



## An Analysis of Classroom Management Problems in Teaching English Speaking Skills at SMP Negeri 1 Gunungsitoli Idanoi

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### ABSTRACT

This study aims to analyze classroom management problems in teaching English speaking skills at SMP Negeri 1 Gunungsitoli Idanoi in the 2024/2025 academic year. The research was conducted at SMP Negeri 1 Gunungsitoli Idanoi, Gunungsitoli City, North Sumatra, from July to August 2025. The population of this study consisted of eighth-grade students, with one English teacher and 20 students selected as research participants. This study employed a descriptive qualitative approach. Data were collected using observation checklists, semi-structured interviews, and documentation to obtain comprehensive information related to classroom management practices. The collected data were analyzed using qualitative data analysis techniques, including data condensation, data display, and conclusion drawing and verification. The results of the study revealed that classroom management in teaching English speaking skills had not been implemented optimally. Several classroom management indicators, such as effective time management, disciplinary control, the use of instructional media, and group or pair management, were not consistently applied during speaking activities. These conditions resulted in a noisy classroom atmosphere and uneven student participation. The main factors influencing these problems included students' low motivation and interest, differences in language proficiency levels, limited school facilities, lack of teaching media, and teachers' difficulties in managing time and maintaining classroom discipline. In conclusion, effective classroom management plays a crucial role in supporting the success of English speaking instruction. Therefore, English teachers are expected to improve classroom discipline, utilize technology-based learning media, and manage instructional time more efficiently to enhance students' speaking performance.

*Keywords: classroom management problem, teaching English, speaking skills*

## Analisis Masalah Manajemen Kelas dalam Pengajaran Keterampilan Berbicara Bahasa Inggris di SMP Negeri 1 Gunungsitoli Idanoi

### ABSTRAK

Penelitian ini bertujuan untuk menganalisis permasalahan manajemen kelas dalam pengajaran keterampilan berbicara bahasa Inggris di SMP Negeri 1 Gunungsitoli Idanoi pada tahun ajaran 2024/2025. Penelitian ini dilaksanakan di SMP Negeri 1 Gunungsitoli Idanoi, Kota Gunungsitoli, Sumatera Utara, pada bulan Juli hingga Agustus 2025. Populasi penelitian ini adalah siswa kelas VIII, dengan sampel berupa satu orang guru bahasa Inggris dan 20 siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Instrumen pengumpulan data meliputi lembar observasi, wawancara semi terstruktur, dan dokumentasi. Data yang diperoleh dianalisis menggunakan teknik analisis data kualitatif yang mencakup tahap reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa manajemen kelas dalam pengajaran keterampilan berbicara bahasa Inggris belum diterapkan secara optimal. Beberapa indikator manajemen kelas, seperti pengelolaan waktu yang efektif, pengendalian disiplin, penggunaan media pembelajaran, serta pengelolaan kelompok atau pasangan, belum dilaksanakan secara konsisten. Kondisi tersebut menyebabkan suasana kelas cenderung bising dan partisipasi siswa dalam kegiatan berbicara tidak merata. Faktor-faktor yang memengaruhi permasalahan tersebut meliputi rendahnya motivasi dan minat belajar siswa, perbedaan tingkat kemampuan bahasa Inggris, keterbatasan fasilitas sekolah, kurangnya media pembelajaran, serta kesulitan guru dalam mengatur waktu dan menjaga kedisiplinan kelas. Simpulan penelitian ini menegaskan bahwa manajemen kelas yang efektif berperan penting dalam menunjang keberhasilan pengajaran keterampilan berbicara bahasa Inggris. Oleh karena itu, guru diharapkan dapat meningkatkan kedisiplinan kelas, memanfaatkan media pembelajaran berbasis teknologi, serta mengelola waktu pembelajaran secara lebih efektif.

*Kata kunci: masalah manajemen kelas, pengajaran keterampilan berbicara, bahasa Inggris*

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## INTRODUCTION

Teaching English effectively in the classroom requires comprehensive attention from teachers to all elements of learning, including materials, methods, classroom conditions, and student interaction, in order to create a supportive learning environment. In particular, teaching speaking skills requires effective classroom management because students are expected to actively participate, express ideas, and communicate confidently in English. Good classroom management enables teachers to organize learning activities, manage time efficiently, and create a positive classroom atmosphere that supports students' motivation and participation. When classroom management is ineffective, students may feel uncomfortable, lack confidence, and become reluctant to speak during learning activities.

