STUDENTS' PERCEPTION TOWARD SEATING ARRANGEMENT IN SPEAKING COURSE AT ENGLISH EDUCATION STUDY PROGRAM OF IAIN PALANGKA RAYA

THESIS

BY
NANA APRILIANA
NIM 1301120881

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M/1439 H

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IAIN PALANGKA RAYA

THESIS

Presented to
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for the Degree of *Sarjana* in English Language Education

BY
NANA APRILIANA
NIM 1301120881

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
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ADVISOR APPROVAL

Tittle of the Thesis	:	Students' Perception Toward Seating Arrangement in Speaking Course at English Education Study Program of IAIN Palangka Raya
Name	:	Nana Apriliana
NIM	:	130 112 0881
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of The State Islamic Institute of Palangka Raya.

Palangka Raya, October 31st 2017

Advisor I

Luqman Baehaqi, S.S M.Pd
NIP. 19800823 201101 1 005

Advisor II

Zaitun Qamariah, M.Pd
NIP. 19840519 201503 2 003

Acknowledged by:

The Vice Dean I of Academic Affairs

Dra. Hj. Rodhatul Jennah, M.Pd
NIP.19671003 199303 2 001

Chair, Department of Language
Education

Santi Erliana, M.Pd
NIP. 19801205 200604 2 003

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THESIS APPROVAL

Tittle of the Thesis	:	Students' Perception Toward Seating Arrangement in Speaking Course at English Education Study Program of IAIN Palangka Raya
Name	:	Nana Apriliana
NIM	:	130 112 0881
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasah* on:

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Sabarun, M.Pd
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Santi Erliana, M.Pd
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Luqman Baehaqi, S.S M.Pd
(Examiner)

(..)

Zaitun Qamariah, M.Pd
(Secretary/Examiner)

(..)

Approved by:
Dean, Faculty of Teacher
Training and Education

Drs. Fahmi, M.Pd
NIP. 19610520 199903 1 003

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OFFICIAL NOTE

Palangka Raya, October 31st 2017

Case : **Examination of**
      Nana Apriliana's Thesis

To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka
Raya
In-
      Palangka Raya

AssalamualaikumWr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name   : Nana Apriliana

SRN   : 131 112 0881

Thesis Title   : Students' Perception Toward Seating Arrangement in

                   Speaking Course at English Education Study Program of

                   IAIN Palangka Raya

Can be examined in partial fulfillment of the requirements of the Degree
of *Sarjana Pendidikan* in the Study Program of English Education of the
Language Education of the Faculty of Teacher Training and Education of the
State Islamic Institute of Palangka Raya.

Thank you for your attention.

Wassalamu'alaikumWr. Wb

Advisor I,

Luqman Baehaqi, S.S M.Pd
NIP. 19800823 201101 1 005

Advisor II,

Zaitun Qamariah, M.Pd
NIP. 19840519 201503 2 003

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MOTTO AND DEDICATION

"Yesterday studied, Today is try, Tomorrow will Effort"

(Al-Hasyr: 18)

This thesis is dedicated to:

My beloved father and Mother. My brother and my sister and Nero for the support, suggest and happiness in conducting this research and also all of my friends of English Education Study Program academic year 2013 with their support and help. Thank a million!

DECLARTION OF AUTHORSHIP

Bismillahirrahmanirrahim

Herewith, I:

Name   : Nana Apriliana
NIM   : 1301120881
Faculty   : Teacher Training and Education
Department   : Language Education
Study Program   : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

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Yours Faithfully,

NANA APRILIANA
NIM. 1301120881

ABSTRACT

Apriliana, Nana 2017. *Students' Perception Toward Seating Arrangement in Speaking Course at English Education Study Program of IAIN Palangka Raya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Luqman Baehaqi, S.S, M.Pd., (II) Zaitun Qamariah, M.Pd

Keywords: Seating Arrangement, Speaking Course

This study relates to the importance of seating arrangement to the learning especially on the learning of Speaking and the students' perception toward the seating arrangement of Speaking learning, which is used to collect information about the opinion of the students of English education study program about the seating arrangement in speaking course. The purpose of this study is to describe the type of seating arrangement preferred by the students in speaking course and their perception toward this.

