

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CLASSROOM MANAGEMENT IN TEACHING CONVERSATION
AT THE SEVENTH GRADERS OF THE SMPN 2 PEKALONGAN
IN THE ACADEMIC YEAR OF 2010/2011**



By :

Rika Hesti Tyas Pratiwi

Student Number : 0735677

**Tarbiyah Department
English Education Study Program**

**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1432 H / 2011 M**

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CONVERSATION AT THE SEVENTH GRADERS OF
THE SMPN 2 PEKALONGAN IN THE ACADEMIC YEAR
OF 2010/2011**

Presented as a partial of the requirements for the degree of
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In English Education Study Program

By:
RIKA HESTI TYAS PRATIWI
St. Number: 0735677

TARBIYAH DEPARTMENT
ENGLISH EDUCATION STUDY PROGRAM

Sponsor: Dr. Mahrus As'ad, M.Ag
Co-sponsor: Dedi Irwansyah, M.Hum

STATE ISLAMIC COLLAGE (STAIN) JURAI SIWO METRO
1432 H/ 2011 M

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ABSTRACT

By:

RIKA HESTI TYAS PRATIWI

Classroom management is one of the elements of teaching and learning process. Therefore, the teacher must apply the most suitable classroom management in teaching and learning process, especially in teaching conversation. In fact the teacher does not use the most suitable classroom management in teaching conversation.

The objective of this research are to know the variety of classroom management in teaching conversation, to find out the most suitable classroom management in teaching conversation, and to explain the level of students' conversation competence at the seventh graders of the SMPN 2 Pekalongan in the academic year of 2010/2011.

This research conducted at the seventh graders (VII¹) that considers of 37 students. This research is naturalistic qualitative. To get the data the writer needs some instruments, such as observation, interview, and questionnaire.

The results of data analysis are as follows: classroom management that the teacher applies in teaching conversation on the role of teachers are teacher as controller, teacher as assessor, and teacher as organizer. The category of the role of teacher at the seventh graders of the SMPN 2 Pekalongan that the teacher uses is fair. The student grouping that the teacher uses in teaching conversation at the seventh graders are pair work and individual work. The category of the students grouping at the seventh graders of the SMPN 2 Pekalongan is fair. The writer concludes that the classroom discipline at the seventh graders of the SMPN 2 Pekalongan is fair. The seating arrangement is the orderly rows. The seating arrangement at the seventh graders of the SMPN 2 Pekalongan is fair.

The most suitable classroom management in teaching conversation as follows: The most suitable of the roles of teacher in teaching conversation are the teacher take place herself as teacher as controller, teacher as participant, and teacher as organizer. The most suitable students grouping in teaching conversation is group work. The most suitable seating arrangement in teaching conversation is separate table.

The category of classroom management in teaching conversation at the seventh graders of the SMPN 2 Pekalongan is fairly good classroom management. Commonly discipline classroom, the teacher is not more than 50% use the role; the students 'conversation competence is arranged. The teacher must use the most suitable classroom management in teaching conversation so that the students will get the good result in conversation.

AN ANALYSIS OF CLASSROOM MANAGEMENT IN TEACHING CONVERSATION AT THE SEVENTH GRADERS OF THE SMPN 2 PEKALONGAN IN THE ACADEMIC YEAR OF 2010/2011

ABSTRAK

Oleh:

RIKA HESTI TYAS PRATIWI

Managemen kelas adalah salah satu bagian dari proses pembelajaran dan pengajaran. Oleh karena itu, seorang guru harus menerapkan managemen kelas yang paling sesuai dalam proses penmbelajaran dan pengajaran, khususnya dalam pembelajaran percakapan. Pada kenyataannya guru tidak menerapkan managemen kelas yang paling sesuai dalam pengajaran percakapan.

Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis managemen kelas dalam pembelajaran percakapan, untuk menemukan managemen kelas yang paling sesuai dalam pembelajaran percakapan, untuk menjelaskan tingkat kemampuan percakapan siswa kelas tujuh SMPN 2 Pekalongan tahun pelajaran 2010/2011.

Penelitian ini dilaksanakan di kelas tujuh (VII¹) yang terdiri dari 37 siswa. Jenis penelitian ini adalah kualitatif alami. Untuk mendapatkan data, penulis membutuhkan beberapa instrument, seperti pengamatan, wawancara, dan angket.

Hasil analisis data adalah sebagai berikut: pengaturan kelas yang guru terapkan dalam pembelajaran percakapan pada peran guru adalah guru sebagai pengawas, guru sebagai penafsir, dan guru sebagai pengorganisir. Kategori dari peran guru di kelas tujuh SMPN 2 Pekalongan adalah rata – rata. Pembagian tugas kelompok yang guru terapkan dalam pembelajaran percakapan adalah kerja kelompok dan tugas individu. Kategori pembagian tugas di kelas tujuh SMPN 2 Pekalongan adalah rata – rata. Penulis menyimpulkan bahwa kedisiplinan kelas tujuh SMPN 2 Pekalongan masih perlu ditingkatkan. Pengaturan tempat duduk yang digunakan adalah dengan cara berbanjar.

Peran guru yang paling sesuai dalam pengajaran percakapan adalah guru sebagai pengontrol, guru sebagi partisipan, dan guru sebagi pegelola kelas. Pembagian tugas yang paling sesuai dalam pengajaran percakapan adalah tugas berkelompok. Pengaturan tempat duduk yang paling sesuai dalam pengajaran percakapan adalah meja yang terpisah.

Pada dasarnya disiplin kelas masih perlu ditingkatkan, guru hanya menggunakan 50 % peran guru; dan kemampuan percakapan masih rata – rata. Guru harus menggunakan managemen kelas yang paling sesuai dalam pembelajaran percakapan sehingga siswa akan mendapatkan hasil belajar yang baik dalam percakapan.

The Title : AN ANALYSIS OF CLASSROOM MANAGEMENT IN
TEACHING CONVERSATION AT THE SEVENTH GRADERS
OF THE SMPN 2 PEKALONGAN IN THE ACADEMIC YEAR
OF 2010/2011

Name : RIKA HESTI TYAS PRATIWI

Student Number : 0735677

Study Program : PBI

Department : TARBIYAH

APPROVED BY:

To be examined (Munaqosayah) in Tarbiyah Department State Islamic
Collage (STAIN) Jurai Siwo Metro.

Sponsor,



Dr. Makhrus As'ad, M.Ag
NIP.19611221 199303 1 001

Co-sponsor



Dedi Irwansyah, M.Hum
NIP.19791223 200604 1 001

Dean,



Dr. M. A. H. M. Pd
NIP.19610210 199803 1 004



KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 4726 e-mail: stainjusi@stainmetro.ac.id, Website: www:satainmetro.ac.id

NOTA DINAS

Nomor :
Lampiran : 1 (Satu) Berkas
Perihal : Penelitian

Kepada Yth.

Ketua STAIN Jurai Siwo Metro

di-

Metro

Assalamu'alaikum Wr. Wb.

Setelah kami adakan pemeriksaan, bimbingan dan perbaikan seperlunya, maka skripsi yang disusun oleh:

Nama : RIKA HESTI TYAS PRATIWI
NPM : 0735677
Judul Skripsi : AN ANALYSIS OF CLASSROOM MANAGEMENT IN
TEACHING CONVERSATION AT THE SEVENTH GRADES
OF THE SMP 2 PEKALONGAN IN THE ACADEMIC YEAR
OF 2010/2011

Telah kami setuju diajukan ke STAIN Jurai Siwo Metro untuk dimunaqosahkan.
Demikianlah hal ini disampaikan, atas penerimaannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I

Dr. MAHRUS AS'AD, M.Ag
NIP. 19611221 199303 1 001

Metro, Maret 2011
Pembimbing II

DEDI IRWANSYAH, M.Hum
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 4726 e-mail: stainjusi@stainmetro.ac.id, Website: www.satainmetro.ac.id

RATIFICATION PAGE

No. Stt . 13 / 5 / 122 / 2011

The Undergraduate thesis entitle: AN ANALYSIS OF CLASSROOM MANAGEMENT IN TEACHING CONVERSATION AT THE SEVENTH GRADERS OF THE SMPN 2 PEKALONGAN IN THE ACADEMIC YEAR OF 2010/2011. Written by RIKA HESTI TYAS PRATIWI, Student Number: 0735677, English Education Study Program has been examined (Munaqosyah) in Tarbiyah Department on March 24, 2011.

