

**PROBLEMS IN MANAGING CLASSROOM ACTIVITIES IN SPEAKING
AT EIGHT GRADE STUDENTS OF SMP NEGERI 1
BATANG ANGKOLA TAPANULI SELATAN**

THESIS



By

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Master of Education*

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ABSTRAK

Rini Kesuma, 2014. Masalah-masalah dalam Mengatur Aktivitas di dalam kelas pada Pelajaran Speaking di kelas VIII SMP Negeri 1 Batang Angkola Tapanuli Selatan. Tesis, Program Pascasarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan bagaimana cara guru dalam mengelola kelas pada pelajaran speaking, masalah – masalah guru dalam mengelola kelas pada pelajaran speaking, dan bagaimana cara guru menyelesaikan masalah dalam mengelola kelas pada pelajaran speaking di kelas VIII SMP Negeri 1 Batang Angkola Tapanuli Selatan.

Penelitian ini adalah penelitian kualitatif evaluasi. Populasinya yaitu siswa kelas VIII SMP Negeri 1 Batang Angkola Tapanuli Selatan dan sampelnya adalah guru bahasa Inggris kelas delapan yang terdiri dari 3 orang. Data dikumpulkan melalui interview, observasi langsung, dan lembar observasi terhadap guru – guru bahasa Inggris.

Temuan dari penelitian ini memperlihatkan bahwa guru belum mampu mengelola kelas dengan baik. Dalam proses pengajaran, guru lebih sering menggunakan tehnik yang sama dalam mengajarkan berbagai materi pelajaran. Selain itu, keinginan siswa untuk berbicara meningkat ketika para guru mengubah cara mengajar mereka, seperti mengatur ulang tehnik dalam mengelola kelas.

ABSTRACT

Rini Kesuma, 2014. Problems in Managing Classroom Activities in Speaking at Eight grade students of SMP Negeri 1 Batang Angkola Tapanuli Selatan. Thesis, Graduate Program of State University of Padang.

This research is aimed to find out the way the teachers managed the classroom activities in speaking class, the teacher's problems in managing classroom activities and the way the teachers solve the problem in managing classroom activities in speaking at eight grade students of SMP Negeri 1 Batang Angkola Tapanuli Selatan.

The research is qualitative evaluation. The population was the at eight grade students of SMP Negeri 1 Batang Angkola Tapanuli Selatana and the samples are the English teachers of the eighth grade that consist of three teachers. The data were collected through interview, direct observation, and observational checklist with the English teachers.

The findings of this research showed that teachers could not be able to manage classroom activities well. In teaching and learning process they often used the same technique to teach several materials. Besides that, the students' willingness to speak improved when the teachers change their ways in teaching, such as reset their technique in classroom management.

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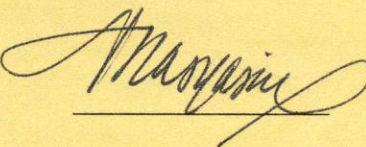
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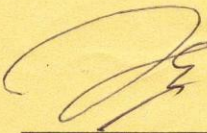
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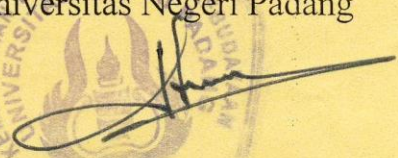
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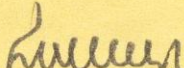

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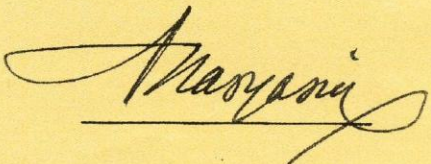
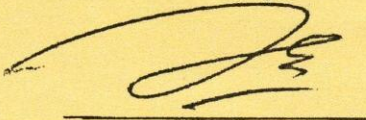
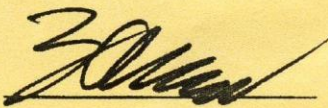
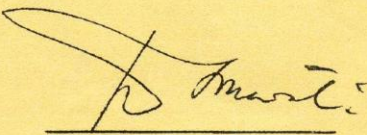
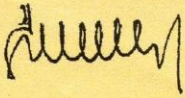
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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are so many reasons why the students must be able to speak English. The core reason is that English plays an important role as a foreign language which is really needed by people around the world, not only in the school, but also in finding a job, finding friends with different country and also seeking for information. Language is also as the media to relate people.

There are four skills of language which are important to be mastered by the students in Indonesia as the English Foreign Learners (EFL), namely listening, reading, speaking and writing. These four skills are the main point in learning English. All of these skills always correspond to other, when the teacher teaches reading, it also relates to the listening, speaking and writing. Each of the skill has some differences with other skills in its instruction ways even though they have the same purpose.

In teaching and learning process, the teachers should be able to manage the classroom activities in order to make the students more active, especially in the speaking class, because the teacher and the students should build a good communication one another when teaching and learning process is being held in order the information can be transferred well. But, the problem that was often faced in teaching and learning speaking is mostly caused by the teacher's difficulties in managing the speaking classroom activities.

It is not arguable that the classroom activities are commonly needed to be managed by the teacher, because based on the preliminary observation

toward the communication between the students and the teacher in teaching and learning activity, the researcher found a fact that it was still far from what it was needed in the speaking class, the teachers' management still did not run well to support teaching and learning process. Based on the researcher analysis at the eight grade students, the researcher found out that the activities in the classroom, for example, role play did not involve the students. It can be seen from the fact in the field that the teacher was more active and the students just listened, so the speaking class was only done by the teacher. In other words, the students centered have not been maximally applied yet. It can be said that they did not manage well the procedure of speaking class.

