

# English Teachers' Problems in Managing Speaking Activities at SMA Negeri 1 Tukka Tapanuli Tengah

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**Abstract:** *The present study is aimed to find out the causes of teachers' difficulties in managing a classroom in teaching speaking. This is a descriptive research. Thus, there were 3 English teachers who participated in this research. Techniques of data collection are observation checklist, and interview. Research finding shows that the problems of English teachers in managing speaking activities were lack of managing the time, facilities, students' attitude, and teachers' competence in managing speaking activities.*

**Keywords:** Teacher Competence, Speaking, Classroom Management.

## 1. Introduction

The teachers are the most important factors contributing to student achievement. Although curricula, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Marzano, Marzano, & Pickering (2003) the single most important factor influencing students' learning and achievement is the teacher. The teachers must have four competencies namely; pedagogic competency, professional competency, social competency, and personality competency that influence level of education system in school as well. The competence of teachers relating to knowledge is pedagogic competence. Through their pedagogical competence, teachers are able to recognize students' potencies, condition, moody, rights and needs; therefore they are able to design effective and appropriate learning as well.

Meanwhile, the ability of the teachers to master science and technology is covered in the professional competence, so as to provide meaningful learning experiences for students. Meanwhile, the teacher ability to communicate and interact well with students, parents, and stakeholders depicted in the social competence of teachers; therefore teachers could address the social issues as well. In addition, the role of the teacher as a good example for the students and creating the motivated atmosphere of learning are in the competence of the teacher's personality. Therefore the teachers need to have these competencies so that the learning process can achieve the learning objectives in accordance with the demands of the times. According to Houston (1987:1) that competencies are the requirements of a competency-based teacher education and include the knowledge, skills and values.

The task of a teacher is not only to transfer of knowledge, but also the transfer of skills and value. It means that the duty of the teacher is not limited in the information that is cognitive; teachers must be able to position themselves as educators who teach values, attitudes and skills. This is in accordance with Indonesian national education goal.

Government Regulation No.20 of 2003, which defines:

"Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so

that learners are actively developing their potential to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed him, society, nation and country."

Based on Government Regulation mentioned that the learning objectives are not only limited to cognitive aspects, teachers must be able to instill religiosity, personality, and skills that students have a competitive edge for future lives. The aspect of classroom management also has mentioned in Government Regulation, such as create an enjoying atmosphere of learning, learning process that engage all of the students active in classroom, students behavior etc. Therefore, the teacher ability to organize classroom is needed to achieve positive education outcomes. Evertson and Weinstein (2006: 4-5) define classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. It means that the teacher as a stakeholder in classroom to achieve learning objective and to determine the students' learning outcome.

Classroom management is the number one concern of teachers and the ability to improve harmonious and mutually respectful relationship with students. There are several factors that affect teachers' ability in classroom management; personality competency and pedagogic competency. Parvin (1996, as cited in Rhodewalt, 2008) states that personality is the complex organization of cognitions, affects, and behaviors that gives direction and pattern (coherence) to the person's life. It means that the entire teacher does in the classroom will be imitated by the students include to teachers' behavior in the classroom. Meanwhile, in pedagogical competence is also mentioned in National Ministry of Education Regulation Number 16 Year 2007 about Standard of Teachers Competence which includes: (1) Mastering learning theory from the aspect of physical, moral, spiritual, social, cultural, emotional, and intellectual; (2) mastering learning theory and learning principal which is educational; (3) developing the curriculum which related to the lesson supported; (4) organizing educational lesson; (5) make use information and communication technology for the sake of learning process; (6) facilitating the development of learning potential to actualize various potential which one have; (7) Communicating effectively, emphatically, and well-mannered