BOAR OF EXAMINERS:

Chair Person : Dr. Makhrus As'ad, M.Ag

Member : Mukhtar Hadi, M.Si

Member : Dedi Irwansyah, M.Hum

Secretary : Zusy Aryanti, M.A



Principal

Dr. Syaripudin, M.Ag
NIP. 19660811 199203 1 007

THE RESEARCH ORIGINALITY

The undersigned:

Name : RIKA HESTI TYAS PRATWI

St. Number : 0735677

Study Program : PBI

State that this proposal undergraduate thesis is original except certain parts of it quoted from bibliography mentioned.

Metro, 25th March 2011

METERAI
TEMPEL
PADA NEARBY 2000
0F4EEAAF36671325
ENAL, PRAKTIK
6000 ESP



Rika Hesti Tyas Pratiwi
St. Number: 0735677

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : RIKA HESTI TYAS PRATIWI

NPM : 0735677

Prodi : PBI

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian – bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 25th March 2011



Rika Hesti Tyas Pratiwi

St. Number: 0735677

Motto

“If you don’t quit and don’t cheat,
And don’t run home when trouble come,
You can only win”

(Shelley Long)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved father Sukoco and my beloved mother Sangirah, S.Pd (I know you always there when I need you should deer to rely on thanks for your prayer, support, love, and care for me)
2. My brother Anas Nur Aditya (thank you very much for your support)
3. All of my family who always help me.
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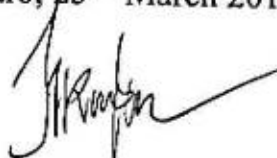
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With limitation of ability of me, still many mistakes in writing and presentation items. Therefore, I apclogize hopefully this undergraduate thesis can be benefit to all of us properly.

Metro, 25th March 2011



RIKA HESTI TYAS PRATIWI
Student Number: 0735677

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CHAPTER I

INTRODUCTION

A. Background of The Study

Education is one of the important things in this globalization era. Both individuals and countries benefit from education. For individuals, the potential benefits in general quality of life and in the economic returns of sustained, satisfying employment. Education is becoming increasingly international. Not only are the materials becoming more influenced by the rich international environment, but exchanges among students at all levels are also playing an increasingly important role.

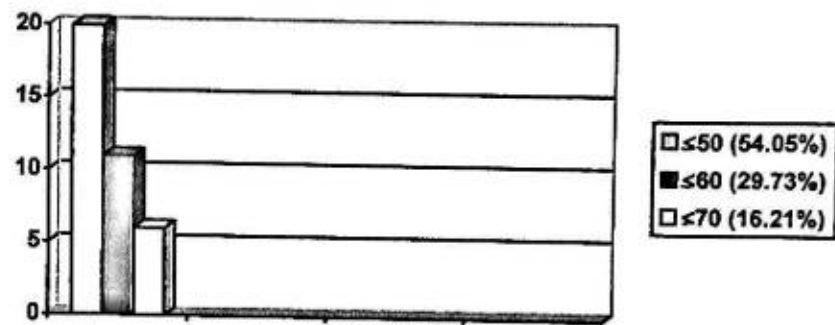
In education, there are teaching and learning processes. The processes of teaching and learning have the components, such as teacher, student, method, course material, and also classroom management.¹ Those are the important components that must be balance each other.

Besides teacher and student, classroom management is the important components in teaching and learning process to improve the instructional process. Actually, teacher use the different classroom management for the different subject. Classroom management consists of the role of teacher, student grouping, discipline class, and seating arrangement.

Based on the above description, in this case the writer found that most of teachers do not deeply understand to the goal of classroom management in creating a classroom atmosphere conducive to interacting in English meaningful ways interaction that students can make progress in English. In additionally, the writer concludes that as a professional teacher and also as a good teacher, the teacher must choose the suitable classroom management when teaching so that the result of the teaching and learning will be better. In this case, the writer wants to know the suitable classroom management for teaching, especially in teaching conversation. It is the interesting case that must be researched.

In this case, the writer tries to research and analyze about what is the most suitable classroom management in teaching conversation in the seventh grades of the SMPN Pekalongan in the academic years of 2010/2011. The writer has conducted a pre survey on December, 1st 2010 in the SMPN 2 Pekalongan asking the English teacher about the process teaching and learning and also about the classroom management which they use. Besides that, the writer asks some of the students about their oral conversation competence. The chart below is the result of the pre survey.

**The Result of Pre Survey of Conversation Competence
Of the seventh graders of the SMPN 2 Pekalongan**



The chart above represents the students' conversation competence. In the blue color describes about there are twenty students got the score about ≤ 50 (in the low category) in conversation. In the red color describes about there are ten students got the scores about ≤ 60 or about 29.73% (in the average category) in conversation. And in the yellow color describes about there are six students got the scores about ≤ 70 or about 16.21% (in the high category) in conversation. It means that 54.05% of students the SMPN 2 Pekalongan have low ability in conversation competence. And also this case is influenced by the classroom management which the teacher uses in teaching and learning process. Therefore the research on analysis of classroom management in teaching conversation in the seventh graders of the SMPN 2 Pekalongan becomes interesting.

B. Focus of The Study

To become a professional teacher and to get a good predicate in teaching, especially in teaching conversation, the teacher had to use the suitable classroom management so that the result of the study will be better and the student will be getting a good grade.

In line with the explanation above, hence the writer focuses to research: "what is the most suitable classroom management in teaching conversation at the seventh graders of the SMPN 2 Pekalongan in the academic year of 2010/2011?"

C. Objective and Benefits of The Study

1. Objective of the study

- a. To know the variety of classroom management in teaching conversation at the seventh graders of the SMPN 2 Pekalongan in the academic year of 2010/2011.
- b. To find out the most suitable classroom management in teaching conversation at the seventh graders of the SMPN 2 Pekalongan in the academic year of 2010/2011.
- c. To explain the level of students' conversation competence at the seventh graders of the SMPN 2 Pekalongan in the academic year of 2010/2011.

2. Benefit of the study

Generally, the result of this research is expected to be useful to analyze the most suitable classroom management in teaching conversation. Specifically, it is expected that the result of this research have benefit as follows:

- a. Theoretically, it is as information to the teacher when will be teaching oral conversation with the suitable classroom management at the seventh graders of the SMPN 2 Pekalongan in the academic years of 2010/1011.
- b. Practically, it can be the writer's references to know and to analyze the suitable classroom management in teaching conversation.
- c. As a references for further studies.



CHAPTER II

REVIEW OF THE LITERATURE

A. Teaching English As Foreign Language

Teaching English as Foreign Language (TEFL) is a term used to describe teaching of English to non-native speakers. There are a number of course and qualifications which are similar to TEFL and may be used to refer to the same jobs.

TEFL refers to teaching English whose first language is not English. While TEFL may be taught in an English speaking country, it is most often taught in countries where English speaking country, it is not the native language TEFL like any other teaching job is about conveying information to students in an interesting way for the English language.

