STRATEGY OF CLASSROOM MANAGEMENT IN SPEAKING CLASS
(A study at English Department of Tarbiyah Faculty)

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR- RANIRY
BANDA ACEH
2019 M / 1440 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

in Partial Fulfillment of the Requirement for The Degree

Bachelor of education in English Language Teaching
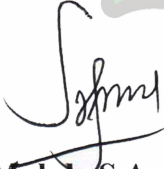
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in front of the board of the Examination for Working Paper
and has been accepted in partial fulfillment of the requirements
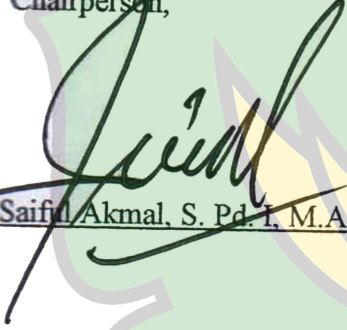for Bachelor Degree of Education in English Language Teaching

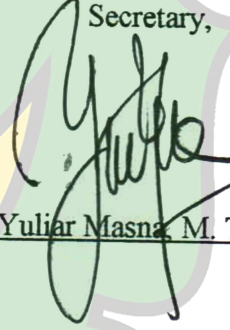On:

Friday,   03 January 2020
Jumadil Awwal 1441 H

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Board of Examiners,
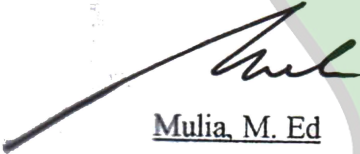
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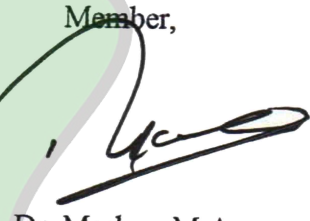
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Menyatakan bahwa sesungguhnya Skripsi yang berjudul : **"Strategy of Classroom Management in Speaking Class (A Study at English Department of Tarbiyah Faculty)"** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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Banda Aceh, 15 Desember 2019

Saya yang membuat pernyataan

Nasriyanti

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillah, praise be to Allah SWT, God the Almighty; the Most Exalted; the Compassionate and the Merciful; the King who owns the power over all the creatures, Allah SWT always blesses and gives me health, strength and passion to accomplish this thesis. Greeting and praying are also presented to Prophet Muhammad SAW who has struggled whole-heartedly to deliver the truth to human being and guide his ummah to the right path.

Firstly, I would like to express the deepest gratitude to my supervisors, Safrul Muluk, S.Ag., MA., M. Ed., Ph. D and Mulia, M. Ed who have exhautively guided me and gave valuable suggestions in correcting this research. It is a blessing to have them as my supervisors. Also not to mention, acknowledge to all of the lecturers and staff in English Education Department for every help and support during my study time in this university.

Secondly, the most prestigious thanks and love for my beloved family, the most important person in my life; my lovely mother Asnidar, my father, Yusri, my grandmother, Yuszalinur, S.Pd, my precious sisters, Ayulinar, Nur Azizah, Erlinawati, and Isna Rahmini.

Last but not least, my special thanks and love for my beloved friends who never leave me behind, always support and motivate me in this life, my lovely Ade,

Pipit, Bunga, Kak Tia, Intan, Rani, Dek Lis, Mbak Yul, Rizah and special thanks for my supporter team, Don Saldi, Fajar, Raju, Zizik and all other friends of Unit 3 (Unit Sehat), all of English Department students and seniors as well.

I realize that this research is not perfect. Therefore, I would accept any constructive advices and suggestions from the readers and it will be helpful for the next researchers.

Thank you, may Allah SWT bless us always.

Banda Aceh, 25th December 2019
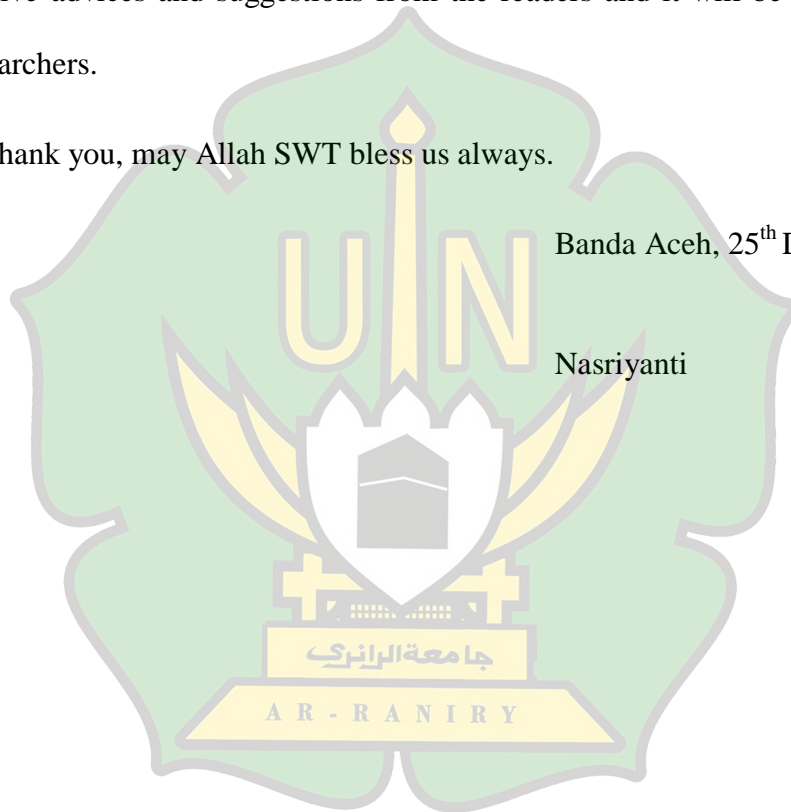
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ABSTRACT

Name   : Nasriyanti
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Keywords   : ***Strategy, Classroom Management, Speaking***

This research is aimed to find out the strategies used by lecturers in managing the speaking class, and the challenges faced by lecturers in managing the speaking class. Three lecturers of English Speaking class at the English Department of Tarbiyah Faculty participated in this research. They were selected by purposive sampling. This research used classroom observation and semi-structured interview in collecting the data. Classroom observations were conducted in three classes of Public speaking class, whereas interviews were conducted with lecturers who teach speaking in Public speaking class. Based on the result of observation and interview, the researcher found that there are some strategies used by lecturer in managing the speaking class. The strategies were related to the setting of the class such as seating arrangement, maintaining discipline, get students involve actively in the learning process by applying some speaking activities, and provide such interesting topic to discuss. Furthermore, the result also indicates that there were challenges faced by participants in managing the speaking class, those are about the difficulties to get the equipment to support speaking activities, low of student's self-confidence, and lack of vocabulary.

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CHAPTER I

INTRODUCTION

A.   Background of Study

Education is the process of learning or the acquisition of knowledge, skills, values, beliefs, & habits. Education can be obtained both formally and informally. School or college is one of the institutions where formal education takes place where the lecturer as educator and student as learner. Informal learning activities should be engaged with good management and preparation from the lecturer. Classroom management is also an important thing that the lecturer needs to be considered because the class is the main place where the learning process takes place.

Classroom management can be defined as the provisions and procedures necessary to create and maintain a classroom community in which teaching and learning can occur. According to Cruickshank, Jenkins, & Metcalf (2006), when you plan your classroom management strategies you need to consider the sort of classroom environment you want and the rules and routines necessary to establish this learning community.

According to Nakamura (2000), an educator has to know their style of teaching or leadership, because who they are and what they do in the classroom have a tremendous influence upon the student that they teach.