This design of this research is a mixed method by quantive first then qualitative support data quantitative. Data from this research are collected from the questionnaire, interview, and observation. Questionnaires were distributed to 71 students who had taken Speaking courses, interview data were obtained from 7 student representatives who were samples, and observation was done in Speaking For Group Activities course in semester 3 by lecturers Mr Akhmad Ali Mirza, M.Pd and Mrs Zaitun Qamariah, M.Pd.

The result of this the researcher found that most students prefer in speaking course at English education study program of IAIN Palangka Raya is horseshoe seating. Students' prefer of horseshoe seating because the seat position that made them face to face with teacher and all of their friends, makes it easier for students to pay attention to teacher because circular positions there are no barriers, making students focus on lecturers who are in the middle who explain the material, horseshoe seating is a seating arrangement that makes students more active because makes all students can be seen by the teacher and make the students must be active in English speaking classroom, While row seating with sitting position there is a student sitting in front of someone sitting behind the making the active students only the back of the front only. And cluster seating is active only with friend proximity, and suitable for group discussion. Horseshoe seating is a seating arrangement that allows students to interact with lecturers and all of their friend during discussions in English speaking classroom because when students want to express their opinion in learning Speaking it is directly fixed to the teacher and all of his friends.

ABSTRAK

Apriliana, Nana 2017. *Pendapat Pelajar Program Study Pendidikan Bahasa Inggris Terhadap Susunan Tempat Duduk Dalam Pembelajaran Mata Kuliah Speaking di IAIN Palangka Raya*. Skripsi Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Luqman Baehaqi, S.S, M.Pd., (II) Zaitun Qamariah, M.Pd

Kata Kunci: Susunan Tempat Duduk, Mata Kuliah Speaking

Penelitian ini berhubungan dengan pentingnya susunan tempat duduk terhadap pembelajaran khususnya terhadap pembelajarran Speaking dan persepsi mahasiswa mengenai susunan tempat duduk tersebut terhadap pembelajaran Speaking, yang digunakan untuk mengumpulkan informasi tentang pendapat mahasiswa program study pendidikan bahasa inggris mengenai susunan tempat duduk pada pembelajaran speaking. Tujuan penelitian ini adalah untuk mengetahui jenis susunan tempat duduk yang disukai oleh mahasiswa pada pembelajaran speaking dan persepsi mereka terhadap susunan tempat duduk tersebut dalam pembelajaran speaking.

Jenis penelitian ini adalah metode campuran kuantitatif membantu kualitatif. Data dari penelitian ini didapat dari angket, wawancara, dan observasi. Angket di bagikan kepada 71 mahasiswa yang telah menempuh mata kuliah Speaking, data interview diperoleh dari 7 perwakilan mahasiswa yang menjadi sampel, dan observasi dilakukan dalam pembelajaran mata kuliah Speaking For Group Activities pada semester 3 oleh dosen pengampu mr. Akhmad Ali Mirza, M.Pd dan Zaitun Qamariah, M.Pd.