In teaching foreign language, Mackey claims some very philosophical concepts of the language to consider as he mentions as follow: "Language teaching is influenced by ideas on the nature of language in general, by ideas on the particular language being thought, and by ideas on how the language is learned."¹ There are three main influences that determine the learning, namely linguistic, social and psychological influence. Each language is unique has its own system. The differences between the target language and the mother tongue may be in the realm of grammar, phonology, vocabulary,

¹ Sanggam Siahaan, *Issue in Linguistics*. Graha Ilmu, Yogyakarta, 2008, p.185

stylistics, and graphics. About social, since language is essentially social phenomenon, the social influence on language learning are numerous and interrelated in complex ways. And about psychology influence, states some of the psychological differences of learners include age, intelligence, aptitude, motivation, attitude, personality, and cognitive styles. The there influences may make the teaching of English as a second language or as a foreign language different.²

In Indonesia, English is a foreign language so that the students have no ability to understand and mastery varies of competence knowledge, attitude and skill expected indication of unsuccessfully learning process. One of the causes refer to unsuccessful the learning process is the method applied by the teacher not really interesting and supporting the students to participate in the position of “more understand” everything and consider the students “less understanding” something.

In this case, the writer also assumes that the teacher does not deeply understand to the goal of classroom management in creating a classroom atmosphere conducive to interacting in English meaningful ways interaction that students can make progress in English.

The approach to English learning in the classroom applies teachers centered classroom. It is absolutely different from western countries such as,

² Ag Bambang Setiyadi, *Teaching English as Foreign Language*, Graha Ilmu, Yogyakarta, 2006, p.23-28

Germany, Italy, French, USA, etc which applied English as second language at ability of thinking critically, using language realistically, student-centered classroom, and also emphasizing at quality of learning process. Specifically the learning in western countries does not emphasize at memorization and transferring language as it is in Indonesia. The teachers abroad believed that approach applied will change the learning atmosphere and guiding the students to think critically forward gaining new experience.

B. Classroom Management

Classroom management becomes one of the components in teaching and learning process. Classroom management includes the role of teacher, student groupings, disruptive behaviors, and class arrangement.³ The classroom management skills are important since they help to ensure the success of the teacher and the activities which are used. According to Gebhard, "the goal of classroom management is to create a classroom management conducive to interacting in English in meaningful ways."⁴

The most effective activities can be made almost useless if the teacher does not organize them properly, and disruptive behaviors can spoil the best classes if it is not checked. Teachers who do not use a variety of student

³ Richards. C, Jack Theodore. S, Rodgers. *Approach Methods in Teaching*. United Kingdom, Cambridge University Press, 1986. p.235

⁴ Gebhrad, Jerry, G., *Teaching English as a Foreign or Second Language: A Teacher Self-development and Methodology Guide*, The University of Michigan Press, Michigan, 2000, p.69

grouping (pairs and groups, etc) may be missing valuable opportunities to create a cooperative atmosphere in the class and to maximize student practice.

1. Definition of Classroom Management

Terminologically, classroom is a room in which teaching or learning activities can take place.⁵ Classroom is room in a school in which a class of students is taught.⁶ Based on the above explanation, the writer concludes that classroom is a room in which a class of students teaching and learning activities can take place.

Terry said that, "management is a distinct process consisting of planning, organizing, actuating, and controlling performed to determine and accomplish stated objectives by the use of human being and other."⁷ According to Andrew F. Sikula, management in general refers to planning, organizing, controlling, staffing, leading, motivating, communicating, and decision making activities performed by any organization in order to coordinate the varied resources of the enterprise so as to bring an efficient creation of some product and service.⁸ Based on the above explanation, the writer concludes that management is a process consisting of planning, organizing, controlling, leading, motivating, communicating, actuating, and

⁵ <http://www.en.wikipedia.org/wiki/classroom>. (November, 4th 2010)

⁶ Martin H. Manser, *Oxford Learners' Pocket Dictionary*. Oxford University Press, New York, 2004, p. 70

⁷ Gorge R. Terry. *Prinsip-Prinsip Manajemen*, PT. Bumi Aksara, Jakarta, 2003, p.9

⁸ T.Hani Handoko. *Manajemen*, BPFE, Yogyakarta, 1998, p.8

communicating to determine and accomplish and also to coordinate the varied resources of enterprise so as to bring an efficient creation of some or service.

In line with terminologically explanation, classroom management can be understood the method of the teachers organize what the classroom, in this case the teacher has the authority to influence the kind of interaction that happens in the class, and this interaction is created from a combination factors.⁹ Classroom management is closely linked to issue of motivation, discipline, and respect.

Based on the explanation above, the writer concludes that classroom management is a term used by the teacher that closely linked to issue of motivation, discipline class, and respect to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students.

A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year.

According to Rodriguez, typical classroom management topics are listed in faculty handbooks to reflect pragmatic concerns such as policies on classroom breaks, absences and drops, disruptive and dangerous students,

⁹ Gebhrad, Jerry, G., *Loc.cit.* p.69

emergency procedures including weapons and drugs in the classroom, location of phones, etc. Keeping essential record is a component of it and is addressed in the previous read section.¹⁰

There are many review of the literature explain that the efficiency classroom management and student active in teaching and learning process are the most important thing in teaching and learning process. Gebhard said that, "to manage and promote interactive classroom, we also need to know how to arrange a variety of classroom activities".¹¹ Classroom management includes planning activities that do in the classroom. The aim of the planning activities is to create an interactive classroom, so that there are interaction and communication between teacher and student directly.¹²

2. The Elements of Classroom management

There are many elements of classroom management, such as: the role of teacher, student groupings, classroom discipline, and seating arrangement.

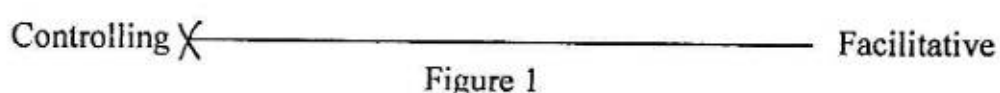
¹⁰ [http://www.Element of classroom Management.org/wiki/classroom management](http://www.ElementofclassroomManagement.org/wiki/classroom%20management). (November 7th 2010)

¹¹ Gebhrad, Jerry, G., *Op.Cit*, p.75

¹² Dedi Irwansyah, *Studi Terhadap Menejemen Kelas Dalam Penerapan Model Peer Teaching di Program Studi Tadris Bahasa Inggris STAIN Jurai Siwo Metro Tahun Akademik 2009/2010 (Laporan Penelitian)*, STAIN Jurai Siwo Metro, 2010, p.6

a. The Role of Teacher

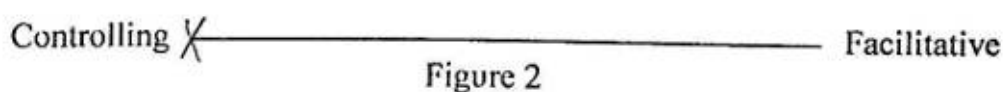
The role of teacher is the most important role that used by the teacher in the teaching and learning process. The term imply that machines, books, school walls, or other people come between the teacher behaves in these different kinds of actives will change according to the nature of the activities.¹³ Perhaps the most important distinction to be drawn here is between the roles of controller and facilitator since these two concepts represent opposite end of a cline of control and freedom.



It will indicate where the different roles about the cline can be placed. It will examine the roles of controller, assessor, organizer, prompter, participant, resource, tutor, and investigator.¹⁴

1) The Teacher as Controller

The teacher as controller is in complete charge of the class. Teacher control not only what the students do, but also when they speak and what language the use. On our diagram this role is placed at the extreme end of the cline:



¹³Richards. C, Jack Theodore. S, Rodgers, *Loc.cit* p. 235

¹⁴ Richards. C, Jack Theodore. S, Rodgers, *Loc.cit* p.236

Certain stage of a lesson lends them to this role very well. The teacher as controller is closely allied to the image that teachers project of themselves.

