AN ANALYSIS OF CLASSROOM MANAGEMENT IN TEACHING SPEAKING SKILL
AT UPTD SMP NEGERI 5 GUNUNGSITOLI

Priskila Destalenta Tafona'o, Adieli Laoli, Trisman Harefa, Yasminar Amaerita Telaumbanua
Pendidikan Bahasa Inggris Universitas Nias
e-mail: *destalentatafonao19@gmail.com*, *Laoliadieli65@gmail.com*, *trismanharefa@unias.ac.id, yasminaramaeritatelaumbanua@unias.ac.id*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengelolaan kelas yang diterapkan dalam proses pembelajaran keterampilan berbicara di kelas bahasa Inggris. Pengelolaan kelas merupakan aspek penting yang memengaruhi efektivitas pembelajaran, terutama dalam keterampilan berbicara yang membutuhkan interaksi aktif antara guru dan siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode observasi, wawancara dan dokumentasi terhadap guru serta siswa di UPTD SMP Negeri 5 Gunungsitoli. Fokus analisis meliputi strategi pengelolaan kelas yang digunakan guru untuk menciptakan lingkungan belajar yang kondusif, teknik pengelolaan waktu, pengaturan interaksi antar siswa, serta penanganan gangguan selama proses pembelajaran berbicara berlangsung. Hasil penelitian menunjukkan bahwa guru menggunakan kombinasi teknik pengelolaan kelas seperti pembagian kelompok diskusi, penggunaan instruksi yang jelas, serta penguatan positif untuk memotivasi siswa. Namun, terdapat tantangan dalam mengendalikan gangguan dan menjaga fokus siswa selama aktivitas berbicara berlangsung. Penelitian ini merekomendasikan perlunya pelatihan khusus bagi guru dalam strategi pengelolaan kelas yang efektif dan adaptif agar proses pengajaran keterampilan berbicara dapat berjalan lebih optimal dan memberikan hasil belajar yang maksimal.

Kata kunci: *Manajemen Kelas, Pengajaran Keterampilan Berbicara, Strategi Guru, Proses Pembelajaran, UPTD SMP Negeri 5 Gunungsitoli.*

ABSTRACT

This research aims to analyze classroom management applied in the process of teaching speaking skills in English classes. Classroom management is an essential aspect that influences the effectiveness of learning, especially in speaking skills, which require active interaction between teachers and students. This study employs a qualitative approach using observation, interview, and documentation methods involving English teachers and students at UPTD SMP Negeri 5 Gunungsitoli. The focus of the analysis includes classroom management strategies used by teachers to create a conducive learning environment, time management techniques, the arrangement of student interactions, and the handling of disturbances during speaking lessons. The findings reveal that teachers use a combination of classroom management techniques such as grouping students for discussions, providing clear instructions, and giving positive reinforcement to motivate learners. However, challenges remain in controlling distractions and maintaining students' focus during speaking activities. This research recommends the need for specific training for teachers in effective and adaptive classroom management strategies to ensure that the teaching of speaking skills runs more optimally and results in maximum learning outcomes.
Keywords :Classroom Management, Teaching Speaking Skill, Teacher Strategies, Learning Process, UPTD SMP Negeri 5 Gunungsitoli.

INTRODUCTION

Learning English as a foreign language involves mastering four key skill: listening, speaking, reading, and writing. Among these, speaking is particularly crucial as it is the primary mode of communication. Developing speaking skill is essential for students to express their thoughts, opinions, and feelings in different situations, both in daily life and in academic settings (Harmer, 2007). Therefore, teaching speaking goes beyond mastering vocabulary and grammar; it also focuses on building confidence and the ability to engage in active communication.

Effective classroom management is a vital element in supporting speaking instruction. It helps teacher create a supportive learning environment, manage student interactions, and encourage students to use English. Purwanti & Vania (2021) highlight that good classroom management enhances student engagement and fosters a positive learning atmosphere. A well-organized classroom can boost students' confidence, reduce communication barriers, and enhance fluency in speaking, which aligns with the findings of Asysyfa, Handyani, & Rizkiani (2019), who state that a conducive learning environment directly impacts speaking proficiency.