Method settings, strategies, and completeness in teaching are part of management activities undertaken by lecturers. According to Smith (2004), effective

classroom management isn't simply a matter of doling out of consequences, connecting positively with students, or designing great lessons. There is no magic approach in teaching, but a variety of them. To actualize good classroom management, a favorable and qualified physical environment will support increased student's learning intensity and have a positive influence on the achievement of learning objectives.

The physical environment of the classroom has a direct impact on the health, safety, comfort, and motivations of both students and the lecturer. Lecturers also have the responsibility to organize and manage the classroom space to create a comfortable situation in the learning environment. Research by Doyle (1986), suggests that careful design of the physical space within a classroom influences the attitudes of the students itself and ultimately influences the student behavior and learning. Therefore, the class should be managed well to create a good learning climate.

An educator should be able to motivate students to learn because motivation is one of the motivators of students, willingness and interest in learning. The effectiveness of classroom management with the use of appropriate teaching strategies is one of the concepts that can improve students' learning motivation.

Related to the explanation above, the study is important to explore the classroom management strategies used by the lecturer in managing the speaking class. This research is expected to be useful for the lecturer of English as a reference for lecturers about classroom management.

B.   Research Question

1. What are strategies used by lecturers in managing the speaking class?

2. What are challenges faced by lecturers in managing the speaking class?

C.   Research Aim

1. To know the strategies used by lecturers in managing the speaking class.

2. To know the challenges faced by lecturers in managing the speaking class.

D.   Research Significance

The result is expected to give the benefits both theoretical and practice which can be applied for educational purposes. For all readers, it is expected that they will get additional knowledge about classroom management from this research and can be an inspiration on how managing classroom especially in managing speaking class.

1.   Theoretical

The research findings are useful for researchers to get information about what classroom management strategies are used in the teaching-learning process. Besides, it can be a reference in conducting relevant studies.

2.   Practically

Research findings are expected to be valuable for teachers as an input in improving student learning outcomes and also as a reference for educators in managing classrooms.

E.   Terminology

To make the study clear the researcher would like to explain some terms used in the title of this research. They are:

1.   Strategy

Strategy is the overall approach relating to the implementation of ideas, planning, and execution of an activity within a certain period. In a good strategy there is a coordination of team work, has a theme, identifies supporting factors in accordance with the principles of implementing ideas rationally, efficient in funding, and has tactics to achieve goals effectively. David (1976, as cited in Departemen Pendidikan Nasional, 2008) defines strategy as a plan, method, or series of activities designed to achieves a particular educational goal.

2.   Classroom management

Classroom management is the creation of a classroom atmosphere that allows students in the classroom to learn effectively (Mulyadi,2009). Classroom management also defines as all of those positive behaviors and decision lecturers make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as preparation of materials, planning, decoration of the classroom, organization, and certainly the establishment and enforcement of routines and rules (Tan, Parson, Hinson, & Sardo-Brown, 2003). In this study, classroom management strategies mean the way or effort that the lecturer does to create a good, effective, and active classroom environment for the speaking class.

3.   Speaking

Speaking is described as an activity or ability to express itself in various situations or activities to speak the action or situation with the right words and also the ability to communicate or to express the sequence of ideas smoothly (Ladouse,1991 as cited in Naqsandi, 2015). According to Burns & Joyce (1997, as cited in Umur, 2015), speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participant and the purposes of speaking. In this research, Speaking Class is intended as the subjects targeted by researchers to conduct the research.
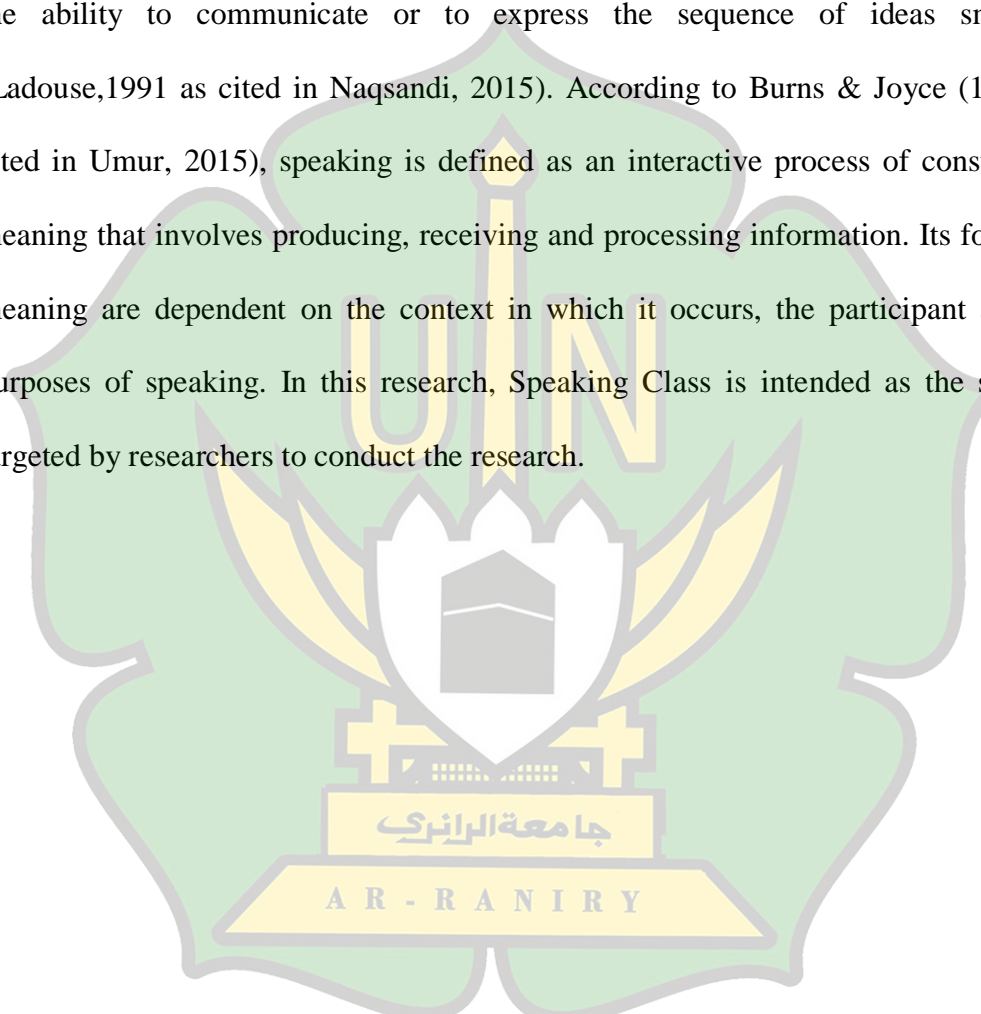
CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will discuss the theories in conducting this research.

A. Speaking

1. Definition of speaking

According to Brown (1994, as cited in Florez, 1999) defines speaking as an interactive process of constructing meaning that involves producing and receiving and the last is processing information. The form and meaning are dependent on the context in which it occurs, including the purposes for speaking, the participants themselves, their collective experiences and the physical environment"

In speaking class lecturers should monitor learner's speech to determine what skills and knowledge they already have and what areas need development. Jack C. Richard (2008, p. 16) stated that

> "The mastery of speaking skills in English is a priority for many second
> language or foreign-language learners. Consequently, learners often evaluate
> their success in language learning as well as the effectiveness of their English
> course based on how much they feel they have improved in their spoken
> language proficiency"

Speaking is very important for us because it's the main key to obtain information. Burns & Joyce (1999, p. 2) "almost all of us learn to speak and in fact, speaking is so much a part of daily life that we tend to take it for granted".