Classroom management plays a crucial role in supporting the success of English speaking instruction. Sun and Shek (2022) explained that classroom management refers to the strategies used by teachers to regulate classroom layout, time management, and student behavior in order to create an effective learning environment. Similarly, Jones (2021) emphasized that classroom management in language teaching should be student-centered and provide opportunities for students to be actively involved through activities such as group work, role plays, and real-life communication tasks. In addition, curriculum implementation also influences classroom management practices. The Independent Curriculum requires teachers to have strong competencies in managing student-centered learning activities. Sugihartini and Sindu (2019) stated that effective teaching requires mastery of various teaching skills, including classroom management, variation in teaching, reinforcement, and guiding group discussions.

In reality, based on preliminary observations conducted by the researcher at SMP Negeri 1 Gunungsitoli Idanoi in September 2024, particularly in Grade VII, classroom management

in teaching English speaking skills had not been optimally implemented. The observations revealed several problems, such as teachers' difficulties in managing time effectively, limited use of technology as learning media, and low classroom discipline. These conditions resulted in a classroom atmosphere that did not fully support the development of students' speaking skills. Therefore, it is important to analyze classroom management problems in teaching English speaking skills to identify existing challenges and possible solutions.

Based on the explanation above, the research problems addressed in this study are formulated as follows: how classroom management is implemented in teaching English speaking skills at SMP Negeri 1 Gunungsitoli Idanoi in the 2024/2025 academic year, what classroom management problems are encountered during the teaching of English speaking skills, and what factors influence classroom management in the learning of speaking skills.

This research aims to analyze classroom management problems in teaching English speaking skills at SMP Negeri 1 Gunungsitoli Idanoi in the 2024/2025 academic year. Specifically, this study seeks to explore the challenges faced by teachers in managing the classroom during speaking activities and to identify the factors that influence classroom management in English speaking instruction.

This study is expected to provide benefits for various parties. For researchers, this study contributes to the development of knowledge and qualitative research methodology in the field of English language education, particularly classroom management. For teachers, the findings can serve as reflection and reference for improving classroom management strategies in teaching speaking skills. For students, this research is expected to help create a more supportive and engaging learning environment that enhances confidence and participation in speaking activities. For schools, the results of this study can be used



as input to improve teaching quality and classroom management practices in English language learning.

Classroom management is defined as the strategies used by teachers to create and maintain an effective learning environment. Marzano (2021) stated that effective classroom management includes establishing clear rules, applying consistent discipline, and fostering positive teacher–student interactions. In the context of teaching speaking skills, effective classroom management allows students to feel safe in expressing ideas and making mistakes, which is essential for language development. Hidayati and Santosa (2023) emphasized that positive reinforcement and appropriate group formation can significantly improve students' confidence and communication skills during speaking activities. Several previous studies support the importance of classroom management in teaching speaking skills. Almulla (2020) found that effective classroom management and student-centered learning approaches significantly enhance student engagement and participation. Nguyen and Tran (2021) reported that interactive classroom management strategies positively influence students' speaking ability and confidence in English learning. Rusiana et al. (2023) revealed that classroom management challenges, such as limited interaction and discipline issues, can hinder the effectiveness of teaching speaking skills. Although these studies highlight the role of classroom management, this research differs by focusing specifically on classroom management problems in teaching English speaking skills at SMP Negeri 1 Gunungsitoli Idanoi and exploring contextual factors that influence those problems.

## METHODS

This study employed a qualitative research approach with a descriptive case study design to analyze classroom management problems in teaching English speaking skills. Qualitative

research is used to understand social phenomena in natural settings and interpret the meanings, experiences, and perspectives of participants involved in the research. Gea et al. (2024) state that qualitative research examines natural conditions and attempts to interpret phenomena based on participants' perspectives. Similarly, Bhandari (2020) explains that qualitative research involves collecting and analyzing non-numerical data such as texts, observations, interviews, and documents in order to understand concepts, opinions, and experiences. Palmer et al. (2018) also argue that qualitative research focuses on interpreting social phenomena through the subjective experiences of participants. In line with these views, this study applied a descriptive qualitative method to obtain an in-depth understanding of classroom management problems encountered in teaching English speaking skills.