In reality, however, teacher still face a number of obstacles to classroom management when teaching speaking. Fahriany et al. (2022) identify challenges stemming from various sources: students (low vocabulary, concentration, discipline, and motivation), teacher (lack of mastery of the teaching method, professionalism, and self-development), and resources (limited opportunities and time). This is consistent with Habiburrahim's (2021) study, which found that the main challenges in teaching speaking include a lack of supportive media, low student self-confidence, and limited student vocabulary. The lack of appropriate media makes the learning process less diverse and interactive, preventing students from receiving sufficient incentives to practice speaking. Low self-confidence also aligns with Krashen's affective filter theory, which states that emotional barriers such as fear and anxiety can hinder optimal language acquisition. Meanwhile, limited vocabulary hinders fluency because students struggle to find the right words to express their thoughts.

Previous research has made significant contributions to understanding classroom management and speaking instruction. Asysyfa, Handyani, and Rizkiani (2019) emphasize the role of classroom management in building students' self-confidence. Fahira (2022) and Habiburrahim (2021) highlight the challenges teacher face in managing an English classroom. Meanwhile, recent research by Rahayu,

Sudharsono, Damayanti, and Rahmah (2024) emphasizes the importance of implementing classroom management strategies through clear rules, a positive atmosphere, and collaborative learning, which can enhance student engagement. However, research examining how English teacher manage their classrooms in teaching speaking skill is still limited, especially in the context of the middle school at UPTD SMP Negeri 5 Gunungsitoli.

Most studies to date have focused more on barriers to English language learning in general or have emphasized only one aspect of classroom management. There is still a lack of research that comprehensively examines classroom management with a specific focus on speaking skill. Furthermore, in practice, there is a lack of integration between classroom management theory and speaking instruction theory. In fact, these two aspects are closely intertwined and should be studied together to gain a comprehensive understanding of the effectiveness of speaking instruction.

From this description, it can be concluded that speaking skill is an important aspect of English language learning, but their success depends largely on effective classroom management. Previous research has confirmed that good classroom management can increase students' confidence and engagement, but the reality shows that students, teacher, and supporting institutions still face many obstacles. This creates a gap between ideal conditions and actual practice. Furthermore, there is still a lack of research that specifically examines classroom management in speaking instruction, particularly at the junior high school level and in local contexts at UPTD SMP Negeri 5 Gunungsitoli. Therefore, this research is important to provide a more comprehensive picture of classroom management strategies, challenges, and solutions in speaking instruction.

By reflecting on the situation of the previous problems, the researcher formulated the problems namely:

a) How does English teacher manage their class when teaching speaking skill at UPTD SMP Negeri 5 Gunungsitoli?
b) What obstacle does English teacher face in managing their class when teaching speaking skill?
c) What solution do English teacher implement to overcome obstacle in class management when teaching speaking skill?

METHOD

In this research, the qualitative descriptive approach was used to explore how the English teacher managed the classroom in teaching speaking skill. This approach aimed to understand classroom situations naturally through observation, interview, and document analysis (Creswell in Murdiyanto, 2015; Sidiq & Choiri, 2019). The descriptive method (Sugiyono, 2019) was applied to present factual data objectively, showing how the teacher managed the class, applied strategies, and supported students' speaking improvement.

The study focused on two variables: classroom management and teaching speaking skill. Classroom management included how the teacher handled time, discipline, and learning environment, while teaching speaking skill covered planning and implementing speaking activities. Both are interrelated, as good classroom management helps improve students' speaking skill effectively.

Setting and Schedule of the Research

This research was conducted at UPTD SMP Negeri 5 Gunungsitoli, which is located in Education Street No.01, Ilrir, Gunungsitoli Sub-district, Gunungsitoli City, North Sumatera. The researcher conducted this research from May 5 to June 5, 2025.

Source of Data

Data in this research were collected to answer the research questions. According to Melsy in Ajayi (2023), primary data are obtained directly by the researcher, while secondary data come from existing sources such as books or documents (Sugiyono, 2019). In this study, primary data were gathered through interviews and classroom observations with the English teacher and seventh-grade students at UPTD SMP Negeri 5 Gunungsitoli. Secondary data came from documentation, including students' written works, to support and validate the primary data. Both types of data ensured the accuracy of the research findings.

