

ABSTRACT

Via Ingrid Anda Resta, 2026. “An Analysis of Classroom Management Strategies in Teaching Speaking Skills at SMPN 6 Seluma.” Thesis: English Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu. Supervisor: Dr. Sinarman Jaya, M.Pd.

This study aims to identify the classroom management strategies employed by English teachers and to describe how these strategies are implemented in teaching speaking skills at SMPN 6 Seluma. This study employed a descriptive qualitative research design. The participants were three English teachers at SMPN 6 Seluma who were selected using purposive sampling. Data were collected through classroom observations, interviews, and documentation. Each teacher was observed during three teaching sessions, resulting in a total of nine classroom observations. The data were analyzed using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. The analysis was guided by Yadav's (2022) classification of classroom management strategies, particularly the aspects of educators' teaching practices, student behavior management, and student motivation. The findings showed that the three English teachers employed various classroom management strategies to support speaking activities. However, the dominant strategies differed among the teachers. Teacher 1 prominently used role-play and dialogue activities, particularly by relating speaking tasks to students' everyday life contexts and pairing students based on their abilities and levels of participation. Teacher 2 primarily used dialogue activities supported by videos and other tasks to provide students with opportunities to practice speaking and increase their engagement. Teacher 3 emphasized the use of interesting and engaging materials, supported by peer dialogue activities and group learning, to encourage student participation. In implementing these strategies, the teachers adapted their teaching practices, seating arrangements, group formation, instructions, classroom rules, motivation, and positive reinforcement according to students' needs and classroom conditions. The findings also revealed that low student confidence, limited vocabulary, passive participation, and lack of discipline were among the challenges faced by the teachers. Overall, these classroom management strategies created a supportive and interactive learning environment that provided students with meaningful opportunities to participate in and practice speaking English.

Keywords: Classroom Management Strategies, Speaking Skills Teaching, English Teachers, SMPN 6 Seluma.

ABSTRAK

Via Ingrid Anda Resta, 2026. "Analisis Strategi Manajemen Kelas Dalam Pengajaran Keterampilan Berbicara Di SMPN 6 Seluma". Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu. Pembimbing: Dr. Sinarman Jaya, M.Pd.

Penelitian ini bertujuan untuk mengidentifikasi strategi pengelolaan kelas yang diterapkan oleh guru bahasa Inggris serta menguraikan bagaimana para guru tersebut menerapkan strategi-strategi itu dalam mengajarkan keterampilan berbicara di SMPN 6 Seluma. Penelitian ini menggunakan desain deskriptif kualitatif. Partisipan penelitian adalah tiga orang guru bahasa Inggris di SMPN 6 Seluma yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi. Setiap guru diamati dalam tiga pertemuan pembelajaran, sehingga menghasilkan total sembilan observasi kelas. Data dianalisis menggunakan model Miles dan Huberman, yang mencakup tahap reduksi data, penyajian data, dan penarikan kesimpulan. Analisis ini berpedoman pada klasifikasi strategi pengelolaan kelas menurut Yadav (2022), khususnya aspek cara guru mengajar (educators) serta pengaturan perilaku dan pemberian motivasi kepada siswa. Hasil penelitian menunjukkan bahwa ketiga guru bahasa Inggris tersebut menerapkan berbagai strategi pengelolaan kelas untuk mendukung kegiatan berbicara. Namun, strategi yang paling dominan berbeda antara satu guru dengan guru lainnya. Guru 1 secara menonjol menggunakan kegiatan bermain peran (role play) dan dialog, terutama dengan mengaitkan tugas berbicara pada konteks kehidupan sehari-hari siswa serta memasang siswa berdasarkan kemampuan dan tingkat partisipasi mereka. Guru 2 terutama menggunakan kegiatan dialog yang didukung oleh video dan tugas-tugas lain untuk memberikan kesempatan kepada siswa berlatih berbicara dan meningkatkan keterlibatan mereka. Guru 3 menekankan penggunaan materi yang menarik dan memikat, yang didukung oleh kegiatan dialog dengan teman sejawat serta pembelajaran kelompok, guna mendorong partisipasi siswa. Dalam menerapkan strategi-strategi tersebut, para guru menyesuaikan praktik pengajaran, pengaturan tempat duduk, pembentukan kelompok, instruksi, aturan kelas, motivasi, dan penguatan positif sesuai dengan kebutuhan siswa serta kondisi kelas. Temuan penelitian juga menunjukkan bahwa rendahnya kepercayaan diri siswa, keterbatasan kosakata, partisipasi yang pasif, dan kurangnya kedisiplinan merupakan beberapa tantangan yang dihadapi oleh para guru. Secara keseluruhan, strategi pengelolaan kelas tersebut menciptakan kondisi pembelajaran yang suportif dan interaktif, yang memberikan kesempatan bermakna bagi siswa untuk berpartisipasi dan berlatih berbicara bahasa Inggris.