In fact, the problem was not only from the teachers, but also from the students. The teachers who had tried to manage the classroom was not always responded well by the students. Because each student also had the problem, it can be listening, reading, writing or speaking problem. But, in this case, the researcher focuses on the major problem of the teacher in managing classroom activities of speaking.

Furthermore, speaking class should be managed by the teacher to make classroom activity more valuable and interesting so that the students have a high willingness to learn English speaking. Without good management from the teacher, it is impossible to achieve the goal of the lesson that is to make the students communicate to other people by using English and also the interaction between the teacher and the students in the teaching and learning process.

Based on the researcher's preliminary observation, the students had low willingness and ability to speak. There must be some factors that affect this case. One of them is the teachers had problems in managing classroom activities. It could be assumed that the teachers' management in SMP Negeri 1 Batang Angkola did not run well. Beside that, the researcher also found that the score of majority of the students in English subject, especially speaking skill in their daily examination is very low in which most of them only got 65, whereas based on the KKM they should get 75. It is the reason of the researcher's assumption that the low score of the students is caused by the teachers' problem in managing classroom activities. If they have good management, they can improve the speaking skill of the students, and the score of the students can be better.

Because of the important role of classroom management for the success of teaching and learning, the researcher was interested to raise a problem about teaching descriptive text in the context of speaking which is associated with the classroom management. The writer was very interested with these phenomena in order to know how far the classroom management influences teaching and learning activity, especially in teaching speaking.

B. Identification of the Problem

From the background above, it can be known that there are so many problems are faced by the teachers and the students in speaking class. One of the problems is the ability of the teacher in managing the classroom activities. Managing classroom activities plays an important role for the success of

instructional process. The problems appear when the teachers have no competence in managing classroom activities.

C. Focus of the Problem

The problem is focused on managing classroom activities in speaking class at the eight grade students of SMP Negeri 1Batang Angkola Tapanuli Selatan.

D. Research Questions

In this research, the researcher analyzes the problems in managing classroom activities in the speaking class, they are:

1. How do the teachers manage classroom activities in teaching speaking?
2. What are the teachers' problems in managing classroom activities in teaching speaking?
3. How do the teachers solve the problem in managing classroom activities in teaching speaking?

E. Purpose of the Study

The purposes of the study are to find out:

- 1) the way the teachers manage the classroom activities in teaching speaking,
- 2) the teachers' problems in managing classroom activities in teaching speaking,

- 3) the way the teachers solve the problems in managing classroom activities in teaching speaking.

F. Significance of the Study

The results of this research are expected to be beneficial for theoretical, practical and operational significances. Theoretically, the research finding can give contribution to the English educators, especially about the best way to manage the speaking class. Practically, the teachers will know about what the problems that are often appear in classroom management in teaching speaking and how to solve it. And operationally, it can be used as the resource for the school about how to manage the classroom activities and for the other researchers as the reference for those who want to conduct a research in English teaching learning process especially about classroom management.

G. Definition of the Key Terms

1. Classroom management is the efforts of the teacher in taking control or managing the instructional process involves planning, organizing activities, executing/implementing the procedures of effective teaching and learning, and so forth.
2. Speaking is productive oral skill to deliver meaning through words, phrases, or sentences.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the findings and the discussion during the researcher did on classroom management in speaking class, it can be concluded that:

1. The English teachers generally manage the classroom activities by using games and role play in teaching speaking. They just use those activities in the classroom without trying to use other activities to the students which were more reliable to teach speaking.
2. The problems of the teachers in managing classroom activities especially in teaching speaking are they cannot master the lesson itself and the ways they use in teaching and managing the class are not suitable enough so that it makes the students' willingness and ability to speak low. In other words, they have the lack of knowledge about how to be a good teacher. They also have common problem in setting up the activities, organizing material resources, and encouraging contribution of the students, and so on.
3. In solving the problem, the English teachers try to understand first what kind of the activities that they give to the students in order to make the suitable activities for the students especially in teaching speaking. Besides that, the students' willingness to speak can be improved when the teachers change their ways in setting up the activities, organizing the material resources, guiding the students in group work, encouraging contribution, monitoring the activities, and diagnosing the further needs of the students.

B. Implication

This research implies that the problems of teacher in managing classroom activities in speaking class can be solved by paying attention and mastering some aspects in managing classroom activities, namely the setting up activities, organizing material resources, guiding students in group work, encouraging contribution, monitoring activities, and diagnosing further needs of students. All of the aspects are the guidance for the teacher to avoid the problem in managing classroom activities in order to make the students are able speaking English based on their ability. Beside that, because the problem that is researched about speaking, the teacher should also have a good speaking skill.

C. Suggestion

In accordance with the conclusions and implications, the suggestions can be given to:

1. The English teachers hopefully able to understand what kind of the activities that they give to the students, and change their ways in setting up the activities, organizing the material resources, guiding the students in group work, encouraging contribution, monitoring the activities, and diagnosing the further needs of the students.
2. The English teachers of SMP Negeri 1 Batang Angkola as the guidance for them how to manage classroom activities in speaking class.
3. Other researchers to conduct a further relevant research in order to find out the best management of teaching speaking.

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