Instruments of Data

Based on the research focus, the researcher used three types of instruments in this research, namely:

a. **Observation**

According to Sugiyono (2019:145), observation is essential because research depends on data gathered directly. The researcher used moderate participation to observe how the English teacher managed time, group work, learning materials, and feedback during speaking lessons. This

provided direct and objective information about classroom interaction and student participation.

b. Interview

Sugiyono (2019:137) defines an interview as a conversation to exchange information through questions and answers. The researcher interviewed the English teacher to explore their experience, strategy, and challenge in managing the class during speaking activity and improving students' speaking skill.

c. Documentation

As stated by Sugiyono (2019:314), documentation involves analyzing historical records. The researcher examined lesson plan, syllabi, learning material, and students' work to support data from observation and interview and to understand the planning and implementation of classroom management in teaching speaking.

Data Analysis Technique

This research employed a qualitative data analysis technique based on the theory of Miles and Huberman in Kurniasih et al. (2019), which consists of three stages: data condensation, data display, and drawing conclusion. These stages were used to analyze data obtained through observation, interview, and documentation.

a. Data Condensation

In this stage, data from classroom observation, teacher interview, and documents were selected, simplified, and organized. The researcher focused on important information about how speaking skill was taught, students' interaction, and challenges during teaching.

b. Data Display

The condensed data were presented clearly through tables, descriptions, or visuals to make the findings easy to understand. This helped the researcher identify patterns and connections between classroom management and students' speaking skill development.

c. Drawing Conclusion

In the final stage, the researcher compared and verified data from all sources to answer the research questions. The results revealed effective classroom management practices that support students in learning speaking skill successfully.

RESULTS AND DISCUSSION
Results

In this research, researchers have conducted observation and interviews with English teacher and seventh grade class A at UPTD SMP Negeri 5 Gunungsitoli. The results are as follows:

a. The Observation Checklist of the English Teacher

Table 4.1.a The Result of English Teacher Observation

No.	Aspects Observed	Indicator	Done	Un-Done
1.	Creating initial comfort	Teacher greet students warmly and create a positive atmosphere	✔	
2.	Explaining learning objectives	Teacher clearly communicate learning objectives (related to speaking skill)	✔	
3.	Building students confidence	The teacher provides motivation before the speaking activity begins	✔	
4.	Providing opportunities to speak	The teacher gives all students a fair turn or amount of time	✔	
5.	Strategies for providing opportunities	The teacher uses discussion, presentation, question-and-answer, or role-play methods to engage students	✔	
6.	Increasing active participation	The teacher facilitates so that all students participate and are not passive	✔	
7.	Classroom management during speaking activities	The teacher maintains order in the classroom, ensuring it remains quiet and focused while students are speaking		✘
8.	Speaking activities	The teacher designs or provides special activities to practice speaking skill	✔	
9.	Providing feedback	The teacher provides feedback after students speak, whether in the form of praise, corrections, or constructive suggestions	✔	
10.	Supporting students who are struggling	The teacher helps students who are shy or have difficulty speaking with a supportive approach	✔	
11.	Reflection on learning	The teacher gives students the opportunity to share their experiences or feelings during the lesson		✘
12.	Evaluation of learning	The teacher provides a general evaluation of the students' speaking activities	✔	
13.	A positive conclusion	The teacher closes the class with praise, encouragement, or reinforcement of the students' abilities.	✔	

The observation indicators were compiled based on adaptations from Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy.

Based on teacher observation during speaking instruction, classroom management was largely implemented effectively. The teacher created a welcoming environment, clearly explained learning goals, encouraged students, and provided equal opportunities for participation. Various methods discussion, presentation, Q&A, and role play were used, with speaking exercises tailored to students' levels. Immediate feedback and positive reinforcement supported student confidence and engagement.

However, some areas need improvement. Maintaining order during speaking tasks was occasionally challenging, and students had limited opportunities for self-reflection on their learning, which is important for understanding their progress and difficulties.