by learning; (8) organizing assessment and evaluation for learning process and result; (9) make use of the assessment and evaluation result for the benefit to learning process; (10) do reflections to improve the quality of lessons. The ten points mentioned before need to be implemented by a teacher in doing good classroom management. All of the aspects in classroom management have been described in above. The teachers should be able to manage the class and make classroom environment more comfortable for all students. The comfortable classroom environment will make the students easy to comprehend the material. The classroom environment not only provides a context for learning, such as the physical space, furnishings, resources and materials, but also the class atmosphere, participants' attitude and emotions, and the social dynamics of the learning experience. In considering the importance of teachers pedagogic and personality competence in classroom management that related to the teaching speaking in the classroom, the teachers make responsibility to improve the learners' oral production by giving good teaching technique and strategy by using good material that can explore the elements of language such as vocabularies, grammar, and pronunciations. According to Morgan (as cited in Rico 2004) an encouraging classroom climate helps student to feel confident to speak freely without being afraid of making mistakes.

Based on the preliminary observation done for this research about the process of teaching and learning speaking English at the tenth grade students of SMA N 1 Tukka academic year 2018/2019, the researcher found some interesting facts about teachers' ability in managing a classroom, such as the lack of teachers' ability to manage the speaking activities, and the interference of the students' mother tongue during speaking English. As the result, the students cannot be controlled in teaching and learning process. Finally, the aim of this research is to find out the causes of teachers' difficulties in managing a classroom in teaching speaking. The researcher interviewed and recorded the English teachers about the problem they faced. After that, the researcher analyzed the transcript of the teachers' interview.

## 2. Review of Literature

### 2.1 Teachers Competence

The teacher's competency focuses on teaching role of the teacher in the classroom rather than teachers' competencies. Competence of teacher is not only competency, but there is the competence of teachers in act in society. Boyatzis, stubbs, and Taylor (2002) competence is underlying characteristic of a person, motives, traits, abilities, aspects of image or social role, knowledge that a person is able to use. Competencies are also defined as the set of knowledge, skills, and experience necessary for future, which manifests in activities.

Teachers' competence is mentioned in Indonesian Law No. 14 Year 2005 for Teacher and Lecturer, Government Regulation Number 19 Year 2005 states that teacher understand, master, and skilled in using new source of learning and mastering the pedagogical competence, personality competence, professional competence, and social competence as a part of

teacher competence. The four competences are planned by the government as a compulsory competence which educator must possess in Indonesia. In managing a classroom, the teacher should have knowledge and skill to apply managing a classroom. Katz and Kahn (1986) managerial the teacher should have knowledge, attitude and skills required to plan, organize and mobilize various resources. The teachers also have competencies in using oral, body and professional language in their fields include voice, body language and words such as speaking, singing and sometimes tone of voice, sign language, paralanguage, touch, eye contact, or the use of writing.

### 2.2 Students Activities

Speaking is a productive skill that is used to convey meaning. Cameron (2001:40) states that speaking is the active use of language to express meaning. In the classroom both the teacher and the students wish to create the classroom becomes an enjoyable environment. The teachers consider what the way to make the students enjoy in the classroom especially in the speaking class is. One of the ways is that looking for the activity of the students; their activities in the speaking class must be developed by managing their activities. As Pollard (2008:34) argues that students need to feel that there is a reason for speaking. The activities may become a reason to the students to speak up more, such as role play, discussion, storytelling, navigation, games, simulations, information gap, and story completion.

### 2.3 Classroom Management in Speaking

The classroom management is a process of organizing and conducting the lecture of the classroom relatively free of behavior problems. Marzano (2003:8) states classroom management as confluence of teacher actions in four distinct are: first, establishing and enforcing rules and procedures, second, carrying out disciplinary actions, third, maintaining effective teachers and students relationship, fourth, and maintaining an appropriate mental set for management. Classroom management involves the establishment and maintenance of the classroom environment in order to reach the educational goals while teaching and learning. Maintaining the effective management is the ability to provide a positive, social and physical environment to the learning process. The ability of teachers to organize classroom and manage the behavior of their students is critical to achieving positive education outcomes. Oliver (2007:8) state that effective classroom management requires teachers to be adept at employing multiple strategies and to be skilled at recognizing when current strategies are ineffective and modifications are necessary. She also emphasized on the necessity of a systematic preparation and professional development for developing teachers' ability in classroom management in today's classrooms with various range of learners.

Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions. In order to attain a high quality of classroom management,

teachers must (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students' access to learning. The importance of developing favorable teacher-student relationships is also expressed by Marzano et al. (2003). Additionally, Evertson and Weinstein (2006) state that teachers should (3) encourage students' engagement in academic tasks, which can be done by using group management methods. Teachers must (4) promote the development of students' social skills and self-regulation. Marzano et al. (2003) refer to this as making students responsible for their behavior. Finally, Evertson and Weinstein (2006) state that teachers should be able to (5) use appropriate interventions to assist students with behavior problems.

Then, Hedge (2000:67) defines that teachers need to build competence and confidence in fulfilling these various roles and in service training is necessary within institution to ensure that, in any moves toward implementing communicative approach in the classroom, teachers are properly supported. Then, Hedge (2000:67) adds 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. Hence, classroom management is an ongoing interaction between teachers and their students. These definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students

It can be understood that generally the two experts have the same perceptions about classroom management. They agree that teachers have to focus on developing material, organizing, practicing, and encouraging the students in classroom management. However, they have different opinion about applying the classroom management, especially in setting up activity, organizing material resources, guiding students in group work, encouraging contribution, monitoring activities, and diagnosing the further needs of students. Since, the researcher is going to study about the problems faced by the English teachers in managing speaking activities. The researcher was analyzed the teachers' problem based on Hedge's opinion.

### 3. Methodology

This research was descriptive research. It was chosen by the researcher because the aim of descriptive research is to describe and investigate educational problems that happened in the field. Gay and Airasian (2011:395) emphasize that descriptive research is intensely to collect information of a phenomenon in order to describe existed condition in the field. Based on this theory, the researcher wanted to gain information and describe phenomenon which happened in the field. In this research, the researcher analyzed the teachers' ability in managing a classroom in speaking activities.

There were 3 English teachers who participated in this research. The instrument of this research was observation and interview. This instrument helped the researcher to analyze teachers' ability in managing a classroom. The data were collected by interviewing the teachers. After that, the data of teachers' ability in managing a classroom were recorded. Then, the researcher transcribed the collecting data to be analyzed from six indicators that are setting up activities, organizing material resources, guiding students in group work, encouraging contribution, monitoring activities, and diagnosing the further needs of students.

### 4. Finding and Discussion

In this research, the data was analyzed by the six indicators when the teachers thought students in English lesson. Every teacher has different ways in managing their classroom. Sometimes one of three meetings they have same way to manage their class. The data was taken from notes from the observation and interview in the field. The three English teachers were interviewed after the third meeting English lesson. There were six data were taken from observation checklist can be seen in below:

**Table 4.1:** The Data in Observation Checklist for Three Meetings

Indicator	Sub-indicators	T01	T02	T03	%
1.Setting-up Activities	a) Greeting	3	3	3	100%
	b) Checking the attend list	3	3	3	100%
	c) Checking students readiness	3	2	3	88,89%
	d) Conveying the scope of the material	3	2	2	77,78%
	e) Explaining what to do (activities)	3	2	2	77,78%
	f) Informing the purpose of the lesson	3	1	1	55,56%
	g) Brainstorming the students background knowledge	3	2	2	77,78%
	h) Stimulus the students with last material	3	3	2	88.89%

Based on the table, it can be analyzed in teacher 01 that in setting up activities, she was done well by the teacher 01. She can handle the students from greeting, checking attendant list and students' readiness, conveying the scope of material, informing the purpose of the lesson, brainstorming, and stimulus the students. In teacher 02 there were some activities that seldom he did in setting up such as, checking the students' readiness, conveying the scope of the material, explaining what to do, informing the purpose of the lesson, brainstorming and stimulus students. In teacher 03, she set up the students activities by greeting, checking the students' attendance list, and readiness. She also seldom did conveying the scope of the material, explaining what to do, informing the purpose of the lesson, brainstorming and stimulus the students in the classroom.