Kata kunci: strategi pengelolaan kelas, pengajaran keterampilan berbicara, guru bahasa Inggris, SMPN 6 Seluma

CHAPTER I

INTRODUCTION

This chapter will explain about the background, research question, objective, limitation, significance and definition of the key terms of the research.

1.1 Background of the Study

Classroom management strategies play a vital role in the teaching and learning process. Classroom management strategies where active student participation and interaction are essential. To support the creation of a comfortable and conducive classroom situation, the role of the teacher is needed in making the classroom atmosphere comfortable and conducive so that learning objectives can still be achieved as expected (Purnomo & Aulia, 2018). A study mentions that teachers can spend between 30 and 80 percent of class time just dealing with student disciplinary problems. Therefore, classroom management strategies is needed (Mar'atushsholikhah, 2022).

Classroom management strategies are the teacher's effort to create a conducive, comfortable, and enjoyable classroom atmosphere so that learning objectives could be achieved optimally. According to Zega et al., (2025), Classroom management strategies carried out by teachers included planning, organizing, and optimizing various material sources and learning facilities in the classroom to create effective and quality learning activities for students. Effective classroom management influenced student behavior in class, making the learning situation comfortable Skiba (2016).

Classroom management strategies are intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students' learning can take some

place. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns. Teachers must deal with unexpected events and have the ability to control student behavior, using effective classroom management strategies. Effective classroom management and positive classroom climate construction are essential goals for all teachers (Karagianni et al., 2023).

Managing a classroom effectively becomes even more significant due to the interactive nature of the subject, which often involves speaking, group work, and the use of various teaching aids (Benzerroug, 2021). Effective classroom management strategies in speaking class ensures that students remain engaged, motivated, and focused on language acquisition while minimizing disruptions. One key aspect of classroom management in teaching English speaking is establishing clear rules and routines. Since language classes often require students to participate actively, teachers need to create an environment where students feel comfortable speaking and making mistakes. Clear expectations regarding behavior, turn-taking, and group collaboration can improve a positive learning atmosphere (Akmal et al., 2021).

Classroom management strategies in speaking refer to a range of strategies implemented by lecturers to organize learners, the physical space, time, and materials in order to enable effective learning (Gamhewage et al., 2022; Suico, 2021). The major objective is to help learners attain their maximum potential by developing proper behavioral patterns. A lecturer must be ready to deal with unforeseen events and possess the skills to effectively control learner behavior. Building an effective classroom system and fostering a welcoming classroom

climate are crucial goals for lecturers. Every action taken by a lecturer, from setting up the classroom environment and arranging furniture to communicating with learners and establishing rules, has implications for classroom management. This includes implementing and adjusting routines, as well as effectively communicating and reinforcing rules to the learners.

Additionally, managing time efficiently is crucial. Speaking lessons usually incorporate a variety of activities such as role-plays, vocabulary games, dialogues, reports, and pronunciation tasks. Teachers must allocate sufficient time for each activity while ensuring smooth transitions to maintain students' interest and momentum. According to Zega et al. (2025), "*Providing facilities for various kinds of learning activities for students in the classroom in a social, emotional and intellectual environment in the classroom*". The facilities provided enable students to study and work, create a social atmosphere that provides satisfaction, an atmosphere of discipline, intellectual, emotional development and attitudes and respect for students.

Based on the previous observation done by the researcher to the English teacher in SMPN 6 seluma on May 5th, 2025, there was a phenomenon happened related to the classroom situation while english teaching learning process. It was found that; (1) lack of students dicipline, some students were being indicipline while learning, they were coming late in the classroom and some of them were going out without permission; (2) low student participation. Students tend to be passive and reluctant to engage in class activities; (3) limited variation in teachers' strategies. Some English teachers still rely on traditional, teacher-centered approaches and rarely implement innovative or student-centered classroom

management techniques; (4) language barriers and low self-confidence. Many students have limited vocabulary and are not confident in using English, which makes them hesitant to participate. The phenomenon mentioned above may be caused by a lack of engaging classroom management strategies that encourage active student involvement.

Moreover, there are some previous studies discussed about the classroom management in English teaching. First, a study by Wahyuni et al., (2023) who found that there are five important aspects to classroom management that can be used by teachers in English language teaching. These are physical design, rules and routines, relationships, engaging and motivating instruction, and discipline. The physical design of the classroom can be changed based on the type of lesson being taught, with orderly rows being used for lessons that involve presenting information, and separate tables being used for lessons that involve group work. Rules and routines are put into place to help keep the class organized and on track, while relationships between students are built through team building activities and personal interactions. Instruction is focused on providing students with the most relevant and useful information, with games and other activities being used to engage and motivate them. Finally, discipline is dealt with in a variety of ways, with punishments given when students are not following directions or behaving inappropriately. This study focused on the analysis Classroom Management Used By Teacher in Teaching English in general. However this present study will analyze about the classroom management strategies in teaching English.