The research design focused on identifying classroom management practices and the factors influencing them during speaking activities. The researcher conducted direct observation of the teaching and learning process to examine how classroom management was implemented in speaking instruction. In addition, interviews were conducted with the English teacher and students to explore factors that influence classroom management during speaking activities. Documentation was also collected as supporting data, including photos, recordings, and other relevant learning documents. The collected data were then analyzed to identify classroom management practices and the challenges encountered in teaching speaking skills.

This research was conducted at SMP Negeri 1 Gunungsitoli Idanoi, located on Jalan Raya Pelud Binaka KM 14, Simanaere, Gunungsitoli District, Gunungsitoli City, North Sumatra. The study focused on eighth-grade students who participated in English speaking learning activities. The data collection process was carried out from July to August 2025 during the teaching and learning activities in the classroom. The selection of this

location was based on preliminary observations indicating that classroom management in speaking activities had not been implemented optimally.

The population of this study consisted of all eighth-grade students at SMP Negeri 1 Gunungsitoli Idanoi, totaling 80 students from two classes (Class VIII-A and Class VIII-B), along with one English teacher who taught speaking skills at that grade level.

The sample of this study included one English teacher and 20 eighth-grade students. The students were selected using purposive sampling, as this technique allows the researcher to choose participants who are directly involved in and have sufficient experience with English speaking learning activities.

The selection of 20 students was based on their active participation in speaking lessons and their ability to provide rich and relevant information related to classroom management practices. This sample size was considered sufficient to obtain in-depth qualitative data and to represent variations in students' learning experiences.

The sources of data in this research consisted of primary and secondary data. Primary data were obtained directly from the field through observations, interviews with the English teacher and students, and documentation of classroom activities. According to Douglas (2019), primary data refers to data collected directly by the researcher for the first time through direct interaction with participants. Meanwhile, secondary data were obtained from supporting sources such as books, articles, reports, and previous research related to classroom management and speaking instruction (Ajayi, 2019).

The participants in this study included the English teacher and eighth-grade students who provided information related to classroom management practices during speaking activities. In qualitative research, the researcher acts as the main instrument for collecting and analyzing data.

Abdussamad (2021), Razak (2017), Fraenkel et al. (2012), explains that the researcher is the key instrument in qualitative studies because the researcher interacts directly with the research environment. Supporting instruments used in this research included observation sheets, interview guidelines, and documentation formats. Observation sheets were used to identify indicators of classroom management during speaking activities. Interview guidelines were used to obtain information about factors influencing classroom management in speaking instruction. Documentation was used to support the data through records such as photos, videos, and learning materials relevant to the research.

The data in this study were collected using three techniques, namely observation, interviews, and documentation. Observation was conducted by directly observing classroom activities during English speaking instruction. According to Sugiyono (2020), Nabilah & Jumadi (2022), observation is a data collection technique that involves systematically observing the research object to obtain accurate information. In this research, the researcher used an observation checklist to analyze indicators of classroom management, including time management, group management, providing clear instructions, disciplinary control, motivation and support, use of learning media, seating arrangement, and classroom atmosphere.

Interviews were conducted with the English teacher and students to explore their experiences and perceptions regarding classroom management during speaking activities. Interviews are a form of verbal communication used to obtain information through a question-and-answer process between the researcher and participants (Abdussamad, 2021). Creswell (2014) explains that qualitative interviews allow researchers to obtain in-depth information about participants' experiences and perspectives. In this study, semi-structured interviews were used to allow



participants to express their views while still focusing on the research objectives.

Documentation was also used as a complementary data collection technique. Documentation refers to the process of collecting written, visual, or recorded materials that provide additional information related to the research topic. Sugiyono (2020) explains that documentation includes records of past events in the form of texts, images, or other relevant materials. In this study, documentation included photos of classroom activities, recordings of speaking activities, and other supporting documents related to classroom management practices. The data analysis technique in this study followed the qualitative data analysis procedures proposed by Miles, Huberman, and Saldaña, which include data condensation, data display, and conclusion drawing and verification. Data condensation refers to the process of selecting, simplifying, and focusing the collected data to identify important information related to classroom management in teaching speaking skills. During this stage, the researcher organized the observation and interview data based on classroom management indicators. After the data were condensed, the next stage was data display, which involved presenting the data in an organized and systematic form to facilitate interpretation. The data were presented in descriptive narratives, matrices, and categorized tables to illustrate classroom management practices and factors influencing them. Data display helps researchers understand patterns and relationships within the data and supports further analysis.

