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

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Abstrak: *Penelitian ini bertujuan untuk menemukan bagaimana cara guru dalam mengelola kelas pada pelajaran speaking mengenai teks deskriptif, masalah – masalah guru dalam mengelola kelas pada pelajaran speaking mengenai deskriptif teks, 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. Sampelnya adalah guru bahasa Inggris yang terdiri dari 3 orang guru kelas VIII. Data dikumpulkan melalui observasi dan interview terhadap guru – guru tersebut. Temuan dari penelitian ini memperlihatkan bahwa guru belum mampu mengelola kelas dengan baik. Dalam proses pengajaran, guru lebih sering menggunakan tekhnik yang sama dalam mengajarkan berbagai materi pelajaran. Selain itu, keinginan siswa untuk berbicara mengenai teks deskriptif meningkat ketika para guru mengubah cara mengajar mereka, seperti mengatur ulang teknik dalam mengelola kelas. Selanjutnya, guru juga berusaha memberikan penjelasan yang jelas tentang teks deskriptif khususnya tentang social function, generic structures dan lexicogrammatical features agar para siswa mengetahui apa yang akan mereka sampaikan tentang teks deskriptif.*

Key Words: *Classroom Management activities, Speaking Ability, Descriptive Text*

INTRODUCTION

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.

In managing classroom activities, the teachers should have competence and confidence about it first. According to Hedge (2000: 67), "Teachers need to build competence and confidence in fulfilling these various roles and in service training is necessary within institutions to ensure that, in any moves toward implementing communicative approach in the classroom, teachers are properly supported." The competence of the teachers really needed to make the classroom communicative, because the teachers

as the central in the class who able to control their class. Then, Hedge (p. 63) states that a communicative classroom also involves the teacher in a wider range of roles beyond that of providing and presenting new language. A good deal of time will be spent on managing learning: setting up activities, organizing material resources guiding students in group work, encouraging contribution, monitoring activities, and diagnosing the further needs of students.

There are so many reasons why the students must be able to speak English. The core reason is that English plays as an important 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.

Jones (1992: 12) comments that in speaking and listening we tend to getting done, exploring ideas, working some aspect of the world, or simply being together. Meanwhile, Ur (1997: 120) states that the speaking seems intuitively the most important people who know language are referred to a speaker. As Pollard (2008: 34) argues that students need to feel that there is a real reason for speaking. This is often referred to as the communicative element. Make sure there is a reason for speaking; i.e. that the students are communicating something the others do not know or that the others would like to hear about.

Actually, the activities in the speaking class can be related to any kind of material includes genre, such as descriptive text. Descriptive text is a kind of text that tells the characteristic of something which can be studied by using speaking class as the technique of teaching. The reseacher used descriptive text at the eight grade students because it is based on the curriculum in Junior High School, and beside that teaching descriptive text in speaking context also can encourage the students to be more attractive when they are speaking.

As Gerot (1995: 208) states that descriptive is a kind of text which is aimed to describe a particular person, place, or thing. It also has the generic structure which is summarized as follows: 1) identification which identifies phenomenon to be described; 2) description which describes parts, qualities, characteristics; 3), the linguistic feature occurs in this text is focused on specific participants, the use of attributive and identifying process, the frequent use of epithets and classifier in nominal groups, at and the use of simple present tense. It can be said that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

It is not arguable that the classroom activities are commonly needed to be managed by the teacher, because based on the analysis of the researcher toward the communication between the students and the teacher in teaching and learning activity, the writer found a fact that it was still far from what it was needed in the speaking class. Based on the researcher analysis at the eight grade students, the researcher found out in the field the activities in the classroom 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 teachers still have to manage their classroom

activities to make the learning process run well. It proves that they did not manage well the procedure of speaking class.

Because of the important role of classroom management for the success of teaching and learning, the researcher was interested to raise a problem about classroom management in teaching descriptive text in the context of speaking. Then, for this research the researcher takes the empirical data from interview and observation with three English teachers and the eighth grade students in SMP Negeri 1 Batang Angkola Tapanuli Selatan in which it can be proved that they teachers still had problem in managing classroom activities in speaking of descriptive text so that it contributed the problem for the students.