2. Function of Speaking

Richard (2008, p. 24) stated that three functions of speaking:

Talk as *interaction* refers to what we normally mean by "conversation" and describe the interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. So, talk as interaction by means someone usually has interaction with others, they have a conversation in their daily life without any preparation.

Talk as *transaction* refers to situations where the focus is on what the speaker said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. So, talk as a transaction means the speaker has several preparations before he or she starts to communicate with others, for instance, the communication atmosphere between lecturer and student.

The third type of talk that can usefully be distinguished has been called talk as *performance*. This refers to the public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. As the name of performance, it means that the speaker has some purposes to speak up such as speeches, etc.

Based on the explanation above speaking has several functions in our life. We can see that speaking is very important for us in our daily life. In speaking we know the language and from that, we also learn the language. With Language, we convey

the message we want to express. Therefore, we need to learn a language. A language teacher must have a good method to teach her/his students. Yet, on the other hand, the teacher needs to consider how they transfer the knowledge to students. Maybe some teachers have different ways to do so. But at least teachers have to set the class effectively. A good class atmosphere can achieve the effectiveness of class itself.

Harmer, (2007, p. 345) stated that to get students to speak in class can sometimes be so easy. In a good class *atmosphere*, the student who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task.

Even though dialogues and conversations are the most obvious used speaking activities in the language classroom, a teacher can select activities from a variety of tasks. Brown (1994, as cited in Lestari, 2018) lists six possible task categories:

Imitative, drills in which the learner simply repeats a phrase or structure (e.g., "excuse me." Or can you help me?") for clarity and accuracy;

Intensive, drills or repetitions focusing on specific phonological or grammatical points, such as minimal responsive;

Responsive, short replies to the teacher or learner question or comments, such as a series of the answer to yes / no questions;

Transactional, dialogues conducted for information exchange, such as information-gathering interviews, role plays, or debates;

Interpersonal, dialogues to establish or maintain a social relationship, such as interviews or casual conversation role plays; and

Extensive, extended monologues such as short speeches, oral reports, or oral summaries.

To make students express more confidence in speaking English and interested in the learning process, one way is the need for a good atmosphere that is created in the class. Classroom management becomes one of the factors to create a good class atmosphere. Therefore, an educator must necessarily be able to create an atmosphere that supports the activities in the speaking class by implementing effective classroom management.

3. Activities of Speaking

According to Kayi (2006), there are some activities the teacher can apply to promote Speaking:

Discussion, in discussion activity teacher, can form a group of students, preferably 4 or 5 in each group. Students can work in a group and share their idea to members of a group, then each group works on their topic for a given time, and present their opinions to the class. For efficient group discussions, it is better not to form the group in large groups, because quit students may avoid contributing in large groups, the group should be rearranged in every discussion activity so that the students can work with various people and learn to be open to different ideas.

Role Play, one another way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-playing activities, the teacher gives information to the learners such as who they are and what they think or feel.

Simulation, this activity very similar to role-play but what makes simulations different from role-plays is that they are more elaborate.

Information Gap, in this activity, students are supposed to be working in pairs. Information gap activity serves many purposes such as solving a problem or collecting information.

Brainstorming, on a given topic, students can produce ideas in a limited time. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling, this activity fosters creative thinking, students can create their own stories or summarize a tale or story they heard from somebody to tell their classmates. In this way, not only will the teacher address students' speaking ability but also get the attention of the class.

Interview, conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them become socialized.

Story Completion, this activity very enjoyable, students sit in a circle and a teacher starts to tell a story, but after a few sentences the teacher stops narrating and then students start to narrate from the point where the previous one stopped.

Reporting, before coming to the class, students are asked to read a newspaper or magazine and, in class, they report the most interesting news they find to their friend.

Playing Cards, for this activity, students should form a group of four. Each student in a group will choose a card. Then, each student will write 4-5 question

about that topic to ask the other people in the group. In this activity, students are not allowed to prepared yes-no questions, because by saying yes or no students get little practice in spoken language production.

Picture Narrating, this activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric, the rubric can include the vocabulary or structures they need to use while narrating.

Picture Describing, for this activity, students can form groups and each group is given a different picture. Students discuss the picture with their group, then a spokesperson for each group describes the picture to the whole class.

Find Difference, for this activity students can work in pairs and each couple is given to different pictures. Students in pairs discuss the similarities and/or differences in the pictures.

B. **Classroom Management**

    1. **Definition of Classroom management**

Classroom management is all of those positive behaviors and decision of lecturer make to facilitate the learning process of their students. It refers to all of those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly establishment and enforcement of routines and rules. Organization refers to the way a teacher delivers the teaching materials. In organizing the

classroom should be divided into two areas, one is furnished, and the other is equipped so that the equipment should be easily replaceable. In short Classroom management is lecturer strategies that create and maintain an orderly learning environment and discipline means teachers responses to student's misbehavior (Tan, Parson, Hinson, & Sardo-Brown, 2003). Stenberg and Williams (2002) also defined that Classroom management is a set of techniques and skills that each lecturer must have to contrive classroom management effectively. Motivation, discipline, and respect are issues that closely related to Classroom management.

According to Doyle (1986, as cited in Krause, Bouchner & Duchesne, 2003) Classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization, and control of learners, the learning process and the class environment to create and maintain an effective learning experience. Brophy (2006, as cited from Garrett, 2014) describes classroom management as all the actions teachers take to create and maintain an environment conducive to learning. Classroom management is also defined as a process which consisting of five keys areas as follow: first is organizing the physical design of the classroom, the physical lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and materials are located, where heavily used items such as the pencil sharpeners are, and so on. Second is rules and routines, teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible. The third is

relationships, effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relations among students. Fourth is engaging and motivating, effective classroom managers develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly. The fifth is discipline, discipline revolves around teacher actions focused on preventing and responding to student's misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior (Garrett, 2014).

From the explanation above we can take the conclusion that classroom management includes all-important aspect that is very influential in creating an ideal classroom atmosphere, such as seating and grouping, setting up activities (teacher and student's activities), teacher's control over student in the classroom, maintaining discipline, motivation, dealing with problems, student's respect to the teacher and the class members (colleague), time setting, proper start and end of the lesson, giving instruction and monitoring student's activities, and using proper tools and techniques in teaching. All those aspects are essential in speaking class. A teacher must be able to make students interested and involved during the lesson take place in the class. If the students do not interesting and not comfortable in the class, it is very difficult for a teacher to make students teach and get student attention to the class activities.

2. Objectives and Goals of Classroom Management

Classroom management is aimed to flourish teaching and learning process in which lecturer and students benefit from; in well-managed classrooms, teachers could work easily, lessons will run smoothly and students understand and grasp the output effectively, Eggen and Kauchak proposed only two main goals which are creating positive environment and developing students' sense of responsibility and self-regulation in maintain classroom management (Bachar, 2010 as cited in Rawya, 2012).

The first objective is about what the student needs to be comfortable and to feel with safety in their classroom. The positive environment could let students interact easily in the lesson and communicate effectively without any fear of receiving negative expression or to be embarrassed.

The second objective talks about promoting students' sense of responsibility and self-regulation in maintain classroom management by allowing students to help lecturers in managing the class and making them feel responsible for their actions and behaviors.

As written on *Classroom Management* paper published by *Asia E University* "A well-organized classroom is a classroom in which students know to effectively make use of the classroom and its resources. Some of the teaching objectives focus on expected academic behaviors, appropriate use of materials and learning centers and cooperation with peers. So, a teacher should play a role to create a community of learners where students play an active part in forming their environment, understand

their role students, and learn how to work effectively as an individual and with peers. All action taken by the teacher should be focused on minimizing and disruptions and fostering an environment where the students can learn".