2) The Teacher as Assessor

Certainly a major part of the teacher's job is to assess the students' work, to see how well they are performing or how well they performed. Not only is this important pedagogically but the students quite naturally expect it, even after communicative activities. It can represent these two kinds of correction in the following way on the cline:

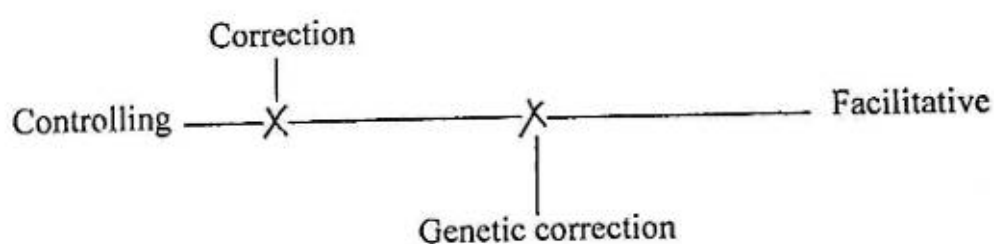
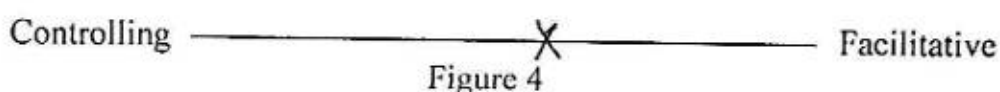


Figure 3

During an accurate reproduction stage, where the teacher is totally in control, student error and mistake will be corrected almost instantly. Gentle correction involves showing students that a mistake has been made but not making a big fuss about it.

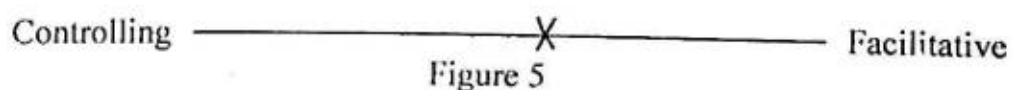
3) The Teacher as Organizer

Perhaps the most important and difficult role the teacher has to play is that of organizer. The main aim of the teacher when organizing an activity is to tell the students what they are going to talk about (or write or read about), give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over. The teacher's role as organizer goes on the cline in the following way:



4) The Teacher as Prompter

Often the teacher needs to encourage students to participate or need to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about what to do next. This is one of the teacher's important roles, the role of prompter. The role of prompter has to be performed with discretion for if teachers are too aggressive they start to take over from the students, whereas the idea is that they should be helping them only when it is necessary. The teacher's role as prompter goes on the cline in the following way:



5) The Teacher as Participant

There is no reason why the teacher should not participate as an equal in an activity especially where activities like simulation are taking place. Clearly on a lot of occasions it will be difficult for us to do so as equals since not only will it probably improve the atmosphere in the class, but it will also give the students a chance to practice English with also give someone who speaks it better than they do. The teacher's role as participant goes on the cline in the following way:

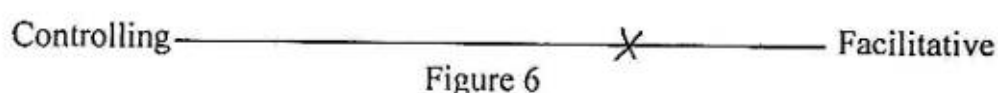


Figure 6

6) The Teacher as a Resource

We have stressed in importance of teacher non-intervention where a genuinely communicative activity is taking place in the classroom and this means that the teacher is left, to some extent, with nothing to do. There are still two very important roles, however. One is to be aware of what is going on as an assessor although discreetly and the other is to be a kind of walking resource center. In other words the teacher should always be ready to offer help if it is needed. We can see, therefore, that when the teacher is acting as a resource we are at the facilitative end of the cline:

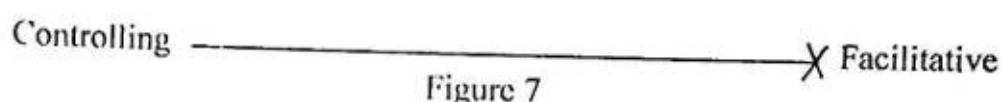


Figure 7

7) The Teacher as Tutor

The teacher as tutor in the sense of someone who acts as a coach and as a resource where students are involved in their own work, and call upon the teacher mainly for advice and guidance. This is the role the teacher adopts where students are involved in self-study or where they are doing project work of their own choosing. It is nevertheless, a facilitative role and therefore occurs to the right on the diagram:

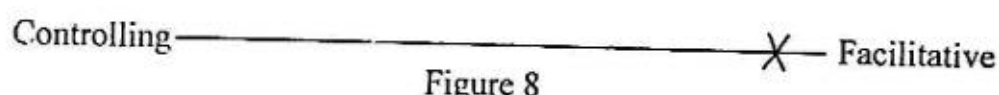


Figure 8

8) The Teacher as Investigator

All the roles that have mentioned so far have had to do with the teacher's behavior as it relate to the students. But teacher themselves will want to develop their own skill and they will hope for a gradually deepening insight into the best ways to foster language learning. These will certainly help teachers to come across new idea and keep abreast of what is happening. The best way to do this is by investigating what is going on, observing what works well in class and what does not,

trying out new techniques and activities and evaluating their appropriacy

Brown explain that the teacher have to play many roles, such as think of the possibilities authority figure, leader, knower, director, manager, counselor, guide, and even such as a friend, confidante, and parent.¹⁵ All of them depend on the country where the teacher are teaching, on the institution in which the teacher are teaching, on the type of course, and on the make up of the students.

b. Student Groupings

Student groupings consider lockstep, pair work, group work, and individual study.¹⁶

1) Lockstep

Lockstep is the class grouping where all the students are working with the teacher, where all the students are 'locked into' the same rhythm and place, the same activity. Lockstep has certain advantages. It usually means that all the class is concentrating, and the teacher can usually be sure that everyone can hear what is being said. Lockstep always goes at the wrong speed. Either the teacher is too slow for the good students or the lesson is too fast for the weak students. Shy and

¹⁵ H. Douglas Brown, *Op.cit*, p.200

¹⁶ Richards. C, Jack Theodore. S, Rodgers, *Loc.cit*, p.243

nervous students also find lockstep work extremely bad for the nerves since they identify be exposed in front of the whole class.

2) Pair Work

Pair work seems to be a good because it immediately increases the amount of student practice. Certain problems occur with pair work, however, incorrectness is a worry, but as we have repeatedly said accuracy is also vitally important, though to remember that the type of pair work the teacher will organize depend on the type of activity the class is working with.

3) Group Work

Group work seems to be extremely attractive idea for a number of reasons. In some ways group work to react with and organist in a group and therefore there is a greater possibility of discussion. Some teacher use what is called sociogram when select of group members. This is where weak and strong students are mixed together. This is often good thing for the weak student and probably does not hinder the stronger students from getting the maximum benefit from the activity.

4) Individual Study

Individual study is a good idea precisely because students can relax from outside pressure and because they can rely on themselves rather than other people individual study is also frequently quite.

Students can also make their own decision about what group to join, or students can be grouped according to different physical characteristics, such as hair length, age, height, and so on.¹⁷

c. Classroom Discipline

Classroom discipline and management causes the most fear and consternation in new teachers. These tips can help the teacher cut down on discipline problems and leave you with fewer interruptions and disruptions.

- 1) It's easier to get easier
- 2) Fairness is key
- 3) Deal with disruption with as little interruption as possible
- 4) Avoid confrontations in front of students
- 5) Stop disruptions with a little humor
- 6) Keep high expectations in your class
- 7) Over plan
- 8) Be consistent
- 9) Make rules understandable
- 10) Start fresh everyday¹⁸

According to Brown, "In resolving disciplinary problems, try to find the source of the problem rather than treating symptoms, for example, if a

¹⁷ Gebhrad, Jerry, G., *Op.cit.* p.76

¹⁸ <http://712educator.about.com/od//tp/disciplinetips.htm>, (4th November 2010)

student is not paying attention in class, it could be because of a lack of sleep caused by trying to work a late night shift, in which case you could suggest a different shift or a different time bracket for the English class.”¹⁹

d. Seating Arrangement

Seating arrangement is the design of chairs and tables depend on the lesson take place. Clearly, there are a number of different approaches in the different arrangement of chairs and tables.²⁰ According to Jeremy Harmer, “there are many seating arrangement that can be apply in the classroom such as, orderly rows, circles, horseshoes, and separate tables.”²¹

1) Orderly Rows

There are obvious advantages when the students sit in rows in the classroom, the teacher has a clear view of all the students and the students can all see the teacher in whose direction they are facing. Orderly rows imply teachers working with the whole class. When teachers are working with the whole class sitting in orderly rows, it is vitally important to make sure that they remain in contact with the students and that they keep everyone involved.