In summary, the teacher conducted speaking instruction successfully, but enhancing classroom management and incorporating learning reflection can further improve student outcomes.

b. The Observation Checklist of the Students

Table 4.1.b The Result of Student's Observation

No.	Aspects Observed	Indicator	Done	Un-Done
1.	Attendance & Readiness	Students are present on time and ready to participate in the lesson	✔	
2.	Participation in initial activities	Students respond to the teacher's greeting and show a positive attitude	✔	
3.	Attention to learning objectives	Students listen to and understand the explanation of learning objectives	✔	
4.	Self-confidence	Students dare to answer questions or express opinions		✗
5.	Speaking opportunities	Students use the speaking opportunities given by the teacher	✔	
6.	Group cooperation	Students are active in discussions, Q&A, role plays, or presentations	✔	
7.	Speaking activities	Students actively participate in speaking activities designed by the teacher	✔	
8.	Order & attitude when peers are speaking	Students listen attentively and do not disturb when their classmates speak		✗
9.	Acceptance of feedback	Students accept corrections, suggestions, or praise from the teacher with an open attitude	✔	
10.	Support for peers	Students encourage or help classmates who have difficulty speaking	✔	

11.	Self-reflection	Students share experiences, difficulties, or feelings during learning		✗
12.	Evaluation results	Students demonstrate speaking skills in accordance with the teacher's instructions		✗
13.	Positive conclusion	Students respond to the end of the lesson with enthusiasm/motivation	✔	

Based on the observations, most students showed a positive attitude and actively engaged in English speaking lesson. This was reflected in their good attendance, focus on learning goals, participation in discussions, and willingness to accept teacher feedback, indicating effective classroom management.

However, some areas need improvement. Certain students were hesitant to answer questions or share their thoughts, and classroom discipline and attentiveness were sometimes lacking during peer discussions. Self-reflection was also limited, as some students were not accustomed to discussing their learning experiences or challenges.

Assessment results showed that not all students had reached the expected speaking skill level. This suggests that while classroom management was generally effective, more focus is needed on building confidence, discipline, and self-assessment to further enhance speaking performance and overall communication skill.

c. The Result of English Teacher Interview Sheet

Based on the interview with the English teacher at UPTD SMP Negeri 5 Gunungsitoli, effective classroom management in speaking lessons requires careful planning and structured activities. Lessons are organized into three phases' introduction, main activity, and conclusion with speaking exercises adjusted according to the material, such as allocating more time for transactional dialogues.

The teacher uses various strategies to engage students, including role play, demonstrations, and conversational practice, while providing support and recognition to boost self-esteem. Grouping proficient and less proficient learner's together and implementing fair turn-taking ensure active participation from all students.

Classroom order, discipline, and a safe, respectful environment are maintained to minimize distractions. Immediate feedback on pronunciation and sentence errors, along with review of recurring mistakes, helps students improve their skills independently.

In summary, successful classroom management for

speaking lessons involves planning, diverse strategies, fair grouping, and a supportive environment. These efforts enhance student participation, motivation, and speaking skill, contributing to the achievement of English learning goals.

d. The Result of Students Interview Sheet

Table 4.1.d *Table of Accumulated Student Interview Results on the Classroom Management of English Teacher in Speaking Skill Learning*

No	Observed Aspects	Total Student's Response	
		Done	Un-done
1	Teacher greet students warmly and create a positive atmosphere	31	-
2	Teacher clearly communicate learning objectives (related to speaking skill)	31	-
3	The teacher provides motivation before the speaking activity begins	31	-
4	The teacher gives all students a fair turn or amount of time	30	1
5	The teacher uses discussion, presentation, question-and-answer, or role-play methods to engage students	31	-
6	The teacher facilitates so that all students participate and are not passive	30	1
7	The teacher maintains order in the classroom, ensuring it remains quiet and focused while students are speaking	12	19
8	The teacher designs or provides special activities to practice speaking skill	27	4
9	The teacher provides feedback after students speak, whether in the	31	-
	form of praise, corrections, or constructive suggestions		
10	The teacher helps students who are shy or have difficulty speaking with a supportive approach	31	-
11	The teacher gives students the opportunity to share their experiences or feelings during the lesson	26	5
12	The teacher provides a general evaluation of the students' speaking activities	31	-
13	The teacher closes the class with praise, encouragement, or reinforcement of the students' abilities	31	-