The goals of classroom management can be many, but here are the two common goals of classroom management; first is to create a positive and productive learning environment, this goal meant to maintain students' interest, motivation, and involvement. So, the focus is on activities that create a positive, productive and facilitative learning environment. The second goal is to support and foster a safe classroom community.

Based on the explanation above, the goals of classroom management are elaborated as below.

a.   To create and maintain a positive, productive learning environment.

This goal is not meant for absolute control by the teacher. Rather, effective classroom management maintains students' interest, student involvement and also student motivation. The focus is on activities that create a positive, productive and facilitative learning environment.

b.   To support and foster a safe classroom community.

Another goal of classroom management is to support and foster a safe classroom community. It means the students are allowed to make a connection to needed for learning to take place. Each student needs to feel comfortable to discuss their previous understanding without fear of being ridiculed for their misconceptions. To make students comfortable enough, it is necessary to set up the rules and routines

which: the rules and routines will give them a structure in which to interact with the teacher and each other. The rules and routines need to be necessary, fair and specific if the students are to be expected to follow them. Each rule and routine should come with a verbal or written description of why the rules are needed if the rule is too vague on its own, the example should be given.

The classroom management strategy will not work if the teacher does not know his/her students. If the teacher knows his/her students, he or she not only can plan management issues better but can also minimize disruptions in a more personal way. This has the added benefit of letting the students know that you care about them as people as well as students.

3.   Typology of Classroom Management

When managing the classes, each lecturer must have an awareness of developing a positive situation in the class that can establish students to gain the learning goal. Varank, (2013) asserted that teachers should consider some aspects, namely arrangement of the physical environment, the arrangement of program activities and behavior management. These will be further elaborated below;

Arrangement of the physical environment, in the classroom, physical environment means things which are related to classroom management, such as seating arrangement, lighting, temperature, cleanliness, material instruction, disturbance and so on (Varank, 2013). In speaking ensure that they can see well

without any disturbance and the lighting of the classroom should be adequate to do not interfere with students in gaining the materials (Pedota, 2007).

Creating a good environment is more than having attractive, stimulating sights, relaxing sounds, and good ventilation. It is creating a place where all students feel comfortable, the place where both students and teachers feel safe and ease to do learning activities.

A teacher must know how to create a good and effective classroom environment for his/her students. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students. Two specific areas of cognitive space that teachers include in their plane are setting an expectation, such as rules and procedures, and creating a motivational climate.

The seating arrangement is one of the classroom management aspects that teachers should pay attention to. It's managed as the teacher prepares the classroom for the students. When they plan about classroom management, a teacher should think about their goals and experiment for the class. However, there is no single arrangement that suitable and works for all learning situations. Rosenfield, Lambert, & Black, stated that "A semicircle was most effective for discussions", from that statement we know that teacher should think about seating arrangement plan and design the best classroom arrangement to get an ideal environment which appropriates to the goal.

C.   **Previous Study**

The researcher had found some previous studies related to the concept of classroom management strategies that become the reference, ideas, and reading materials that the researcher can use to complete the research.

The first study is about effective classroom management in teaching speaking written by Nanda Asifa (2016). Nanda state that the results of her study about 'effective classroom management in teaching speaking' showed there are three important aspects of effective classroom management, i.e. classroom organization and seating arrangement, interpersonal relationship in classroom and managing, and conducting learning activities. Effective classroom organization is related to five seating arrangement styles of speaking class, namely circle style, cabaret-style, horseshoe style, fishbowl style, and boardroom style. On the other hand, in terms of interpersonal relationships, the teacher should give clear instruction, and discuss the activities with the students. Besides that, in managing and conducting productive learning speaking activities, information gap, role play, and group discussion can be applied in speaking class other activities which can promote students' active participation.

Rawya, (2012) conducted similar research that aimed to find out the impact of Classroom management in enhancing students speaking skill in second year English Students at the Department of Foreign Languages at University of Biskra. 50 students and 7 teachers were selected randomly as the participants on this research. The researcher used Questionnaire and Observation in collecting the data. The analysis of

students and teachers' questionnaire showed that teachers oral expression are aware of the importance of effective classroom management in enhancing students' speaking skill but they do not have the capacity to do all the work by their own; they need the help from University administration and even from the students. In addition to that, the effective role that could motivate students to participate effectively using English is to be guides them.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes the method used in discover classroom management challenges faced by the lecturer and how does the lecturer manage the classroom in teaching English speaking. In detail, this chapter explains about research method, participants, data collecting procedures and technique of analyzing data.

A. Research Method

This is qualitative research. It is mean this research does not use a statistical formula to analyze the data. By using this method, the researcher wants to know how does the lecturer manages the speaking class and challenges faced by the lecturer in managing the class itself. This research used two methods of the data collection procedure. They were observation and interview.

B. Research Participant

This research involves three lecturers as the participants, they are the lecturers of English Speaking class at the English department in the Faculty of Education and Teacher Training of Ar-Raniry State Islamic University. The researcher used a purposive sampling technique to select the participant. According to Richard M and Yvonne A (2008), in purposive sampling, each sample element is selected for a purpose because of the unique position of the sample element. In this research, the researcher was chosen only English speaking lecturers in the Public Speaking class as the sample of the research.

C. Data Collection Methods

1. Classroom observation

The observation method is a method commonly used in qualitative research to observe things around us. Mackey and Gass (2004) in their book, which is titled 'Second Language Research; Methodology and Design' state that observations are beneficial mean to acquire in-depth information about the phenomena as the language types, activities, interaction, instruction, and events which in the classroom of second and foreign language (2004). Also, it pursues to discover what people think and does by watching them in action as they express themselves in various situations and activities.

According to Mackey and Gass (2004), different types of observation can be identified based on their degree of structure. In highly structured observation, the researcher often utilizes a detailed checklist or rating scale.

In this research, the researcher used direct observation, the researcher will go to the field to collect data and will conduct the observation when the lecturer teaches speaking in the classroom. This direct observation is a nonparticipant observation. The researcher involved herself in the midst of the object being studied without any interaction. The researcher used Classroom management checklist as a guide to observing the activities of student and lecturer and also the classroom environment in the speaking class, purposed to acquire the information needed. The researcher adapts and adopts the Classroom management checklist from Burden (1995) Teaff (2007). The observations were conducted in three speaking classes. The researcher comes to

the class and observes the teaching-learning process in the speaking class. Furthermore, in the process of observing the researcher focused on the challenges faced by a lecturer in managing a classroom and what is the strategy used by a lecture in improving classroom management in speaking class.

2. Interview

The major form of qualitative interviews is a semi and unstructured interviews. In a typical semi-structured interview, the researcher has a list of questions or series of topics they want to cover in the interview, an interview guide, but there is flexibility in how and when the questions are put and how the interviewee can respond. The interviewer can probe answers, pursuing a line of discussion opened up by the interviewee, and dialogue can ensue. In general, the interviewer is interested in the context and content of the interview, how the interviewee understands the topic(s) under discussion and what they want to convey to the interviewer. These interviews allow much more space for interviewees to answer on their terms than a structured interview (Edwards & Holland, 2013).

In this research, the researcher used a semi-structured interview, then the researcher provided a list of questions as a guide for interviewing the interviewee. The participants of this research were three lecturers who taught in Public speaking class.

D.   Data analysis

The data in this research was analyzed qualitatively. Miles and Huberman (1994, as cited in Creswell, 2014) mention that there are three key stages of qualitative data analysis:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in a written-up field. The researcher's decisions- which data chunks to code, and which to pull out, which patterns best summarize several chunks, which evolving story to tell-are all analytic choices. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organized data in such a way so that the final conclusions can be drawn and verified.