¹⁹ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, Longman, San Francisco State University, p. 199

²⁰ Jeremy Harmer, *How to Teach English*, Addison Wesley Longman, England.2001, p.19

²¹ *Ibid*, p.19

2) Circles and Horseshoe

- In a horseshoe, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector and/or tape recorder are situated. In a circle, the teacher's position-where the board is situated-is less dominating.

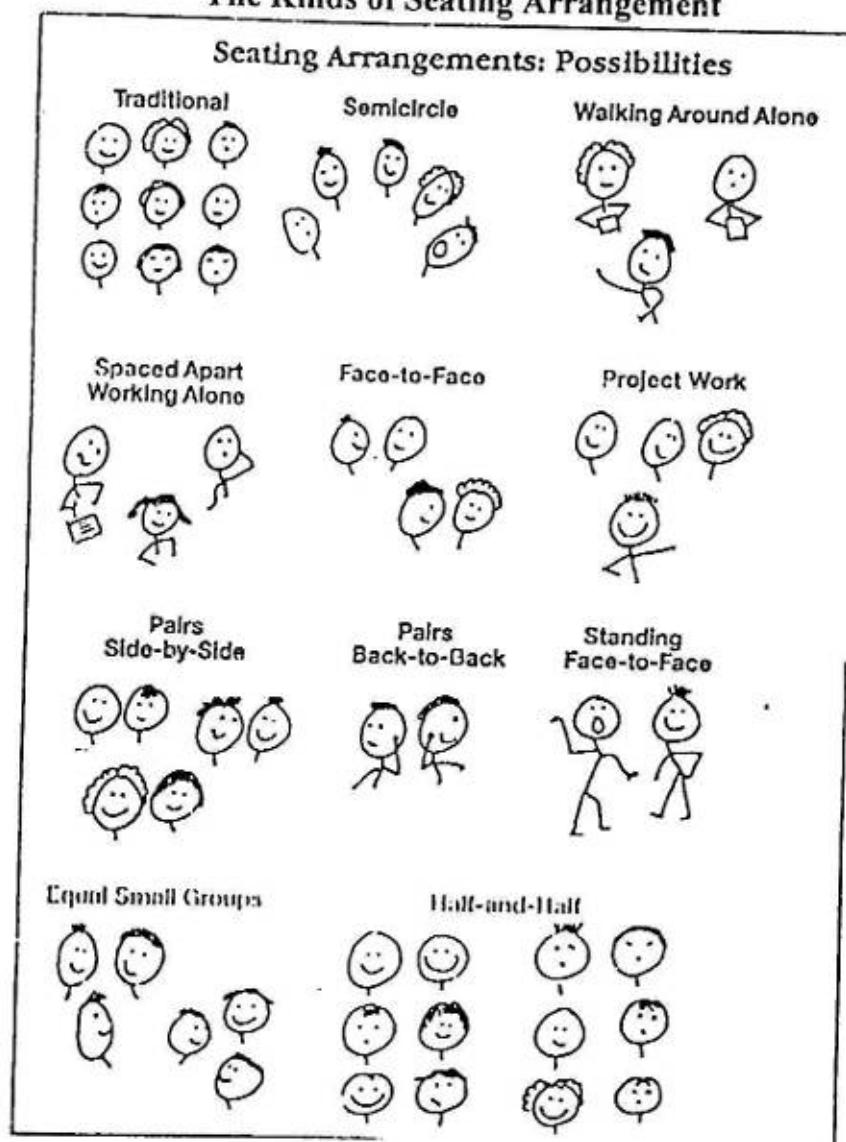
3) Separate Table

When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than in other arrangement separate table much easier for the teacher to work. It feels less like teacher and students and more like responsible adults getting on with the business of learning.

According to Gebhard, the possibilities of seating arrangement as follow²²:

²² Gebhard, Jerry, G., *Op.cit.* p.76

Figure 2.1
The Kinds of Seating Arrangement



C. Teaching Conversation

Terminologically, teaching Conversation is 'two-way' speech: a division, in other words, between speech with a high degree of reciprocity and speech with a low one.²³ Ordinary, conversation is the most basic form of talk

²³ Guy Cook, *Discourse*. Oxford University Press, 1989. p.116

and the main way in which people come together, exchange information, and maintain social relations.²⁴

According to Burns and Joyce, conversation are generally divided up into three main stages, these are typically:

1. *Opening stages*: Beginnings (e.g. solutions and greeting such as 'Hello, how are you?'). Initiating exchanges that establish social relations (e.g. formulate expressions such as 'How're things?' 'What've been up to since last saw you?')
2. *Middle stages*: Development of a range of topics using conversational strategies for turn taking, turn allocation, and keeping a turn, adjacency pairs, preferred and dispreferred responses, clarification, correcting what was said, etc.
3. *Closing stages*: Pre closing exchanges signaling the ending of the conversation (e.g. discourse markers and formulaic expressions such as 'Anyway, Well, I'd better be off'. 'Thanks for calling', falling intonation) Closing (e.g. formulaic expressions as Bye, 'see you').²⁵

Teaching oral conversation is notoriously difficult and can seem almost a contradiction in terms. The characteristic features of conversation include greater spontaneity and freedom, and a greater equality among

²⁴ Brian Paltridge, *Making Sense of Discourse Analysis*. University of South Australia, Brisbane.2000.p.81

²⁵ *Ibid.* p.83

participants than in other discourse types.²⁶ All these feature are at odds with the nature of the classroom, where language is directed towards a specific purpose, and where one person (the teacher) is traditionally in charge of the others (the students).

According to Richards, "two major approaches characterize "current" teaching of conversation, an indirect approach in which learners are more or less set loose to engage in interaction, and a direct approach that "involves planning a conversation program around the specific micro skills, strategies, and processes that are involved in fluent conversation".²⁷

The indirect approach implies that one does not actually *teach* conversation, but rather that students acquire conversational competence, peripherally, by engaging in meaningful task. A direct approach explicitly calls students' attention to conversation rules, convention, and strategies. Richards (p.79) was somewhat critical of task-based instruction, which he called an indirect approach, because in task, "focus is on using language to complete a task, rather than on practicing language."

Richards (1990:79-80) offered the following list of features of conversation that can receive specific focus in classroom instruction:

²⁶ Guy Cook, *Op.cit*, p.116

²⁷ H. Douglas Brown. *Op.cit*. p.276

1. How to use conversation for both transactional and interactional purposes
2. How to produce both short and long turns conversation
3. Strategies for managing turn-taking in conversation, including taking a turn, holding a turn, and relinquishing a turn
4. How to initiate and respond to talk on a broad range of topics, and how to develop and maintain talk on these topics
5. How to use conversation in different social settings and for different kinds of social encounters, such as on the telephone and in informal and formal social gatherings.²⁸

More than any other discourse type, conversation raises the vexed issue of the need and justification for effecting cultural as well as linguistic change in student behavior. Whatever the universality of the principles of cooperation and politeness, it is clear that the realization of the politeness principle in communication varies greatly from culture to culture.²⁹ Particularly in interaction whose prime motive is establishing and maintaining social relationship.

²⁸ *Ibid.*, p.277

²⁹ Guy Cook, *Op.cit.*, p.123



CHAPTER III

RESEARCH METHODOLOGY

A. Background Descriptive and Role of The Research

There are many researches method that can be applied in researching in to classroom management. Actually, all of the variety of methods is descriptive, either quantitative or qualitative. It depends on the purpose of the research.

This research is to analyze the classroom management in teaching conversation. The writer wants to analyze which one the most suitable classroom management for teaching conversation. It is surely more suitable using qualitative. Based on this explanation, the writer decides using qualitative research to analyze the classroom management in teaching oral conversation in the SMP 2 Pekalongan, East Lampung.