From the paragraphs above, it can be known 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.

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

Based on the focus of the problem above, the problems of the research are formulated as follows: 1) How do the teachers manage classroom activities in teaching speaking of descriptive text? 2) What are the teachers' problems in managing classroom activities in teaching speaking of descriptive text? and 3) How do the teachers solve the problem in managing classroom activities in teaching speaking of descriptive text? In accordance with the research questions above, this research has three purposes in which it finds out: 1) The way the teachers manage the classroom activities in teaching speaking of descriptive text, 2) The teachers' problems in managing classroom activities in teaching speaking of descriptive text, 3) The way the teachers solve the problems in managing classroom activities in teaching speaking of descriptive text.

Dealing to explanation above, managing classroom activities plays an important role when the teachers are going to teach speaking of descriptive text to the students. Beside that, it is also important that the teachers should explain the material clearly to the students.

METHOD

This research was a qualitative evaluation. Qualitative evaluation permits the evaluator to study selected issues in dept and detail. Approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth, openness, and detail of qualitative inquiry. Patton in McDavid (2005: 173) states that qualitative methods are often used in evaluations because they tell the program's story by capturing and communicating the participants' stories. They normally encompass interviews, focus groups, narrative data, field notes from observations, and other written documentation.

This research was conducted in SMP Negeri 1 Batang Angkola Tapanuli Selatan. The participant of this research was three English teachers of the eighth grade as the main participant and the eighth grade students as the additional participant.

This research used interview, direct observation and observational checklist as the instrumentation. Patton (1990: 10) says that qualitative method consists of three kinds of data collection: 1) in-depth, open-ended interviews, 2) direct observation, and 3) written-documents. The data from interviews consist of direct quotations from people about their experiences, opinions, feelings, and knowledge. The data from the observations consists of detailed descriptions of people's activities, behaviors, actions, and the full range of interpersonal interactions and organizational processes that are part of observable human experience. Document analysis in qualitative inquiry yields excerpts, quotations, or entire passages from organizational, clinical, or program records; memoranda and correspondence; official publications and reports; personal diaries, and open-ended written responses to questionnaires and surveys.

The data that were collected from the research field then gathered to put into analysis. Qualitative data often consists of interview notes or transcripts, notes from the observation in the field, or written documents and recorder.

There were several ways to analyze data, they were describing, classifying and interpreting. In describing, the researcher described all the data that the researcher got in the field based on the problems from observation checklist, interview guide, and documentation. Second is classifying, the data was classified into smaller units, they are: setting up activities, organizing material resources, guiding students in group work, encouraging contribution, monitoring activities, and diagnosing further needs of the students. And the last is interpreting. Interpreting was done before writing the research report in order to make sense of the data by synthesizing and summarizing the data, and the result of analysis was not reported in numerical description.

FINDINGS AND DISCUSSION

1. The way the teachers manage the classroom activities in the speaking of teaching descriptive text at eight grade students of SMP Negeri 1 Batang Angkola Kabupaten Tapanuli Selatan.

Generally, those three teachers mostly had the same way in managing the classroom activities in speaking of descriptive text in which they said that they used game and role play.

However, the activities they meant was not like the real game and role play. The game just looked like asking and answering questions. For instance, they took some flowers and the other groups guessed the kind of those flowers. They always asked the same question to the students like "What is this?" Then students asked "This is…..".

Then, the teachers said that they also used role play as the activity of the students in which they used it to attract the students to speak about the material (descriptive text). However, based on the research, the role play just looked like reading aloud a dialogue from the textbook in front of the class. Some of the students were able to read the text but the others were not.

From the research, the researcher can take a note that the difficulties of the students came from the lack of the teacher in setting up activities as it has been mentioned in the above dialogue. The teachers were not able to comprehend the activities first. It is supported by the fact the researcher found that most of the students did not have willingness to speak.