The final stage was drawing and verifying conclusions. At this stage, the researcher interpreted the patterns and themes emerging from the data to answer the research questions. According to Sugiyono (2012), conclusions in qualitative research may take the form of descriptions or explanations of phenomena that were previously unclear. The conclusions were continuously verified by reviewing the collected

data to ensure that the findings accurately represented the actual conditions observed during the research. Through this process, the researcher was able to identify classroom management problems and the factors influencing classroom management in teaching English speaking skills at SMP Negeri 1 Gunungsitoli Idanoi.

## RESULTS

The research was conducted at SMP Negeri 1 Gunungsitoli Idanoi. There were one English teacher her name is Sonarianti Zebua, S.Pd and 20 VIII grade students. Based on research design, the researcher analyzed the the classroom management is applied in teaching speaking skills and the factors that influence classroom management in teaching speaking skills. In collecting the data, the researcher used observation, interview and documentation as a proof that the reseacher has done research in the class. For the first instrument, the researcher did reseacher observation in classroom management is applied in teaching speaking skills during teaching learning process. The second instrument, the researcher interview English teacher and also the students VIII grade to find out the factors that influence classroom management in teaching speaking skills. After the reseacher collect the data, the researcher processed and analyzed the data through analysis technique namely data condensations it is the process of selecting, focusing, simplifying, abstracting, and/or transforming data that appears in the full corpus of written field notes, interview transcripts, and other empirical material, the second is data display is the stage of how researcher display the results of the data obtained in the study and the last is drawing and verifying conclusions as the final step of the data that has been analyzed. On Thursday, 21<sup>th</sup> August 2025, Saturday, 23<sup>th</sup> August 2025, Thursday, 28<sup>th</sup> August 2025, Saturday, 30<sup>th</sup> August observation in class together with English teacher. After making observations, the researcher conducted interviews with the English teacher and

students, in to 1<sup>th</sup> September 2025, 2<sup>nd</sup> September 2025. After that, the researcher collected data by analyzing data based on the results of interviews and field notes during observation.

### 1. The Result of Observation Checklist

A checklist is a form of developmental record that contains the results of observations and actions based on aspects and developmental indicators. Checklists can be used to assess the achievement of child development (Ayriza, 2023). The use of checklists in observation can be done with a value scale or not. Checklists allow the researcher to record observations that have been made repeatedly that do not need to be written down systematically.

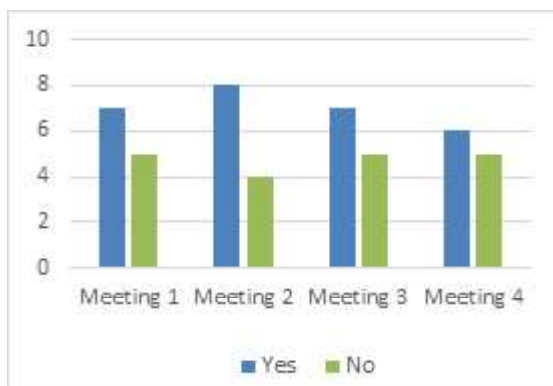


Figure 1  
The Results Teacher Observation Checklist Meeting 1 Until Meeting

Based on the chart above, It can be seen that classroom management in teaching speaking skills has not been achieved. Based on the existing indicators, the researcher observed English teachers in VIII grade students at SMP Negeri 1 Gunungsitoli Idanoi. In the first meeting, 7 indicators had been applied and 5 indicators had not been applied. In the second meeting, 8 classroom management indicators had been achieved and 4 indicators had not been applied. In the third meeting, 7 indicators had been applied and 5 indicators had not been applied. In the fourth

meeting, 6 classroom management indicators had been applied and 6 indicators had not been applied.

### 2. The Result of Interview

The results obtained by the researcher through interviews with English teacher and several VIII grade students at SMP Negeri Gunungsitoli Idanoi to obtain in-depth information to answer the second question in this study, namely “what factors that influence classroom management in teaching speaking skills.