This research is qualitative in nature. Qualitative research is the research procedure that produces the descriptive data as written or spoken word from human and their behavior which can observe so that the purpose of this research understands each individual and the nature of background.¹ Qualitative research is the research that use a nature background, to understand the happened phenomenon and done by used some methods. Qualitative research is fundamentally interpretive. It means that the research make as interpretation of the

¹ Ag Bambang Setiadi, *Metode Penelitian: Untuk Pengajaran Bahasa Asing*, Graha Ilmu, Yogyakarta, 2006, p.219

phenomenon that happened and done by used some methods. This include developing a description of an individual or sating, analyzing the data for themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally and theoretically, stating the lesson learned, and offering further questions to be asked (Walcott, 2001).² Qualitative research focuses on the process that is occurring as we'll as the product or outcome.³

The type of this research is a descriptive qualitative. Terminologically, descriptive means statement of what somebody / something is like and saying what somebody/something is like.⁴ Qualitative means concerned with quality. Whereas qualitative concerned with how good something is rather than how much of it there is.

In line with the terminologically explanation, descriptive qualitative research means "narrating interpreting data related to the fact, variables, and phenomena that occur during the research conducted, then reporting based on the real. Something can be observed both attitudes and ways of thinking now days." The characteristic of qualitative research is richer the description about the research.⁵

² John W. Creswell, *Research Design-Qualitative, Quantitative, and Mixed Methods Approach*, USA, University of Nebraska, 2003, p.183

³ *Ibid*, p.199

⁴ Martin H.Manser, *Oxford Learner's Pocket Dictionary*.New Edition, New York, Oxford University Press. Third Edition, 2004. p.117

⁵ Ag Bambang Setiadi, *Op.cit*, p.221

According to the main topic of the research toward classroom management, it can be classified into two kinds, such as the role of teacher and the role of students.

Based on the explanation on the main topic of the research toward classroom management, the writer uses classroom as the instrument of the research. It is chosen cues to the research involving the fact. It is focus to the effort of getting the problem solution and a condition in real. The nature of this research is used to analyze the classroom management in teaching conversation in the seventh grades of the SMPN 2 Pekalongan. It is a nature research to find a suitable classroom management that used in teaching conversation. Additionally, it also enable conducted to understand and explaining the phenomena of something.

Based on the explanation above, it can be understood that truth research is supposed to discuss the new problem in order to become a new problem in order to become a new knowledge and a new theory based on phenomena related with the problem. The researcher is as participant observer.

B. Research Instruments Technique

In conducting the research, the writer chooses some students of the SMPN 2 Pekalongan at the seventh grades in the academic year of 2010/2011 as the participants to know the students oral conversation competence. Beside that the

writer also does the interview to the teacher to get the data related about classroom management.

To get the data the writer needs some instruments. Therefore, the writer offers instruments in collecting the data are as follow:

1. Observation

The purpose of observation in this research is to describe about situations, events, individual, and the relationship between situations, events, and individual while the teacher are teaching conversation. So that the reader will understand clearly what have happen and how the process of the events. A discussion about participants and site might include four aspects identify by Miles and Huberman (1994), "the *setting* (where the research will take place), the *actors* (who will the observed), the *events* (what the actors will be observed doing), and the *process* (the evolving nature of events undertaken by the actors within the setting).⁶

2. Interview

Interview is a purposeful dialogue. In interview, the researcher conducts face-to-face interviews with the English teacher. The writer asked about the variety of classroom management that the teacher applied in teaching conversation. These interviews involve unstructured and generally

⁶ John. W. Creswell, *Op.cit*, p.185

open-ended questions that are few in number and intended to elicit view and opinions from the participants.⁷

3. Questioner

Questioner is a list of questions for the respondents to get the fact and the data.⁸ The writer uses questionnaire to take the data from the students. The advantage of questioner method is the respondents can more unhamper when answered the question, so that the data is more accurate.⁹

C. Research Procedure

In this case the writer will apply case study because the writer wonder what is the most suitable classroom management in teaching conversation in the seventh grades of the SMPN 2 Pekalongan. In this research explores in depth a program, an even, an activity, and a process. Case study is comprehensive explanation about many aspects of individual, society, community, a program, or a social situation. This research considered as research methodology to describe a phenomena totally.¹⁰

⁷ John. W. Creswell, *Op.cit*, p.188

⁸ W. Gulo, *Metodologi Penelitian*, Gramedia, Jakarta, 2003, p.122

⁹ Ibid, p.122

¹⁰ Ag. Bambang Setiyadi, *Op Cit*, p.287

In line with the those explanation its can be inferred that using various data to gain the data based on different sources, making the aspect of validity and reliability of the research is more describing the reality of daily live.

Based on the explanation above, the writer should apply procedures in gaining the result of the research concerned with the classroom management in teaching oral conversation. In addition, the writer adopts the procedures as follows (Soy, 1998, and Tellis, 1997a and 1997b):

a. Determining focus to the research and formulating the questions

The questions focus to the data collected the research. The question related about classroom management in teaching oral conversation. The question can be library research and the real condition.

b. Determining the case, collecting and analyzing the data.

After giving the question the research determining the case will be research.

c. Supplying collection data instrument.

In planning the data will be collected and documented the researcher arranges the schedules, collecting the data, formulating and documenting the data, determining instrument used in collecting data.

d. Evaluating and analyzing the data.

Before analyzing and interoperating the data, the research evaluates the data to make sure the data is complete.

e. Making report

The report of the research makes the data more simply. The report can be summary and formal.¹¹

D. Analysis Procedure

According to the procedure in gaining the result of the research classroom management in teaching oral conversation, the writer applies two steps of analysis, they are:

1. The Criteria of Assessment

The assessment should obey the principal of validity and reliability. The validity of assessment based on the content validity. It means that the assessment of classroom management in teaching oral conversation with the content and read¹².

Table 1.1
The Criteria of Assessment

Aspect of Assessment	Criteria of Assessment
A. The role of the teacher 1. the teacher as controller 2. the teacher as assessor 3. the teacher as organizer 4. the teacher as prompter	 High, fair, low

¹¹ *Ibid*, p.291

¹² John. W. Creswell, *Research Design-Qualitative, Quantitative, and Mixed Methods Approach*, USA, University of Nebraska, 2003, p.67

5. the teacher as participant 6. the teacher as resource 7. the teacher as tutor 8. the teacher as investigator	
B. Students Grouping 1. Lockstep 2. Pair work 3. Group work	} High, fair, low
C. Classroom discipline	Bad, fairly good, good, very good
D. The students' oral conversation competence	Bad, fairly good, good, very good

2. The standard of Assessment

Based on the table above, the classroom management in teaching oral conversation can be “conversed” into variety score. In this research the writer uses pyramid principle. It means the well classroom management in teaching oral conversation the smaller gap of the score. The method of assessment based on the table below.¹³

Table 2.1
The Method of Assessment

Category	Score	Indicator
Very good classroom management	86-90 (A)	Very discipline classroom, the teacher absolutely use the right

¹³ *Ibid*, p.69

		role; the students' oral competence is very good.
Good classroom management	76-85 (B)	Discipline classroom, the teacher is not more than 75% use the right role; the students' competence is good enough.
Fairly good classroom management	61-75 (C)	Commonly discipline classroom, the teacher is not more than 50% use the role; the students' competence is arranged.
Bad classroom management	46-60 (D)	Noisy classroom, the teacher is not more 25% use the right role; the students' oral conversation competence is bad.



CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

The SMPN 2 Pekalongan was established in 1995. The school location is on Swadaya 32 Gondang Rejo Street, Pekalongan district, East Lampung, at the land in 20.000 m² wide. The school got the operation licenses from the Education Department.

The SMPN 2 Pekalongan have guided by three principles. On 1995 until 2006, Drs. Suyoto has guided as the principle. After that, On 2006 until 2011, Drs. H Khasbullah, M.M has guided as the principle. And now, the principle of the SMPN 2 Pekalongan is Drs. Sunardi, M.Pd.