Those three teachers said that in organizing material resources, they took the material from the textbook and the internet. It can be seen in the following dialogue:

Researcher   : How   do   you organize   the material resources?
Teacher A   : Hmmm..internet and book
Teacher B and C : Book and internet

In fact, they only took the material from the textbook. Beside that, they thought that the material prepared had been suitable for the students. Actually, when the researcher observed the instructional process, she found that the teachers did not care about the appropriateness of the material with the students. They only taught based on the textbook.

In addition, the school did not prepare some equipments/facilities to support their lesson. However, the teachers needed the source from internet, but the schools did not have the internet networking.

Furthermore, they said that they taught the materials of descriptive text clearly. They also said that they did not forget to give the examples. However, teacher A, B and C only showed the picture from the textbook, not from other sources. So it made the students was difficult to describe the pictures, because they did not see the pictures clearly.

Beside that the English teachers said that they used traditional and modern media in instructional process. It can be seen from the following dialogue:

Researcher   : What kinds of media do you use in teaching? Traditional   or modern?
Teacher A   :   We   can combine…sometimes traditional   and sometimes modern.
Teacher B   : Combine…
Teacher C   :   Traditional   and modern

In fact, as the choice, they more often used traditional media in which the material was taken from textbook and things from the outside of the class. However, it was not enough for the students. They never used modern media in instructional process. They did not do some efforts to prepare the media like LCD, picture, and projector.

In guiding the students in group work the researcher found that teacher A, B and C did arranged and organized the students in group work in accordance with their answers in interview. The teachers then guided the students to do their assignment or task together as the group work.. Teacher A, B and C had divided them into five or six groups in which the members of the groups were mixed (male and female collected in one group that consisted of five or six students).

In fact, many groups were not like the groups. There were only a few of the students who did the assignment and asked the teachers; they did not do it together with the other members of group so that it

could not be said as the group work. Only one or two groups who really did the assignment in group work.

In addition, the female students were more active in the class than the male students. Meanwhile, the males seldom conveyed their opinions and answered the questions. Beside that, most of the males only made a noise in their groups.

Then, teacher A, B and C thought that encouraging contribution meant that they encouraged the confidence and the enthusiasm of the students by giving them chance to speak without direct correction and giving good value. As in the following dialogue:

Researcher : How do you encourage the students' confidence?

Teacher A : By giving a chance to speak without direct correction.

Teacher B : Give them value.

Teacher C : They come in front of the class, who get the question, they will be given value.

When the researcher observed the instructional process, she found that those three teachers really did the same as their answers in interview. Then, they said that they attract the students by giving game, showing interested picture, giving spirit and giving motivation. As the following dialogue:

Researcher : How do you attract your students?

Teacher A : Make a game…interested pictures like their favorite artists

Teacher B : Giving them spirit…

Teacher C : Motivating them…

Actually, the researcher found that teacher A only gave the example of pictures from the textbook. Teacher B and C did gave spirit and motivation, but the students still looked like having low spirit and motivation. In addition, it is true that they tried to make the students felt comfort as they had said in the interview. They also really gave smile and appreciation to the students. However, those three teachers did not give good engagement.

In monitoring the activities of the students the researcher found that teacher A, B and C almost did similar ways how to monitor the activities of the students. It is true that they walked around the class and looked the students' activities, their task or assignment and sometimes asked them if they had any problem. As the following dialogue:

Researcher : How do you monitor the activities of the students?

Teacher A and B : By walking around the class.

Teacher C : Walking around the class

Furthermore, they said that the students were involved in teaching and learning. It is true that the students were involved, because no one of the students went outside the class. Yet, the researcher found that some of the students did not really involve in the process of teaching and learning. Some of them did other activities, such as chatting with their friends.

Actually, teachers did not always walk around the class while they were studying English. Two or three times teachers walked around the class and monitored the activities of students; after that, the teachers were back to their sits in front of the class.