Hasil penelitian mengatakan bahwa sebagian besar mahasiswa IAIN Palangka Raya menyukai jenis susunan tempat duduk hersheshoe seating pada pembelajaran Speaking karena menurut mereka susunan tempat duduk tersebut membuat mereka bertatap muka dengan dosen dan semua teman dikelas, memudahkan mereka untuk memperhatikan dan fokus pada dosen yang sedang menjelaskan materi karena posisinya yang melingkar dan tidak ada penghalang, susunan tempat duduknya adalah pengaturan tempat duduk yang membuat mahasiswa lebih aktif karena membuat semua mahasiswa dapat dilihat oleh dosen sehingga mengharuskan siswa harus menjadi aktif dalam pembelajaran Speaking, sedangkan susunan tempat duduk dengan jenis row seating dengan posisi duduk ada yang berbaris di depan ada yang baris dibelakang membuat mahasiswa aktif hanya didepan saja. Dan tempat duduk cluster hanya aktif dengan teman terdekatnya, sehingga cocok untuk diskusi kelompok. Tempat duduk Hersheshoe adalah pengaturan tempat duduk yang memungkinkan mahasiswa berinteraksi dengan dosen dan semua teman mereka selama diskusi di kelas menggunakan bahasa Inggris karena ketika siswa ingin mengungkapkan pendapat mereka dalam diskusi tersebut, pendapat yang ingin ia sampaikan dapat tertuju langsung kepada dosen dan semua temannya dikelas.

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8. My beloved parents for their moral support and endless prayer so that I am able to finish my study. May Allah always bless all of them. *Aminn*.

9. All my friends and classmates of Study Program of English Education that always supported me, especially for 2013 period, thank you for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study.

10. The students of English Department who participated as respondents in this research.

Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, November 2017
The Writer,

Nana Apriliana

SRN. 130 112 0881

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Appendix

LIST OF ABBREVIATIONS

etc   : etcetera or and other things

et al   : et alii or and others

EFL   : English as Foreign Language

IAIN   : Institut Agama Islam Negeri

CHAPTER I

INTRODUCTION

This section describes the background and the problem of the study, objectives, significance, scope, and limitation, and also the definition of the key term.

A. Background of the Study

The appropriate seating arrangement in the classroom is one of the success indicators in teaching and learning (Harmer, 2007:15). It means seating arrangements take one of a big role in classroom arrangement. However, the effect of seating position on learning process has received little attention in education literature (Weinstein, 1979:577). The teacher should give the greatest concern on discipline, class control, classroom management, and others keeping order in the classroom (Singh, 2000:13). This is one of the reasons why teachers should determine the seating arrangements for their students. The teacher should know each student on a personal basis (i.e. name, interests, strengths, weaknesses, etc (Kourin, 1977:1). Moreover, knowing their students inside, outside, and their behavioural patterns, it is based on what Kounin said that "the teacher should know at once where that student should be seated".

Generally, students who seat at the back of the classroom tend to interact with each other more than those seated at the front, potentially adversely impacting their attention to the task at hand (Granstrom, 1996:349). Another factor affecting chair

and seating style selection appears to be its ability to foster teamwork and

collaboration   in

the classroom. It shows that the importance seating location can give a great impact on students performance, behaviour and attention span.

Unfortunately, Cooper said in his study that numerous studies have indicated that considering effective classroom management, as well as seating arrangements, is often neglected by the teachers in their teaching preparation (Cooper, 2001:3). It shows that teacher give less attention on the little things like seating arrangement.

Pedersen (1994:201) studied the relationship between seating place preference and personal preferences in a psychology class. Tatusek and Staton-Spicer (1982) found that students in central seats were more creative, assertive, and competitive than those in the left or right sections. Pedersen (1977) and Walberg (1969) found that students with good study habits, a liking for school, and a greater success in doing things that most people sat at the front (Pedersen 1994). Benedict and Hoag (2004) investigated the relationship between seating location and success in large economics classes. Dauglas and Gifford (2001) studied the physical arrangement of the classroom based on the views of the professors and students.

Generally, speaking class is a class that requires a lot of interaction and communication. Students who learn a foreign language, they have to accustom to communicate in the target language. To make students accustomed to communicating in target language teacher can create interaction with students in the classroom by using the target language for the whole interaction. "Interaction is an activity that usually conducts in the classroom and it has an important role to build communication   between

teacher and students" as stated by Walsh (2011:23) that communication is central to all classroom activity.

According to Hall (2011:11), classroom interaction is a term that used to analyze what goes on among people in the classroom when language is involved. From the statement above, the term classroom interaction refers to the interaction between teacher-students and students-students in terms of language use during teaching and learning process in the classroom. Therefore, the seating arrangement also triggers to how students can interact and communicate in the classroom.