2.   Data display

The second stage of analysis activity is data display. The data can be displayed in the form of a graphic, phi chart, table, pictogram, narrative and another equivalent of them. Those are designed to assemble organized information into an immediately accessible, compact form so that the researcher will ease to analyze the data.

By displaying the data, the researcher would be easy to understand and analyze what was happening with the data presented, after that the researcher began to do the next plan of the research.

3. Drawing and verifying conclusion

The last stage of analysis activity is drawing conclusions and verification. After doing the classroom observation and interview the participants, the researcher obtained clear information about the result. The researcher could take the conclusion after data were collected then the conclusion analyzed continuously and verified the validity to get a perfect result about the research.

This research used the method that has mention above as a guide in analyzing the information that has been obtained by interviewing participants. The information recorded would be transcribed, edited, and coded based on the result of the interview. The data would be displayed in the form of narrative and discussed using many references related to the study.
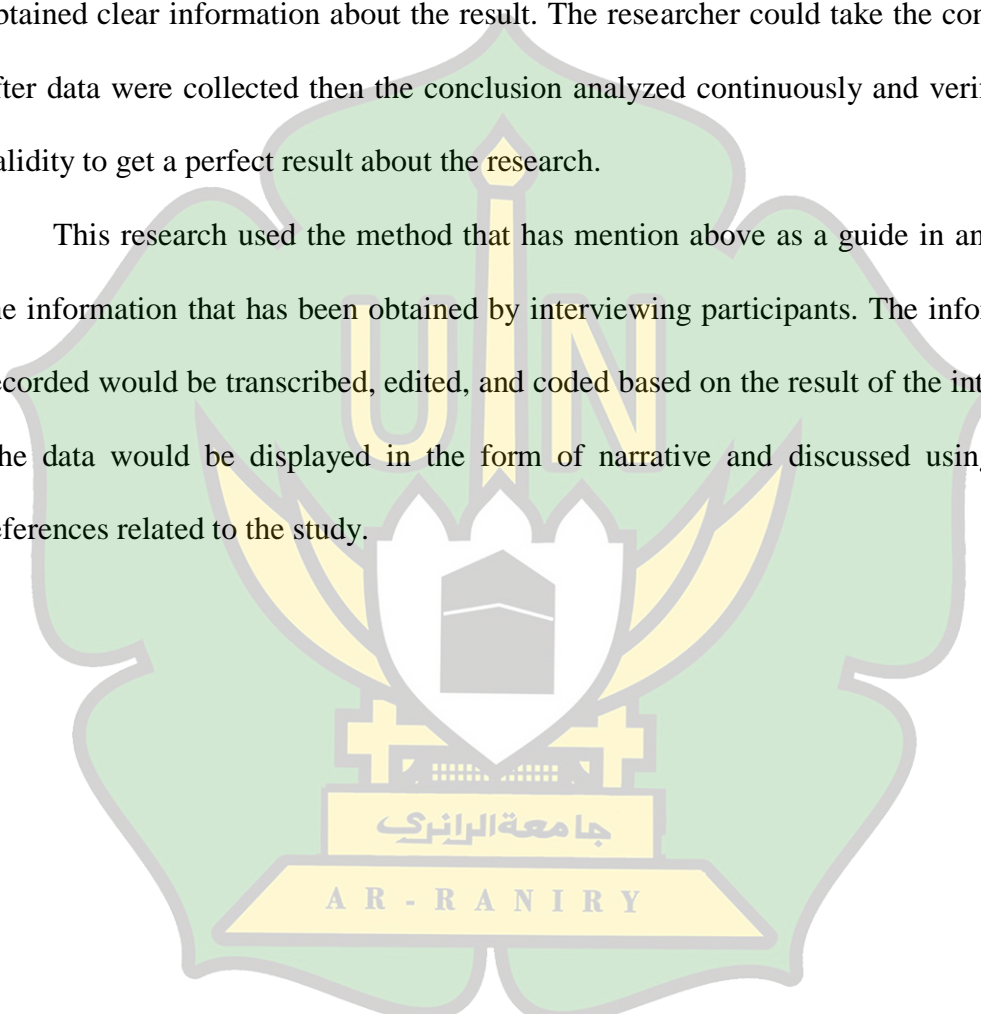
CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the research finding and discussion. The data which come from the interview results would be displayed and analyzed to discover the research findings. Then, the researcher would be discussed the interview results which have been displayed in the research finding in the discussion part.

A. Research Finding

1. Observation Result

The observation was conducted in three different classes, they were Public speaking class. The first observation is in the unit (3) on 28th May, 2018. The class consists of 24 students, which are 5 boys and 19 girls. The second observation was conducted in the unit (5) on 30th May, 2018. The class consists of 28 students, which are 7 boys and 21 girls. On 5th June, 2018 the third class was observed. This class consists of 30 students, which are 6 boys and 24 girls. The observation was conducted once in every unit. In this research, the researcher used classroom observation checklist which concludes some aspect that related to classroom management and social climate.

According to the findings of the classroom observations, for the organization, the researcher saw that the lecturer gives clear directions for activities at the beginning of the class. In this case, the researcher also found that students -lecturers voice loud and clear enough to be heard in the front as well as at the back of the

classroom. Each student has the same opportunity to speak, although the researcher only saw a few of them active and want to speak in the class because almost all questions that given by the lecturer were answered by the same students.

On the other hand, for physical arrangement the researcher did not find any big issue because the class itself is comfortable enough, the lighting is also comfortable. All students can see the presentation of instruction, the desk and furniture are arranged to maximize space.

2. Interview Result

The interview was conducted on 30th May 2018 and 1st June 2018. The researcher interviewed three PBI's lecturers who teach speaking in Public Speaking Class. Two participants were interviewed on the same day (on 30th May 2018) and the third participant interviewed a week after that (on 1st June 2018). Although the researcher asked the interview questions in English, the participants were allowed to answer in both English and Indonesian language to make them easy in answering the questions. There were ninth questions that related to the research questions given to the participants. The participants were marked as P1, P2, and P3.

As explained before, in analyzing the data the researcher used Miles and Huberman's concept (1994, as cited in Creswell, 2014). First, the researcher reduced the original data by selecting the important information and founding its themes, then the researcher displayed the data into a description. Therefore, the data displayed would be discussed and concluded by the researcher regarding the research questions. The finding would be explained as follows:

Question 1:   *What do you know about classroom management?*

This question was pointed out to examine the participant's perception of classroom management. Their responses are as transcribed in the following:

P1:   "c*lassroom management is how we manage all the classrooms, how we get all the participants to involve in the activities of the class. We have to find out the clue how can make them engage in the classroom"* (P1, 1ˢᵗ June, 2018)

P2:   *"classroom management is the way how we manage the class or the room, so the teaching and learning process can run smoothly and be able to reach our target of teaching and learning process for certain subject"* (P2, 30ᵗʰ May, 2018)

P3:   *"Classroom management is the setting of the class"* (P2, 30ᵗʰ May, 2018)

Based on the participant's response above, all of them have the same perception of classroom management. They said that classroom management is the term which related to the setting of the class, maintaining discipline, how to manage the class to be more effective for the learning activity, how to make students active in the class, how to get them to involve in classroom activity, make students speak actively about the material or topic and also the seating arrangement which effective for the speaking class.