**Table 4.2:** The Data in Observation Checklist for Three Meetings

Indicator	Sub-indicators	T01	T02	T03	%
2.Organizing	a) Adjusting material with	3	3	3	100%



Material Resources	objectives learning				
	b) Associating material with relevant knowledge and technological developments	3	3	3	100 %
	c) Delivering material with appropriate learning	3	3	3	100%
	d) Presenting material systematically	3	3	3	100%
	e) Using media (picture, card, in focus, laptop, etc)	3	2	1	66,69%

It can be seen that most of the teacher applied the activities in organizing material resources. In using media, T02 used media in twice. He said that he wanted to use media (in focus and laptop) as supported in teaching and learning process, but the facility in the school did not support. Meanwhile in T03 used media once in first meeting that was a picture. The next meeting, she also admitted that her material needed the electricity in the school, but the facility was limited there.

**Table 4.3:** The Data in Observation Checklist for Three Meetings

Indicator	Sub-indicators	T01	T02	T03	%
Guiding Students in Group Work	a. Arranging and rearranging students seating (stand or sit)	3	3	3	100%
	b. Forming Group work (singles, pairs, groups, mingle, plenary)	3	3	3	100%
	c. Building the students background knowledge	3	3	3	100 %
	d. Giving explicit detailed instruction	3	3	3	100%
	e. Facilitating the students in assigning specific task/activities	3	3	3	100%
	f. Guiding the students' active contribution in discussion	3	1	1	55,59%
	g. Offering verbal presentation material in group work	3	3	3	100%
	h. Managing the time	1	1	1	33,39%

From the table above, it can be seen that most of teachers did the step in guiding students in group work. The obstacle came in guiding the students' active contribution in discussion and managing the time. In guiding the students' active contribution in discussion, T02 and T03 did it in once. It was cause that they were less aware of the importance in guiding the students' contribution in discussion such as; student's contribution in language, their feedback and etc. Meanwhile in managing the time the teachers agreed to not manage the time. Actually, they seldom limited the students time in group work. The reason was the time in English lesson was too short then other lesson.

**Table 4.4:** The Data in Observation Checklist for Three Meetings

Indicator	Sub-indicators	T01	T02	T03	%
4. Encouraging Contribution	a. Encouraging the independence of students directly	3	3	3	100%
	b. Engaging the students in activities/rehearses the students (role playing, discussion, problem solving, games etc)	3	3	3	100%

	c. Helping the students difficulties (individuals or group)	3	3	3	100%
	d. Giving some motivations to speak up	3	3	3	100%
	e. Giving positive feedback (praise, punish and reward)	3	3	3	100%

The data above can explain that in encouraging contribution, the teacher apply the activities from encouraging the independence of the students, engaging the students in activities, helping or monitoring the students difficulties and comprehending, giving some feedback and motivation to speak up in the classroom.

**Table 4.5:** The Data in Observation Checklist for Three Meetings

Indicator	Sub-indicators	T01	T02	T03	%
4. Encouraging Contribution	a. Keeping close watch over; supervise	3	2	3	88,89%
	b. Checking the students understanding	3	3	3	100%
	c. Monitoring the students' language contribution on their group discussion	3	2	2	77,79%
	d. Engaging the students while in activities	3	3	3	100%
	e. Checking the students readiness to perform their ability in front of the class	3	2	2	77,79%

In monitoring activities, there were some activities that teacher seldom did such as; keeping close watch over, monitoring the students' language contribution on their group discussion and checking the students readiness to perform their ability in front of the class. The reason T02 and T03 seldom did the activities because they did not know that keeping close watch over and monitoring the students' language one of the important aspects in managing a classroom and they seems to know less about it. Actually in observation, T03 always used Indonesian language and sometimes she switched into Batakness language. She did not ask to the students use English language in the class.