The vision and mission of The SMPN 2 Pekalongan are stated as follow:

The vision: "To be an education institute that has IPTEK insight and the nation, region, and global quality."

The Mission is the first is to increase the organization quality and the school management in growing the excellence spirit. The second is to increase the quality of teaching learning activity and to reach the students competence that has the national standard. And the third is to increase the human source quality and the student guided quality in realizing IMTAQ and autonomy attitude. All of the vision and mission have the purpose, to increase the developing of the school.

The orientation of the SMPN 2 Pekalongan is the official management. The school consists of twelve classes, teacher room, official employee room, computer room, library, laboratory, masque, canteen, toilet, and parking area. The school has 38 teachers and 5 official employees.

The principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of the SMPN 2 Pekalongan is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum. Each of the head vice has the duties.

The status of school committee in organization structure as line of coordination toward the principal, but the status of official employee, the head vice of student, the head vice of general, the head vice of curriculum, canceling guided, guardians, teachers, and students as line of command. The principal official employee has same status with the vice principal. The vice principal is devoted into four sectors. They are vice of principal of student, the head vice of general, and the head vice of curriculum. They have status line of command toward coordination canceling guided, and teacher. The status of students in organizing structure is lowest.

B. Description of Research Variable

The objectives of this research are to know the variety of classroom management in teaching conversation, to find out the most suitable classroom

management in teaching conversation, and to explain the level of students' conversation competence at the seventh graders of the SMP 2 Pekalongan in the academic year of 2010/2011. After describing the data of research, it will be discussed on basis the elements of classroom management, such as: the role of teacher, student groupings, discipline class, and seating arrangement.

Based on description of the data research above, in this part the writer tries to discuss the varies of classroom management in teaching conversation, then showing the percentage and frequency of the teacher does not use the most suitable classroom management in teaching conversation. This part will be completed by the score of the students' conversation competence based on the criteria and the method of assessment of teaching conversation.

On January 6th – 31st, 2011, the writer has conducted the research. In the first research day, the teacher invited the writer to the class and took part in teaching and learning process. In this case the writer is an observer participant.

Based on the research, the writer chooses the seventh graders classroom as the objective of the research, especially at class VII¹. The description of classroom management at the seventh graders of the SMPN 2 Pekalongan as follows, the wide of classroom is about 7 x 9 m². The color of wall is green. The paint of door and window is light green. There are eighteen windows, eight windows in the right side and ten windows in the left side. The floor is made by ceramic. There are nineteen desks for students and a desk for teacher. Every a row consists of 4-5 desks. The distance between one desks and the other are about 50 cm. The students

whose have small body sit in the firs row. The first and second rows are for girl students and the third and fourth rows are for boy students. Besides the desks, there are also whiteboard, attendant list board, the schedule of subjects, and the role of classroom:

Figure 4.1



The Roles of Classroom at the seventh graders of the SMPN 2 Pekalongan

The figure above shows the roles of classroom, such as 7 K: Keamanan (safety), Kebersihan (cleanliness), Ketertiban (regularition), Keindahan (aesthetic), Kekeluargaan (relatives), Kesehatan (healthiness), Kerindangan (leafy). At the fact, although the seventh graders have the roles of classroom, the classroom discipline is still low. There are many students who do not obey the regulation of classroom and also the regulation of school. If the teacher is someone who does not charismatic, the classroom discipline will be difficult to huddle. It causes the atmosphere of the classroom is not conducive for teaching and learning process.

In teaching conversation, the teacher still uses a simple method. Teacher takes place herself as an author. Teacher gives some questions and students

answer those questions. The students' score of conversation competence are still low. There are about 54.05% students got the score ≤ 50 (in the low category) in conversation. There are about 29.73% students got the scores about ≤ 60 or (in the average category) in conversation. There are about 16.21% students got the scores about ≤ 70 (in the high category) in conversation. It means that 54.05% of students the SMPN 2 Pekalongan have the low ability in conversation competence.

C. Analysis of Research Variable

1. Interpretation

In this part the writer wants to show the table of frequency of classroom management at the seventh graders of the SMPN 2 Pekalongan.

a. The Role of Teacher

The role of teacher is the most important role that used by the teacher in the teaching and learning process. There are eight kinds the roles of teacher such as: teacher as controller, teacher as assessor, teacher as organizer, teacher as Prompter, teacher as participant, teacher as resource, teacher as tutor, and teacher as investigator.¹

¹ Richards. C, Jack Theodore. S, Rodgers. *Approach Methods in Teaching*. United Kingdom, Cambridge University Press, 1986. p.235

Table 4.1
The Frequency of the Role of Teacher at the Seventh Graders of
The SMPN 2 Pekalongan

Classroom Management	TC	TA	TO	TP	TPp	TP	TT	TI	Total
The role of teacher	√	√	√	-	-	-	-	-	3

Explanation:

TC: Teacher as controller

TPp: Teacher as participant

TA: Teacher as assessor

TR : Teacher as resource

TO: Teacher as organizer

TT : Teacher as tutor

TP: Teacher as Prompter

TI : Teacher as investigator

Base on the table above, the writer finds that the teacher does not use the most suitable in teaching conversation. In this case, for the role of teacher in teaching conversation, the teacher takes place herself as the teacher as controller, assessor, and organizer.

In the other hand, the most suitable of the role of teacher in teaching conversation are the teacher takes place herself as the teacher as controller, participant, and resource. The first is teacher as controller where the teacher controls not only what the students do, but also when they speak and what language the use. The second is teacher as participant where clearly on a lot of occasions it will be difficult for us to do so as equals since not only will it

probably improve the atmosphere in the class, but it will also give the students a chance to practice English with also give someone who speaks it better than they do. And the third teacher as resource where the teachers have stressed in importance of teacher non-intervention where a genuinely communicative activity is taking place in the classroom and this means that the teacher is left, to some extent, with nothing to do. If the teacher uses all of the roles, the students' conversation competence will be better. In line, the writer concludes that the category of the role of teacher at the seventh graders of the SMPN 2 Pekalongan that the teacher uses is common.

b. Students Grouping

Student groupings consider lockstep, pair work, group work, and individual study.²

Table 4.2
The Frequency of Students Grouping At the Seventh Graders of
The SMPN 2 Pekalongan

Classroom Management	Lockstep	Pair work	Group Work	Individual work	Total
Student grouping	-	√	-	√	2

Base on the table above, the student grouping that the teacher uses in teaching conversation at the seventh graders are pair work and individual work. The type of pair work are the teacher will organize depend on the type

² Richards. C, Jack Theodore. S, Rodgers, *Loc.cit*, p.243

of activity the class is working with. In the other hand, in individual work students can also make their own decision about what group to join. The teacher never uses lockstep.

Figure 4.2



The Student Grouping at the seventh graders
of the SMPN 2 Pekalongan

The figure 4.2 describes about the students grouping that applied by the teacher in teaching conversation. In student grouping, the teacher makes the students' grouping according to their abilities. It means that the students whose has the weak ability will be grouped with the students whose has the strong ability in conversation. But in fact, if the teacher uses this method to make the students' group it does not suitable for students. The students prefer grouped according their hobby or random to group by their abilities or perhaps the teacher uses group work where the teacher manages weak and strong students is mixed together. And the teacher must not use the individual work, because the students will be passive and there is not feedback interaction between each student. In line the writer concludes that the category of the students grouping at the seventh graders of the SMPN 2 Pekalongan is common

c. Classroom Discipline

The classroom discipline in the class is good enough. The process of teaching and learning is more conducive. Teacher uses the classroom organization like the leader of class who has the task to control the atmosphere of the classroom. There are the roles of classroom, as 7 K: Keamanan (safety), Kebersihan (cleanliness), Ketertiban (regularity), Keindahan (aesthetic), Kekeluargaan (relatives), Kesehatan (healthiness), Kerindangan (leafy). Besides that all of the students in this class have the high enthusiastic while the teaching and learning process, especially in teaching conversation. So that the classroom discipline in this class can handled by the teacher while the teaching and learning process. In line the writer concludes that the classroom discipline at the seventh graders of the SMPN 2 Pekalongan is clear.

d. Seating Arrangement

According to Jeremy Harmer, "there are many seating arrangement that can be apply in the classroom such as, orderly rows, circles, horseshoes, and separate tables."³

³ *Ibid*, p.19

Table 4.3
The Frequency of Seating Arrangement at the Seventh Graders of
The SMPN 2 Pekalongan

Classroom Management	Orderly Rows	Circles and Horseshoe	Separate Table	Total
Seating Arrangement	√	-	-	1

Based on the table above, the seating arrangement in the seventh graders of the SMPN 2 Pekalongan is the orderly rows. It means that when teacher is working with the whole class sitting in orderly rows, it is vitally important to make sure that they remain in contact with the students and that they keep everyone involved. The teacher does not set the desks into circles/horseshoe and separate table for the seating arrangement.