Question 2:   *What kind of classroom management do you like best? How would you implement it in your classroom?*

This question was asked to know the strategy used by the participants in managing the speaking class. Based on the interview result, the researcher found the answer to their effort in creating an effective learning environment, especially for speaking class. The answer as showed bellows:

P1:   "*I like to set the seating arrangement in U-shape, when the seating arrangement is set in U-shape I can teach the students easily, I can walk around the class to control the students. If I find the student busy with their work, I can easily come to that student and ask them to pay attention to the lesson. I also like to set the seating arrangement in group work and pairs, if the students work in a group so they can share their experiences with each other. Another benefit of group work is the weak students can learn from the strong student (smart students). I usually set the seating arrangement depends on the learning goals that I want to achieve*". (P1, 1ˢᵗ June, 2018)

P2:   "*I normally arrange the chairs into U-shape or circle, so the students can easily communicate with each other*". (P2, 30ᵗʰ May, 2018)

P3:   "*Mostly I like active class, I want all participant active in the classroom, I do not want to be central but I want all people in the classroom to involve actively and I want the student to be central, it is not good for teacher to be central because if it teacher's central, everyone is waiting*

from me. I want the students to have the idea, so the teacher is not going to be the central". (P3,30[th] May, 2018)

The response above shows that the physical design of the classroom becomes the first component of the process of classroom management. The participants explain that seating arrangement is one of the most important aspects of creating an effective learning environment, it has a very significant effect to help students to cooperate. They also mention that the decisions about how to arrange student's desks were depended on student's needs and also the learning goals that they want to achieve. As shown above, the seating arrangement they usually display in the speaking class was in traditional rows, in U-shape or semicircles, in a group of four, and the last is in pairs.

Question 3: *How do you implement discipline?*

The researcher prepared this question to know how the implementation of discipline work in the speaking class. Here are their response toward the question:

P1: *"I will not allow the students to enter the class if they come five minutes late after the class began. Because I never come late and I always try to be on time. I tell them since the first meeting of the speaking class, I make the rules for them, every student in my class fine about the rules and they are punctual, it depends on how we manage the classroom. If you are not disciplined, you do not show the students a good example, of course, the student will follow you. So, if you want to implement the discipline to the students, first you should*

be disciplined. Do not ask the student to be punctual but you are always late, it is impossible and it does not work". (P1, 1ˢᵗ June, 2018)

P2: *"I make the rules if the students come late so I will not allow them to join the class because it can bother the teaching and learning process, bother the concentration of lecturer and also all students in the class. Normally at the beginning of the class, I always remind the students that if they come late six times it means they absent the class for one time".* (P2, 30ᵗʰ May, 2018)

P3: *"discipline? Yes, we have already committed from the beginning of the class when we start the class".* (P3, 30ᵗʰ May, 2018)

From the finding above, it showed that discipline is one of the most important aspects of maintaining a comfortable and safe learning situation. Effective classroom management begins with the establishment of classroom rules on the first day of the class meeting. The participants explained that the implementation of discipline is to prevent students came late to the class and also make the lecturer easy to control student's misbehavior. When you implement the discipline make sure that you do it first, when you asked the student to be disciplined you should show them a good example of how to be discipline and to maintaining discipline.

Question 4: *What type of learning environment do you try to create?*

This question aimed to find out the information about the participant's effort in creating an effective learning environment. Here are the participants respond toward the question:

P1: "*It depends on the material, usually I ask them to work in a group, I give them the topic and then they have to discuss the topic with their friends in the group. I will give them 50 minutes to do the discussion. After they finished the discussion, they have to present the discussion result in front of the class individually"*. (P1, 1st June, 2018)

P2: "*I like to ask them to work in a group, I allow them to chose the topic that they love. I give them time to prepare and discuss the topic. After that, I ask them to do a presentation in front of the class"*. (P2, 30th May, 2018)

P3: "*I want to create a natural classroom environment, I want all the students to have the opportunity to show what they have in their mind, their feeling and their idea. So, I will not force them to accept what I give to them. I want to encourage them to come up with their own idea"*. (P3, 30th May, 2018)

Choosing appropriate and suitable learning activities will be an exact way of promoting student's engagement. Regarding the learning activities, the researcher found that the participants used group work and presentation in speaking class to make students involve actively during the teaching-learning process. The participants also explained that the way they made students active in the class was by letting students choose the topic and then prepare about that topic and after that ask students to present in front of the class.

Question 5:   *If you are having classroom difficulties, when it happens and how you*

solve it?

This question was asked to see how participants solve the problem when they
have difficulties in managing the speaking class.

P1:   *"I have long time teaching experience, I think I never found the*

difficulties in managing the speaking class, just sometimes it is hard to

make the students express their idea because we learn a different

language and they do not have enough vocabulary".

P2:   *"I found no difficulties during teaching speaking, but sometimes it is*

hard to make all students involve actively in the class". (P2, 30th May,

2018)

P3:   *"actually I do not have any problem with them, but there are some*

students that they are silent and mostly for male students they do not

want to talk in the classroom. But this is not a big issue". (P3, 30th

May, 2018)

Question 6:   *What challenges do you face in managing the class in the class in the*

speaking class?

This question was asked to strengthen the previous question. However, this
question was indirectly answered by the previous question. Here are the participant's
responses toward the question:

P1:   *"Teaching is challenging, not only for speaking class, every teaching is*

challenging because some students come from different school

background and they were taught by a different teacher. One of the challengings that I used to found was when the students pronounce with wrong pronunciation that I cannot understand, then I tell them the correct pronunciation but next week they will make the same mistake, this also challenging because it is hard to change their previous knowledge." (P1, 1st June, 2018)

P2: *"Their self-confidence still low, sometimes even they have good vocabularies but they still hard to express their idea in the class. I always suggest they make more and more practice because by having more practice they will be more confident to deliver their speak in front of the class. Another issue is about the facilities. Sometimes we need a projector for learning activity but it is a little bit hard to get the projector."* (P2, 30th May, 2018)

P3: *"regarding the students and also several students, I do not have any issue, but my biggest issue when we start the class is only about the equipment. When we need a projector, it is hard to get the projector, and I think several classes at the university we did not have enough chairs so the students have to move in another room to find the chairs and it is wasting time".* (P3, 30th May, 2018)

The response above shows that in managing the speaking class the participants also found some challenges. The challenges were related to equipment and classroom facilities, the self-confidence of the students, and lack of vocabulary.

Question 7: *"What strategy do you use in improving classroom management in teaching speaking?"*

This question was asked to know if there is any specific strategy used by the participants in managing the speaking class. Here are their responses to the question.

P1: *"Strategy? Just ask the student to speak, there is no other way. When you give them a topic, try to analyze whether interested in the topic or not. A teacher should be aware of what she/he teaches in the class."* (P1, 1ˢᵗ June, 2018)

P2: *"I do not have any specific strategy to make them speak actively in the class. I let them come up with their idea. In speaking class, we must be able to build student's confidence, make them the confidence to show their idea. If we want to know what kind of topic they love, let them choose what topic they familiar with."* (P2, 30ᵗʰ May, 2018)

P3: *"I try to encourage the students to actively participate in a conversation, we deal with before we start something. For example, next week we will start our speech and they have to prepare for the speech and I am going to give them one week to think about the idea and then send me a message about the idea then I will check it first. After that, I will give them one week free and in the 3ʳᵈ week, they are going to present their presentation in the classroom. So mostly we are dealing and we commit and the students obey the commitments. What happened today we already talked about it and I don't want to repeat it*

every time during the class. So, about any topic we will have a discussion, so all agree with this and so we don't have any problem during the classroom because we already committed before. (P3, 30th May, 2018)

Another component that makes the speaking class more conducive and active is by choosing the most interesting topic to discuss. As a facilitator, the lecturer must aware of what the students want to study. Based on the interview result the researcher found that the participants let the students participate in deciding what topic to discuss. It was found that the participants provide some topics for the students to choose, such as real-life topics, interesting topics, and others.