**Table 4.6:** The Data in Observation Checklist for Three Meetings

Indicator	Sub-indicators	T01	T02	T03	%
6. Diagnosing further needs of the students	a. Facilitating the students with games, pictures, or tasks.	3	3	3	100%
	b. Analyzing and evaluating the tasks	3	3	3	100%
	c. reviewing the material	3	3	2	88,89%
	d. Concluding the materials	3	3	2	88,89%
	e. Connecting the material that day to next material	3	2	2	77,79%

In diagnosing the further needs of the students' data above can be seen that teacher seldom reviewed, concluded and connected the material. In observation, the teacher was overwhelmed in managing the time. They gave all of the time to students' discussion and presentation in front of the class. So when bell was ringing, the students reacted immediately like; tidy up the table, pick up their bag and stand up

immediately. Sometimes the teachers rebuked their student and sometimes just let it go.

In managing the classroom, the teachers are demanded to be able to apply four competencies totally. Actually, every English teacher in SMA Negeri 1 Tukka has different way to manage their classroom. Generally, the teachers mostly have same way in managing classroom activities in speaking. The way the teachers manage the students speaking activities in the classroom by setting up activities, organizing material resources, guiding students in group work, encouraging contribution, monitoring students' activities, and diagnosing the further needs of the students.

Generally, the problems faced of the three English teachers in managing a classroom were students' attitude, managing of time, facilitating, and lack of teachers' knowledge in managing a classroom. The first came from the students' attitude. The students often talked another thing, making noisy, and often went out of the class. The second was in managing the time. The teachers were overwhelmed in managing the time. As well as the quality of classroom climate, one in three teachers losing at least 30% of learning time because of disruptive students' behavior or administrative task. Actually, the teachers can divide the topic material that day into two meetings. The third problems were facilitates in teaching and learning English in the classroom. Ex: there were no LCD (Liquid Cristal Display), laptop, electricity, language laboratory, and etc that school preparing. Meanwhile, in SMA Negeri 1 tukka was lack of facilities. The limited of electricity became a problem. It caused the teacher cannot use laptop or audio visual as media. There was no Language laboratory also. Due to the teachers made some innovation to look for media in teaching and learning process. The teachers used magazine, newspaper and thing surrounding the school and the other teachers utilized existing facilities around the school. The last problem was the teachers' lack of knowledge in managing the classroom activities. It was because the school did not support the teachers in attending seminars about classroom management or teachers competencies. Most of them did not realize how important it was. The teachers were suggested to learn more in deeply about how to manage the classroom and teacher's competence. Actually, in applying classroom management in the classroom, it demands the teachers' innovation as well.

## 5. Conclusion and Suggestion

### 5.1 Conclusion

It can be concluded that teachers' ability 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. The problems of the teachers in managing classroom 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 lack of knowledge about teacher competence that should be master

four competences (pedagogic, professional, personality and social)to manage the classroom. They also have common problem in setting up the activities, encouraging contribution and monitoring the activities.

The last in solving the problem, the English teacher 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 up can be improved when the teachers change their ways in setting up activities, organizing material resources, guiding students in group work, encouraging contribution, monitoring the activities, and diagnosing the further needs of the students.

### 5.2 Suggestion

This research suggested next researchers and English teachers for making better learning and teaching speaking English. It is suggested for English teachers hopefully able to understand what kind of the activities that they given to the students, and pay attention to their ways in managing a classroom especially in setting up activities, organizing material resources, guiding students in group work, encouraging contribution, monitoring activities, and diagnosing further needs of the students.

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