Figure 4.3



Seating arrangement at the seventh graders
of the SMPN 2 Pekalongan

The figure 4.3 describes about the seating arrangement that the teacher applied in teaching conversation. The seating arrangement of the seventh graders of the SMPN 2 Pekalongan is orderly rows. In fact, the most suitable

seating arrangement in teaching conversation is separate table. When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than in other arrangement separate table much easier for the teacher to work. It feels less like teacher and students and more like responsible adults getting on with the business of learning.

Figure 4.4



The separated table

The figure 4.4 describes about the separated table. It is the most suitable seating arrangement in teaching conversation. In line the writer concludes that the seating arrangement at the seventh graders of the SMPN 2 Pekalongan is common.

Based on the survey toward the classroom management in teaching conversation at the seventh graders in the SMPN 2 Pekalongan, the writer got the data that the most suitable classroom management in teaching conversation as follows:

The most suitable of the roles of teacher in teaching conversation are the teacher take place herself as teacher as controller, teacher as participant, and teacher as organizer.

The most suitable students grouping in teaching conversation is group work. This is where weak and strong students are mixed together.

The most suitable classroom discipline in teaching conversation is as follows. There are tips can help the teacher cut down on discipline problems and leave you with fewer interruptions and disruptions.

- 1) It's easier to get easier
- 2) Fairness is key
- 3) Deal with disruption with as little interruption as possible
- 4) Avoid confrontations in front of students
- 5) Stop disruptions with a little humor
- 6) Keep high expectations in your class
- 7) Over plan
- 8) Be consistent
- 9) Make rules understandable
- 10) Start fresh everyday

And the most suitable seating arrangement in teaching conversation is separate table. When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than in other arrangement separate table much easier for the teacher to work.

Based on the explanation above, the writer concludes that the teacher does not use the most suitable classroom management in teaching conversation. The category of classroom management in teaching conversation at the seventh graders of the SMPN 2 Pekalongan is fairly good classroom management. Commonly discipline classroom, the teacher is not more than 50% use the role; the students' competence is arranged. The

teacher must use the most suitable classroom management in teaching conversation so that the students will get the good result in conversation

2. Limitation

The data above is the result of the case study research. In this case, the writer focused to collecting the data. Therefore the writer did not record all of the things done by the subjects. It was done in the basic of collecting data of case study research. It is commonly that a case study can be conducted through various approaches. It means this research considers as a research methodology to describe the phenomenon holistically and completely.

There are many of definitions and concepts of case study. However, there is not any concept covered the purpose the type of this research completely. Anyone of definitions tries to mean the research on the basis of different views in completing one another to give description more clearly.

In the same manner as other methods, case study also has some strengths and weakness. The strength of this research is giving the writer chance to analyze the objective of the study in depth to know the totality. On the other sight, a case study allows the writer to figure but the correlation among unpredicted variables.

The strength of this research sometimes becomes the weakness. For instance, in depth study is gained by ignoring the board of its other cases. The case study also frequently gives the influence to the research subjectivity toward the process and the result of the research.

In line with the explanation above, in this research the writer confined to research by choosing in that. The subject of this research is thing which chosen in certain reason. It was also based on the statement that the qualitative research is not familiar with the random sampling. It does not need many of population and sample. Commonly the sample is only some in the basis of the purpose of the research. It can be case study and multi case.

The writer also limited the subject of the research. In this research, the writer did not indicate of the teacher, student groupings, classroom discipline, and seating arrangement in that case. The data of this research were written finitely because of limited life and confined to the references. The writer hopes this research can be more explored by the further researcher.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In line with the analysis of the data on the previous chapter, several points can be concluded as follows:

1. The classroom management in teaching conversation at the seventh graders of the SMPN 2 Pekalongan is not suitable, so that the atmosphere of the classroom is not conducive.
2. The description of the elements of classroom management that used by the teacher are stated as follows:
 - a. The role of teacher that teacher uses in teaching conversation are teacher as controller, assessor, and organizer. In the other hand, the most suitable of the role of teacher in teaching conversation are the teacher takes place herself as the teacher as controller, participant, and resource. The category of the role of teacher at the seventh graders of the SMPN 2 Pekalongan that the teacher uses is fair.
 - b. The students grouping that the teacher uses in teaching conversation are pair work and individual work. The category of the students grouping at the seventh graders of the SMPN 2 Pekalongan is fair.
 - c. The classroom discipline at the seventh graders is good enough.

- d. The seating arrangement that the teacher uses is orderly rows. But in fact, the most suitable seating arrangement in teaching conversation is separate table. The seating arrangement at the seventh graders of the SMPN 2 Pekalongan is fairly.
3. The writer got the data that the most suitable classroom management in teaching conversation as follows:
 - a. The most suitable of the roles of teacher in teaching conversation are the teacher take place herself as teacher as controller, teacher as participant, and teacher as organizer.
 - b. The most suitable students grouping in teaching conversation is group work.
 - c. The most suitable classroom discipline in teaching conversation is the teacher uses some tips can help the teacher cut down on discipline problems and leave you with fewer interruptions and disruptions.
 - d. The most suitable seating arrangement in teaching conversation is separate table.
4. The category of classroom management in teaching conversation at the seventh graders of the SMPN 2 Pekalongan is fairly good classroom management.
5. The students' score of conversation competence are still low. There are about 54.05% students got the score ≤ 50 (in the low category) in conversation. There are about 29.73% students got the scores about ≤ 60 or (in the average

category) in conversation. There are about 16.21% students got the scores about ≤ 70 (in the high category) in conversation.

B. Suggestions

In reference to the conclusion above, the following suggestions are recommended.

1. The teacher should use the most suitable classroom management in teaching conversation.
2. The teacher should take herself with the suitable role of teacher while teaching conversation.
3. The teacher should increase the classroom discipline so that the atmosphere of the classroom is more conducive.
4. The teacher should set the arrangement with the separated table while teaching conversation.
5. The teacher should use the most suitable student grouping so that the process of teaching conversation is more conducive
6. The students should improve their conversation competence with practice everyday.
7. The students should study hard to get the high score conversation competence
8. The principle of the SMPN 2 Pekalongan should more give facilities for each classroom such as: board marker, desk, and so on

9. The principle of the SMPN 2 Pekalongan should suggest the teacher to use the teaching conversation on the basis of the syllable.
10. The principle of the SMPN 2 Pekalongan should suggest the teacher to more discipline while teaching conversation in the classroom.



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CURRICULUM VITAE



Name : RIKA HESTI TYAS PRATIWI

St.Number : 0735677

Study Program : English Education

She was born in Siraman on March 25th, 1989. She lives in Siraman, Pekalongan district. Her parents' name is Sukoco and Sangirah, S.Pd. She graduated from elementary school 2 (SDN 2) Siraman finished on 2001. She continued to Junior High School 2 (SMPN 2) Pekalongan finished on 2004. She continued to Islamic Senior High School 2 (MAN 2) Metro finished on 2007. And she continued to English Education Study Program at STAIN Jurai Siwo Metro until present.