A lecturer as a classroom manager must be clear when giving instruction. The lecturer can also use student's ideas in developing the teaching and learning materials. When you let the students involve directly in choosing the topic they love, it makes them more active to speak about the topic because the students must be choosing the topic that they familiar with. The lecturer should be more pleasing and realistic toward student's needs and interests, make students feel comfortable enough during the learning process. When students realize that their lecturer cares about what they need and what they want to learn, it makes them more confidence in expressing their idea.

Question 8: *"What is your suggestion for another lecturer in managing their speaking class?*

P1:   *"Because you teach speaking, conversation in English, please use English all the time and not to teach English in Bahasa."* (P1, 1st June, 2018)

P2:   *"Be a good educator for your students, attention to your way of correcting student's mistake and also use English all the time when you teaching speaking to make them practice their speaking and pronunciation"* (P2, 30th May, 2018)

P3:   *"The first issue we have to get the students engaged, involved in the conversation, involved into finding idea and force them to find something which they love it, something they are familiar with, you know when they are familiar with a situation it is gonna be easy for them to come up with idea to talk, otherwise it will be hard for them to deal, for example, if I force them to talk about my topic, it is gonna be hard for them and they might not be familiar with my suggestion topics and they need to come up with their idea, and it is gonna be easy for them to research about the topic and it will be easy for them to participate in the classroom.*

B.   Discussions

This section presents a discussion based on the findings of this research. The discussion provided the answer to two research questions related to classroom management in speaking class. The first research question was *"What are the*

strategies used by the lecturer in managing the speaking class?" and the second question was *"What are the challenges faced by the lecturer in managing the classroom in teaching speaking?"*. Based on the research finding from classroom observation and interviews, it found that there are some strategies used by the lecturer in managing the speaking class. The strategies were related to the setting of the class such as seating arrangement, maintaining discipline, get students to involve actively in the learning process and choosing an interesting topic to discuss.

Regarding the statement, in this research, the researcher found out that arranging effective physical environments such as setting appropriate seating arrangements for students give a positive impact on student's behavior and also for the learning result.

The participants mention some seating arrangements they used when managing the speaking class, such as cluster style (grouping), U-shape style, and pairs style. It similar as shown in the observation, the researcher found that the class is arranged in such styles.

The cluster or grouping style emphasizes the importance of students' working together to construct knowledge. The participants said that when they set the class in a group, they mix the students with varying ability, so the weak students can learn from strong or smart students.

Besides the cluster style, the participants also set the class in U-shape. This arrangement aimed to make the lecturer easy to control the students, this arrangement also emphasizes the importance of students' talking directly to each other, and it also

allows for collaborative knowledge construction by pairs of students. The participant said this arrangement make students can see the center of the room, which makes it easy for the teacher to maintain attention when talking. The lecturer can see all the students' faces and can easily monitor student's behavior and understanding. Another advantage of this style is can make the lecturer easy to ask students to work in pairs without making them move from their chair. The students can easily talk with each other during the discussion and the students can look at the person who is speaking.

The participants also explained when they set the seating arrangement in pairs style it makes them easy to move around and talk with the student individually or with pairs This arrangement also suitable for group activity, because the students can work in group of two, and by having one pair turn their chairs around to join the group behind them, students can quickly form group of four.

The second finding was about maintaining discipline. Classroom management is certainly concerned with behavior and student's control. Based on the interview result, the participant made the rules in the first meeting of the speaking class. These rules were applied to decrease student's misbehavior and make the classroom environment suitable for the smooth running of the teaching and the learning process. As mentioned in the interview result, the participant also made the rules to anticipate students come late to the class and they asked to be on time in the speaking class.

Another outcome of the findings of the strategies in managing the speaking class was conducting appropriate learning activities. The researcher found that the lecturer used group discussion and presentation in order to make the speaking class

more active and conducive. The lecturer asked the students to work in a group and discuss the material with their friends after that they asked to present it in front of the class.

The last finding of managing the speaking effectively is providing and choosing an interesting topic to discuss. The lecturer has a significant role in motivating students in learning speaking. Motivation is the need or reason and a feeling of interest in doing something. In the learning, process motivation is important and needed because the motivated student learns effectively rather than an unmotivated student. Lecturers here enhance student's motivation by letting students choose the most interesting topic to discuss in the speaking class. The topic is related to a real-life topic, the newest issue about social life, politic, etc. The participants explain that choosing such a topic motivates the student to interact and participate easily in the class. This strategy proved that the students become more active to talk in the speaking class because the topic is interesting to discuss and they are familiar with the topic.

On the other hand, from the observation and interview results, it indicates that the participants faced some challenges in managing the speaking class. These challenges were related to equipment and classroom facilities, lack of vocabulary and interference of the mother tongue problem, and also about the self-confidence of the students.

When teaching speaking, sometimes lecturer need a projector, but it is hard to get the projector, and sometimes several classes at the university do not have enough

chairs so the students have to move in another room to find the chairs and it is wasting time

Another challenges the participants faced in speaking class is the lack of vocabulary of the students. The lack of vocabulary makes the students feel that they could not find the appropriate vocabulary to express their thought and their idea in the speaking activity. When the students do not have enough vocabulary to actively speak in the class, they choose to remain silent because they afraid of making mistakes or speak with the wrong word.

The last is about the self-confidence of the students. The participants mentioned that students have low self-confidence to actively involved in the speaking class, especially for the male they do not want to talk and participate in the classroom activity.

In conclusion, based on the classroom observation and semi-structured interview results showed that the participants create the classroom environment to be more pleasant for the learning process. The seats were arranged based on the learning objectives. The lecturer also used some speaking activities some strategies to make the students get involved in the speaking class. Those activities were like instructing the lesson, provide such an interesting topic to discuss, let the students involved in deciding what should lecturer teach in the speaking class, etc. Lecturer also arranges the class and makes the atmosphere pleasant to make students comfortable and make the students enjoy their learning process. To prevent student's misbehavior, students make the rules at the first meeting of the class such as not being late and try to be on

time. The lecturer explicitly showed the students a good example of discipline by always be punctual and also do preparation before entering the class and manage the class well. Besides that, there are some difficulties or challenges faced by the lecturer in managing the speaking class. As shown in the observation and interview result those challenges were related to the equipment, lack of vocabulary and student's self-confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter draws conclusions from this study and suggestions derived from research findings and discussion.

A. Conclusions

The purpose of this research is to analyze the strategy used by the lecturer in managing the speaking class. Based on the result of this research, there are some strategies used by the lecturer to manage the speaking class. There are setting appropriate seating arrangements, managing learning activity, choose the most interesting topic to discuss, and making students discipline by setting the rules on the first meeting.

There were also some challenges faced by the lecturer in managing the speaking class. Those challenges are related to classroom facilities such as no enough projector, several classes do not have enough chair so the students have to search the chain in another room. The other challenges are related to the students. Those are student's confidence and lack of vocabulary. Some students do not have enough vocabulary to speak, and they do not have the bravery to express their idea because of a lack of confidence.

B. Suggestions

Based on the conclusion described above, the lecturers have applied four strategies in managing the speaking class. they were setting appropriate seating

arrangements, managing learning activity, choose the most interesting topic to discuss, and making students discipline by setting the rules on the first meeting. The researcher gave some suggestions as follow:

1. **Suggestions for English lecturer**

    Regarding the effective classroom management in this research, the researcher recommends the following suggestions for English lecturer who teach the speaking class:

    -   The management of the speaking class should be appropriate to the situation of classroom

    -   In managing the speaking classroom, lecturer have to provide clear instruction to students what they have to do and finish

    -   Choosing teaching materials should be interesting to make students active in the speaking class.

