahasa Inggris,



**T. Zulfikar**



## THE LECTURES' CLASSROOM MANAGEMENT SKILLS

### IN TEACHING SPEAKING CLASS

**Description of the project:** This study examines the lectures' classroom management skills in teaching Speaking class.

**Benefit of the study:** feel free to answer all these questions. Don't worry! There will be not direct benefit to you for taking part of this study. The researcher may learn more about examines the lectures' classroom management skills in teaching Speaking class.

Name :

Phone Number :

#### A. Lectures

1. What do you think about the classroom management in teaching speaking class?
2. In your opinion, how should is a good classroom management in teaching speaking class?
3. Do you think the classroom management in teaching speaking class has benefits for the English learning process?
4. Do you apply classroom management in your speaking class ?
5. In your opinion, what are the roles of the teacher in developing classroom management in teaching speaking class?
6. How is your strategies in applying classroom management in teaching speaking class?
7. Can you explain some of the techniques that you use in managing classroom in teaching speaking class?
8. Can you explain some of the activities that you normally use in making it easier for you to manage classroom in teaching speaking class?
9. If there are students who are passive and have difficulties in speaking English, what kind of speaking classroom management do you usually do?
10. Are there some problems when you apply your classroom management in teaching speaking class?
11. What do you think about the solution of that problems? (optional)

## B. Students

1. What do you think about the classroom management in teaching speaking class?
2. In your opinion, how should is a good classroom management in teaching speaking class?
3. Do you think the classroom management in teaching speaking class that has been applied by the lecturer is appropriate for the students?
4. In your opinion, what are the roles of the teacher in developing classroom management in teaching speaking class?
5. Do you think classroom management in teaching speaking class has benefits for the English learning process?
6. In your opinion, how is the students' roles that can students do to help lecturers in managing classroom in teaching speaking?
7. Can you explain some of the techniques that the teacher use in managing classroom in teaching speaking class?
8. Are there some problems for you when the teachers applyig the classroom management in teaching speaking class?