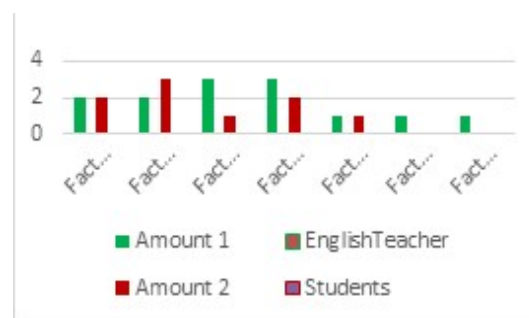


Figure 2  
The Results of Interviews

### DISCUSSION

The findings of this study indicate that classroom management in teaching English speaking skills at SMP Negeri 1 Gunungsitoli Idanoi has not been implemented optimally. This condition supports the argument of Marzano (2021), Zein (2018), Emmer & Stough (2001), who emphasized that classroom management is one of the most influential factors in determining students’ learning success. A well-managed classroom creates a structured and supportive environment that enables students to focus, participate actively, and develop confidence, particularly in speaking activities. In contrast, weak classroom management may limit students’ opportunities to practice speaking and negatively affect learning outcomes.

From another perspective, Jones (2020), Lewis et al. (2005), Nugraha et al. (2025), stated that classroom management is not merely about



controlling student behavior but also about encouraging student responsibility, building positive teacher–student relationships, and designing engaging learning activities. This view aligns with the findings of this study, which reveal that insufficient disciplinary control and limited teacher intervention during speaking activities led to noisy classroom conditions and reduced student participation.

In terms of speaking instruction, the results are consistent with the theory proposed by Brown (2021), Dewi et al., (2025), Supriyati (2020) who argued that speaking is the language skill most frequently assessed in real-life communication. Therefore, teaching speaking requires adequate time allocation, meaningful interaction, and appropriate instructional media. The absence of media such as audio, video, or visual aids, as found in this study, may reduce students' engagement and limit their exposure to authentic language use.

Furthermore, Harmer (2007), Aryani, & Achmad (2025), Banont & Nur (2024), emphasized that managing classes with mixed language proficiency levels requires flexible grouping strategies and adaptive teaching techniques. The findings show that differences in students' language proficiency, when not addressed through effective classroom management, resulted in unequal participation, where some students became passive and reluctant to speak. Motivation also emerged as a critical factor influencing classroom management effectiveness. Sardiman (2025), Dörnyei, & Csizér (2002), Shen (2024), highlighted that motivation functions as the driving force behind students' learning behavior. Highly motivated students tend to be more active, cooperative, and confident in speaking activities. Conversely, low motivation may lead to disengagement and disruptive behavior, as reflected in the students' interview responses in this study. Overall, the discussion demonstrates that classroom management problems in teaching speaking skills are influenced by multiple interrelated factors, including time management, disciplinary control, use of instructional media,

student motivation, and language proficiency levels. While this study provides in-depth qualitative insights based on observations and interviews, its limitation lies in the relatively small sample size and focus on a single school context. Nevertheless, the strength of this research lies in its detailed analysis of real classroom practices, which offers practical implications for improving classroom management strategies in English speaking instruction.

## CONCLUSION

This study concludes that classroom management in teaching English speaking skills at SMP Negeri 1 Gunungsitoli Idanoi has not been implemented consistently and optimally. Based on classroom observations conducted over four meetings, the English teacher applied several classroom management indicators, namely group or pair management, providing clear instructions, motivation and support, supportive seating arrangements, and a positive classroom atmosphere. However, key indicators such as effective time management, disciplinary control, and the use of instructional media or tools were not consistently applied during speaking activities. Furthermore, the interview results with the English teacher and eighth-grade students indicate that several factors influence classroom management in teaching speaking skills. These factors include students' behavior and attitudes, language proficiency levels, motivation and interest, feedback and assessment methods, physical classroom environment, and the availability of teaching resources. These factors collectively affected students' participation, confidence, and opportunities to practice speaking English.

In conclusion, effective classroom management plays a crucial role in supporting the success of English speaking instruction. The findings of this study emphasize that improving time management, strengthening disciplinary control, and integrating appropriate learning media are essential to enhance classroom management

and to provide equal speaking opportunities for students. These conclusions are drawn directly from the research findings and are aligned with the research problems investigated in this study.

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