    -   As a lecturer of the speaking class must know about the newest topic which can attack the audience or watcher attention.

    -   The lecturer should be more creative use strategy of classroom management especially the teacher's strategy for communication to make the learning process is not boring and more interest for students.

    -   Use English all the time during teaching speaking, so the students can learn and acquire new words or vocabularies from the lecturer to improve their speaking ability.

2.   Suggestions for Researchers

In this research, the researcher focused on the strategies used by lecturers in managing the speaking class. Therefore, it is expected that this research can be a reference for another researcher to conduct the study about the strategy of classroom management in speaking class. Moreover, the researcher hopes that this research can be applied in the future as a strategy for the effective speaking class.

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Classroom Observation Checklist

Organization

- ☐ Directions for activities are clear
- ☐ Directions for assignment are clear
- ☐ Assignment are posted clearly
- ☐ Student's-lecturer's voice loud and clear enough to be herd in the front as well as at the back of the classroom
- ☐ Materials are prepared ahead of time

Physical Arrangement

- ☐ Temperature is comfortable
- ☐ Lighting is comfortable
- ☐ All students can see presentation of instruction
- ☐ Desk and furniture are arranged to maximize space
- ☐ Distractions are minimal
- ☐ Students are not seated in high traffic or congested areas

Behavioral considerations

- ☐ Teacher is/I am visible all times
- ☐ Rules are realistic and reasonable attainable
- ☐ Students takes responsibility for their behavior
- ☐ Transition between activities are smooth and without confusion
- ☐ Students can see lecturer and lecturer can see students at all-times

Instructional strategies

- ☐ Uses whole group, small group, independent work effectively
- ☐ Attention to lesson is monitored continually
- ☐ Materials and examples are up to date and of interest to students
- ☐ Strategies are used that capture and maintain student interest

Questioning is used

Instrument interview
For lecturers:

1. What do you know about classroom management?
2. What kind of classroom management do you like best? How would you implement it in your classroom?
3. How do you implement discipline?
4. What type of learning environment do try to create?
5. If you are having classroom difficulties when and how you solve it?
6. What are challenges do you face in managing the class in speaking class?
7. What are the strategies do you use in improving classroom management in teaching speaking?
8. What are your suggestions for other lecturers in managing their speaking class?
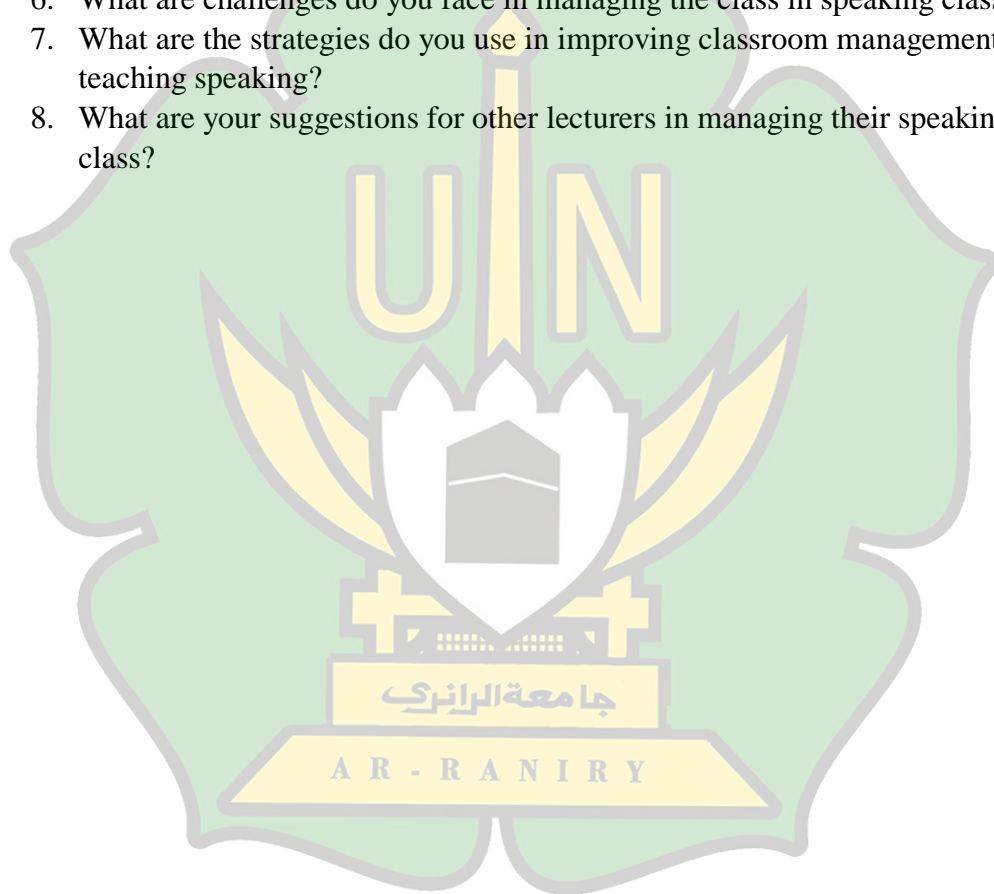
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-8708/UN.08/FTK/KP.07.6/10/2017** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		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;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 September 2017

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-8708/UN.08/FTK/KP.07.6/10/2017** tanggal 04 Oktober 2017
KEDUA	:	Menunjuk Saudara:

1. Safrul Muluk, S.Ag.,MA.,M.Ed.,Ph.D — Sebagai Pembimbing Pertama
2. Mulia, M. Ed — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nasriyanti**
NIM	:	**231324187**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Strategy of Classroom Management in Speaking Class (A Study at English Department of Tarbiyah Faculty)**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	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: 04 Juli 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*

Nomor : B- 5446 /Un.08/TU-FTK/ TL.00/05/2018

24 Mei 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Nasriyanti
N I M	:	231 324 187
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	X
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl. Laksamana Malahayati, Desa Baet Kec. Baitussalam Kab. Aceh Besar

Untuk mengumpulkan data pada:

Kelas Speaking Prodi PBI FTK UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Strategy of Clasroom Management in Speaking Class (A Study at English Departemen of Tarbiyah Faculty)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG. UMUM   BAG. UMUM

Kode 8253

SURAT KETERANGAN
Nomor: B-235/Un.08/PBI/TL.00/06/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-5446/Un.08/FTK.I/TL.00/05/2019 tanggal 24 Mei 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Nasriyanti
NIM   : 231 324 187
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:

Strategy of Classroom Management in Speaking Class (A Study at English Department of Tarbiyah Faculty).

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 28 Juni 2019
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

AUTOBIOGRAPHY

Personal Identity

Name   : Nasriyanti
Place and Date of Birth   : Babahrot, Desember 5 1995
Sex   : Female
Religion   : Islam
Nationality   : Indonesian, Acehnese
Marital Status   : Single
Occupation   : Student
Address   : Jl. Teuku Iskandar, Lamgeulumpang-Ulee Kareng
                                   Banda Aceh
Email   : nasriyanti7@gmail.com

Parent

Father's Name   : Yusri
Mother's Name   : Asnidar
Occupation   : Entrepeneur
Address   : Desa Alue Beliyong, Babahrot
                                   Kab.Aceh Barat Daya

Educational Background

Primary School   : SDN 3 Manggeng (2001-2007)
Junior High School   : MTsN 1 Manggeng (2007-2010)
Senior High School   : SMAN 1 Manggeng (2010-2013)
University   : UIN Ar-Raniry (2013-2020)

Banda Aceh, 25th December 2019

Nasriyanti