Based on student interviews, the English teacher at UPTD SMP Negeri 5 Gunungsitoli applied effective classroom management in speaking lessons. The teacher created a welcoming and positive environment, clearly explained learning goals, and encouraged students, boosting their confidence. Various strategies discussion, presentation, Q&A, and role play were used to engage students, though some felt speaking opportunities were not always equal. While classroom order and focus sometimes lapsed, students appreciated unique exercises and consistent feedback, especially for those who were shy. Overall, the teacher provided motivation, diverse strategies, feedback, and emotional support, but classroom management and equal participation still need improvement.

Discussion

a. Analysis and Interpretation of Research Results

This research analysis how classroom management is applied in teaching speaking to seventh-grade students at UPTD SMP Negeri 5 Gunungsitoli. Student feedback revealed that effective classroom management increases motivation, confidence, and participation, supporting Aziza's (2024) findings.

The teacher managed lesson systematically, applied engaging method such as simulations and group discussion, encouraged shy students, and created a supportive atmosphere. Quick feedback and calm problem-solving also enhanced learning. These results align with Khaliq and Raza (2025) and Wilkin (2022), who highlight communication skill and fairness as key factors in classroom management.

In summary, effective classroom management improves students' speaking skill and social growth, emphasizing the need for continuous refinement of management strategies.

b. The Research Results versus the Latest Related Research

Aziza et al. (2024) found that structured teaching and problem-solving method increase student participation, consistent with this study's results. Similarly, Khaliq and Raza (2025) showed that teacher communication skill influences management success, while Wilkins (2022) stressed the importance of positive classroom interaction. Overall, successful speaking instruction depends on good management, effective communication, and positive teacher–student relationship.

c. The Research Results versus Theories

Classroom management in teaching speaking emphasizes spatial organization, teacher communication, and interactive engagement. Rinda and Indrastana (2020) identified five key elements: teacher talk, speaking duration, voice use, body position, and seating layout. Reducing teacher talk supports communicative learning. Psychological theories Behaviorism, Social Learning, and Ecological

Systems also apply, emphasizing reinforcement, modeling, and environmental influence. Mustafa et al. (2024) confirmed that problem-solving enhances motivation and participation.

In short, effective management involves guiding interaction, modeling positive behavior, arranging space effectively, and solving problems flexibly.

d. The Research Results Implication

Findings show that proper classroom management enhances speaking instruction effectiveness. Teacher who structure lesson, manage time, use media, and maintain discipline foster an active and supportive environment. This research confirms that management is not just about order but about promoting engagement and learning. It contributes to improving teacher training and curriculum design.

e. Limitations of Research Results

This qualitative study is limited to one school, so results may not represent broader contexts. Data mainly from teacher may overlook student or external factors. Limited observation also restricted broader analysis. Despite these, the findings can guide future research with wider sample and refined data collection.In spite of these constraints, the researcher is optimistic that the discoveries of this research will offer a foundation for future studies that include larger, more varied samples and improved methods for gathering data.

CONCLUSION

Based on the research conducted at UPTD SMP Negeri 5 Gunungsitoli, it can be concluded that classroom management plays an important role in the success of teaching speaking skill. Teacher who plan and apply management strategies effectively, such as organizing activities, using media, managing students' behavior, and allocating time well, can create an interactive and supportive learning environment. This situation encourages students to participate actively, increases their confidence, and improves learning motivation.

The research also shows that understanding students' characteristics and needs is essential in classroom management. Adaptive teacher can adjust teaching methods and techniques to students' abilities and interests, making the learning process more effective and enjoyable.

In conclusion, classroom management is not only about maintaining order but also about creating meaningful learning experiences that support the development of students' speaking skill. This research provides insight for teacher, researcher, and policymakers to continue improving innovative and adaptive classroom management strategies in teaching speaking skill. buat lebih singkat pembahasannya lagi tapi makna sama

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