Thus, the students were quite when the teachers walked around the class, but when the teachers were back to their sits, the students made a noise again in their groups. The teachers only warned them to be quite and to do their work. In spite of, the teachers gave explanation when the students did not understand about the material; the teachers came to the group who asked the teachers, then explained it to the group.

And the last, in diagnosing the further needs of the students, the researcher found that teacher A, B and C had different ways in diagnosing the further needs of the students. It is true that teacher A diagnosed the students from their assignment and their homework as she had said in the interview. Teacher B diagnosed the students' need from their questions, if the students always ask questions to her; it means that they have not understood yet. As the following dialogue:

Researcher : How do you diagnose the further needs of the students?
Teacher B : From their question and their task

In fact, the researcher found that the students did not always ask questions to teacher B. They preferred to ask their friends if they did not understand. It was different with teacher C; she diagnosed the further needs of the students from their ability, because many students lacked of vocabulary so that she preferred to diagnose the problem first. As the following dialogue:

Researcher : How do you diagnose the further needs of the students?
Teacher C : Based on the ability of the students…if they

have problem, they can ask…about vocabulary.

In fact, teacher C diagnosed the further needs of the students, but not all of the students were diagnosed by teacher C, only a few of them.

The English teacher needs to comprehend how to manage classroom activities first. It is supported by Hedge (2000: 63) states that communicative classroom also involves the teacher in a wider range of roles beyond that of providing and presenting new language. A good deal of time will be spent on managing learning: setting up activities, organizing material resources, guiding students in group work, encouraging contribution, monitoring activities, and diagnosing the further needs of students. Beside that, Emmer et. al. (1997: 111) also state that good classroom management depends on very careful planning of classroom organization, rules, procedures and instructions. Without a good planning, it will not get the well management. And they will not able to solve their problem in managing classroom activities.

In managing classroom activities of speaking the teacher should know how they will teach speaking in the class and the speaking should have purpose. It is supported by Harmer (1998:87) that it is important to be clear about the kind of speaking. And the kind of speaking that the teacher should explain is about descriptive text. Then they would relate the material of descriptive text to the speaking, not reading descriptive text.

Besides that, there are other factors that the teachers should pay attention, because so many factors that can support the teacher in managing classroom activities in

speaking class. It is supported by Harmer (1998: 15), "There are some points of how to manage teaching and learning, they are: physical appearance, voices in the class, marks the stages in the class, seating in the class, groupings, and evaluate their lesson."

Arranging the students in group work is also important. It is supported by Doff (1991) that describes group work as follows: in group work, the teacher divides the class into small groups to work together (usually four or five students in each group). As in pair work, all the groups work at the same time. When the teacher made the students in group it would be easier to control their activity.

There are some ways/activities that the teachers can use in the speaking class. However, the teacher did some weaknesses when they gave the activities in the class. When they made games in the class, it was just like asking and answering the questions. They did not understand what game is. It is supported by Rixon (1999) that interprets the games like activities that involve play and enjoyment. It can be seen that when the teacher made the games in the class everyone should be play and enjoy without any stress and afraid.

Role play was also one of the activities that the teacher used in speaking descriptive text. But, when the researcher conducted the research it was just made like reading the dialogue from the textbook. They did not understand what role play was. It is supported by Lavery (2001), "Role play requires students to: take on a role (imagine they are someone else), imagine a situation (pretend they are in another time and place), and improvise in their choice of language.

It can be noted that by practicing role – play the students will automatically practice their speaking too. The activities of role play just like acted one profession like teacher, doctor, patient, police, and etc."

That is why every activity should be understood by the teacher first then explaining and practicing it to the students so the students can enjoy and understand the lesson.