The next previous study done by Zega et al.,(2025) which analyzed the classroom management strategies applied by the English teachers in the eighth

grade at SMP Negeri 3 Gunungsitoli Alo'oa in increasing student learning motivation, as well as to assess the outcomes of these strategies. The finding indicates that the classroom management strategies applied including seating arrangements, varied teaching methods, and the provision of positive feedback significantly contribute to enhancing student learning motivation. Appropriate physical classroom arrangements that align with student characteristics, along with the use of diverse teaching methods such as group discussions and give praise, have proven effective in maintaining student engagement and interest. This study analyzed the classroom management strategies applied by the English teachers in the eighth grade at SMP Negeri 3 Gunungsitoli Alo'oa in increasing student learning motivation, as well as to assess the outcomes of these strategies.

Furthermore, Sari et al. (2021) did study entitled “An Analysis of Classroom Management Applied by the English Teachers”. This study was aimed to find out the components of classroom management applied by the two English teachers of SMA Negeri 05 Kota Bengkulu. The result of this research revealed that, there were 4 of 5 components applied by the teachers A in managing the class; 1) Physical presence, 2) Teacher's voice, 3) Teacher talking time, and 4) Student's grouping. Meanwhile, the student's seating arrangement component did not apply by the teacher A. In addition, there were 3 of 5 components applied by the teacher B such as; 1) Physical presence, 2) Teacher's voice, and 3) Teacher talking time. Meanwhile, student's seating arrangement and student's grouping did not apply by the teacher B. Therefore, it can be concluded that the classroom management applied by the English teachers of SMA Negeri 5 was less variative since the teachers did not apply all components on classroom management. This

previous study focus in finding out the components of classroom management applied by the two English teachers of SMA Negeri 05 Kota Bengkulu

Amiruddin et al. (2024) in their study also found that the teacher's strategies to create effective classroom management were classified into five categories. Specifically, the physical design of the classroom, which includes the seating arrangement, rules and routines, relationship between teacher and student, engaging and motivating instruction, and discipline. The challenges faced by English teachers were classroom facilities and student discipline. From this research, it can be concluded that the strategies created by English teachers are quite good and effective. Where teachers provide a comfortable and positive learning environment and are able to foster good interactions with students so that students can learn in class enthusiastically. This previous studies focused on the teacher's strategies to create effective classroom management.

All of the previous studies highlight the critical role of classroom management in the success of English language teaching. Similar to the previous studies above, this present study will also conduct a study related to the classroom management strategies based on the phenomenon happened in SMPN 6 Seluma. However, the sample, the setting, and the instrument used in this researcher will be different from the previous studies. Therefore, this research is conducted under the **title:** "An Analysis of Classroom Management Strategies in Teaching Speaking Skill at SMPN 6 Seluma", this study hopefully can offer valuable insights into effective classroom management strategies that can be applied to improve student engagement and learning outcomes in English classes at SMPN 6 Seluma.

1.2 Research Questions

Regarding to the background above, the researcher proposes these three research questions;

1. What are the classroom management strategies applied by English teachers in teaching speaking skill at SMPN 6 Seluma?
2. How do the English teachers apply those classroom management strategies in teaching speaking skill at SMPN 6 Seluma?

1.3 Research Objective

Based on the questions above, the research objectives are:

1. To find out the classroom management strategies applied by English teachers in teaching speaking skill at SMPN 6 Seluma.
2. To elaborate how the English teachers apply those classroom management strategies in teaching speaking skills at SMPN 6 Seluma.

1.4 limitation of the research

This research focuses in identifying and analyzing the specific classroom management strategies employed by English teachers in teaching speaking skill at SMPN 6 Seluma. It aims to explore how teachers organize the classroom environment, manage student behavior, and implement instructional strategies to facilitate effective learning.

1.5 Significance of the Research

This study is expected to provide both significance theoretically and practically.

1. **Theoretical Significance**

The findings of this research will enrich the body of knowledge related to classroom management in English language teaching, especially in the context of junior high schools. It may also serve as a reference for future studies focusing on effective teaching strategies in language education.

2. Practical Significance

- a. **For English Teachers:** This study can offer valuable insights into effective classroom management strategies that can be applied to improve student engagement and learning outcomes in English classes.
- b. **For Further Researchers:** The study provides a foundation for further research on classroom practices, particularly in rural or semi-urban educational settings like SMPN 6 Seluma.

1.6 Definition of Key Terms

There are some key terms in this research. The researcher wants to clarify the meaning briefly:

1. Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction (Jagat, 2024).
2. Classroom management strategies are the methods and techniques used by teachers to maintain an organized, productive, and respectful learning environment. These strategies include managing student behavior, organizing classroom activities, arranging physical space, and establishing routines and procedures that support effective teaching and learning (Amiruddin et al., 2024).

3. Teaching Speaking Skill refers to the process of guiding and facilitating learners to develop their ability to communicate orally in a second or foreign language. It is not only about producing sounds or words, but also about using language effectively and appropriately in real-life contexts.