2. The teachers' problems in managing classroom activities in teaching descriptive text in speaking of SMP Negeri 1 Batang Angkola

Generally, the researcher found that the problem of those three teachers was the lack of their ability in speaking English. It can be known from the direct observation of instructional process done by the researcher and from their speaking skill when answering the questions in the interview. It has been generally known that the ability of the teacher affecting the ability of the students. It can be proved from the following dialogue with the students:

Researcher   : Do you get any difficulties in speaking about descriptive text?
Student A, B and C: Yes…
Researcher   : What is your problem about speaking descriptive text?
Student A   : Vocabulary… pronunciation…
Student B   :
*   Tenses…vocabulary…*
Student C   : Text… pronunciation…

Actually, the researcher found that teacher A, B and C almost had

the same problem when they set up the activities of students. The problem came from the lack of the teacher who was not able to give the clear explanation to the students about the activities such as the games, role play, discussion and etc.

The lack of the teachers' knowledge about the material and the activities applied to the students contributed impact to the students. They got difficulties when the teachers make other activities. It can be proved from the following dialogue with the students:

Researcher : Do you have problems when the teachers use different activities of speaking?
Student A : Yes.....
Student B : Punya (I have)
Student C : No.....

Then, the other problem of teacher A, B and C was about organizing material resources. As mentioned previously, the researcher found that the problem of the teachers in material resources was they did not have enough facilities and others books to support them in instructional process of descriptive text. Internet as the modern media was needed in the class. Yet, in their school it was not prepared as the material resource for the teachers. The teachers said that taking the resource from the internet outside the schools needed fund and the school did not serve that fund so that they more often took the material from the textbook.

Furthermore, they also had problem with the time allotment. As the following dialogue:

Researcher : Is it necessary for you to make the time suitable with the materials?
Teacher A : Lack of time…

Teacher B : Sometimes the time is not enough…

It is true, because when the researcher observed the instructional process, the researcher found that the time was really not enough for them to teach the material.

In addition, they said that they also had problem in using media. As the following dialogue:

Researcher : Do you have a problem to use traditional or modern media?
Teacher A : The problem is in modern…sometimes we lack of facility.
Teacher B : Yes…but, it more tends to the traditional, because the lack of facilities.
Teacher C : Modern...lack of facilities

What they had said was true, because when the researcher did observation, she found that the school did not have good facilities that supported instructional process. There were no LCD, internet network, computer, laptop, and so on.

Then, guiding students in group work was the problem for the teachers too. The teachers got problem when controlling the entire students between one group to another.

Furthermore, when the teacher gave the assignment to the groups, not the all members of the groups did the assignment, only the students who are diligent and clever who were active to do the task. They looked like doing it individually without trying to solve the problems together.

The other problem of the teacher appeared when they monitored the students' activities. The teachers only monitored the students

once or twice then be back to their sits, and then continued explaining the lesson or asking some questions to students. They only asked "Any question?" in front of the class. Then, if the students did not comment, they would think that the students had understood what they meant. They did not try to ask the students by coming to the group of the students.

Lastly, the teachers also got problem in diagnosing further needs of the students. For instance, in checking the students' understanding of speaking of descriptive text, they got problem about the number of the students and the unsolved question from the students. As the following dialogue:

Researcher : Do you have a problem to check the students' understanding of speaking of descriptive text?

Teacher A : Yes, because so many students in the class…sometimes some students make a noise…they didn't listen…not focus…

Teacher B : Yes….

Teacher C : When they have unsolved problem…

What they had said in interview was true, because when the researcher did observation, she found that some students made a noise and did not focus so that when they are asked about the material they learned about, they were not able to answer. Beside that, those three teachers said that the students had the lack of vocabulary, pronunciation and tenses. In accordance with what those three teachers had said, the students who were interviewed also admitted that they got difficulties in speaking of descriptive text. Sometimes it was

caused by they felt afraid to be wrong and did not understand. As the following dialogue:

Researcher : What is your difficulty in speaking of descriptive text?

Student A : Vocabulary.

Student B : Tenses.

Student C : Pronunciation.

Actually, organizing material resources often contributes problem in managing classroom activities, for instance, the lack of resources and media. Pollard and Tann (1993: 204) have suggested four criteria that might be borne in mind when organizing and arranging resources. They are: first, appropriateness: what resources are suitable as an integral part of the learning activities. Second, availability: what is available within the classroom, the school, and the wider environment. Third, how are the resources stored, what safety factors need to be remembered. And the last maintenance: what kind of maintenance is required and who is responsible for it.

Furthermore, the teachers' ability in speaking can also affect the students' speaking ability. If the teachers have problem with speaking, of course the students will get problem too. Ur (1997: 120) states that speaking seems intuitively the most important people who know language are referred to a speaker.

3. **The way the teachers solve the problem in managing classroom activities in speaking class.**

Those three teachers almost did the same in solving the problem in managing classroom activities, for example, making them in comfortable condition, giving smile and appreciation. It was in accordance

with their answers in the interview done with them. They also gave the students motivation if the students were had low motivation. As the following dialogue with the students:

Researcher   : *Does your teacher motivate you to speak?*
Student A, B, C : *Yes...*

Furthermore, if the students got problem about the material, they gave assignment, drill and homework. As the following dialogue:

Researcher : *How to solve the problem?*
Teacher   A :*Assignment...drills...and make question from one group to another.*
Teacher B   : *Task...drill and practice*
Teacher C   : *Giving homework...study at home.*

The researcher found that it was true that they did the same in instructional process as mentioned above. It is also supported by the interview with the students, as the following:

Researcher : *Does your English teacher tell you some solutions for your difficulties in speaking descriptive text?*
Student A   : *Yes, task and study at home*
Student B   : *Yes....*
Student C   : *Asking* (asking the students meant here was, the teacher asked their problem)

Moreover, the researcher found that teachers also did some efforts to handle the students' difficulties in speaking of descriptive text, such as explaining the material

again. It is supported by the following dialogue with the students in interview session:

Researcher : *What is the effort of your English teacher to handle your difficulties in speaking of descriptive text?*
Student A   : *Explain...explain again to the students who did not understand.*
Student B   : *Explain it again*
Student C   : *Explain it again*

Then, if the problem could not be solved at that day, they would keep it to be solved in the next meeting.

In solving the problem, besides giving good attitude with the students, such as giving smile, appreciation, the teacher should also have good appearance. It is supported by Harmer (1998: 15) states that physical appearance means the way the teacher moves, how he or she stands, how physically demonstrative he or she is- all these play their part in the effective management of a class.

Beside that, in solving the problem about the students' willingness to speak, the teacher has to be able to search the reason about how to attract them to speak. As Pollard (2008: 34) argues that students need to feel that there is a real reason for speaking. This is often referred to as the communicative element. Make sure there is a reason for speaking; i.e. the students are communicating something the others do not know or that the others would like to hear about.

Giving task also can be done as the solution of the students' problem in speaking of descriptive text. As Harmer (1998: 87) states that there are three reasons why it is good

idea to give students speaking tasks which provoke them to use all and any language at their command, they are rehearsal, feedback and engagement.

CONCLUSION

The conclusions of the research are:

1. Managing the classroom activities of English teachers in SMP Negeri 1 Batang Angkola are not good because their ability and competence in managing classroom activities are still low. Some of them are not able to manage their classroom well, so the situation of the class cannot be controlled.

2. The problems of the teachers in managing classroom activities especially in teaching speaking of descriptive text are they cannot master the lesson itself and they use wrong ways in teaching and managing the class. 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 problems 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 should do to the students in learning teaching. Besides that, the students' willingness to speak descriptive text can be improved when the teachers change their ways in setting up the activities, organizing material resources, guiding students in group work, encouraging contribution,

monitoring activities, and diagnosing the further needs of the students.

SUGGESTIONS

Suggestions can be given to: 1) The English teachers of SMP Negeri 1 Batang Angkola as the guidance for them how to manage classroom activities in speaking class, 2) Other researchers to conduct a further relevant research in order to find out the best management of teaching speaking especially in descriptive text.

Note:

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