This study aims at investigating the students' perception toward seating arrangement. Mix method is used for coordinating the aspirations of the English students of the English Education Study Program of IAIN Palangka Raya. By doing case study and survey research, the students' aspirations could be measuring the students' perception toward seating arrangement in speaking course at English Education Study Program of IAIN Palangka Raya.

B. Research Problem

Based on the background of the study above, the writer formulates some problem of the statement as follows:

1. What type of seating arrangement the do students prefer in speaking course at English education study program of IAIN Palangka Raya?

2. How do students perceive toward seating arrangement in speaking course at English education study program of IAIN Palangka Raya?

C. Objective of the Study

The objective of the study as follows:

1. To describe types of seating arrangement preferred by the students in speaking course at English education study program of IAIN Palangka Raya

2. To understand students' perception toward seating arrangement in speaking course at English education study program of IAIN Palangka Raya.

D. Scope and Limitation

The scope of this study related to EFL students' perceives or opinion and students preference towards seating arrangement in speaking course. And the limitation of this study belonged to case study and survey research which uses mix method design. This study will use observation, interview, and questionnaire instrument. It will be conducted at English education study program of IAIN Palangka Raya.

E. Significance of the Study

The uses of this study that expected by the writer as below:

1. **Theoretically**, this study is significant to give a theoretical description about the importance of seating arrangements in improving the quality of teaching and

learning process as well as creating a positive learning environment in the classroom, especially for English speaking course.

2. **Practically,** this study is expected to give an insight that the use of seating arrangements should be taken into account by the teachers in their teaching preparation.

F. Definition of Key Term

There are some definitions of key terms in this research that namely:

1. Perception is students' opinion toward how to teacher's arrange seats and what type students prefer toward seating arrangement in speaking course.

2. Seating arrangement is the main part of a teacher's plan for classroom management.

3. Speaking course in one of the subject must be learning by a student of English education of IAIN Palangka Raya.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes the literature of the research such as the related studies, the definition of perception, types of perception, the process of students' perception, classroom management, the definition of seating arrangement and type of seating arrangement.

A. Related Studies

There are several previous studies that related with this research.

1. First, the title is Classroom Seating Considerations for 21st Century Students and Faculty by Harvey and Maleine C. Kenyon (2013) reported by using quantitative research cross-sectional research study explored students' perceptions of five different seating styles. Results indicate the need for campuses to (re)consider the purposes and roles of seating styles within the 21st-century classrooms, with seating selection based on principles of universal design.

The difference in research done by Harvey and Maleine C. Kenyon has they examined the students' perceptions of the five different seating styles in the class to know the significance of each of the seating styles. Although for the research to be conducted is the student's perception of the seating arrangement

that students preference in the speaking class that aims to find out what is needed by the students

2. Second, the title is Classroom Geography: Who Sit Where in The Traditional Classrooms by Cinar Ikram (2010:200) reported about how effective their deskmates are helped her/him know about them more. The purpose of the study is to determine the students' preferences about the place to sit in teacher-centred (traditional) classrooms in terms of their personal characteristics and the characteristics they look for in their deskmates based on their perceptions. The sitting preferences of the students were analyzed based on the variables of gender, It concluded that students preferring to sit at front rows care the lesson more and are more willing to participate, while those sitting at back rows are vice versa.

   The difference in research done by Cinar Ikram. The purpose of the study is to determine the students' preferences about the place to sit in teacher-centred (traditional) classrooms in terms of their personal characteristics and the characteristics they look for in their deskmates based on their perceptions, look based on how effective the students are in participating and helping their friends. Although for the research to be conducted is the student's perception of the seating arrangement that students preference in speaking course.

3. The third study the title is an exploration of classroom seating arrangement and student behaviour in a second-grade classroom by Kate Simmons et. Al (2015:51) reported that the purpose of this study to determined if a specific

classroom seating arrangement can contribute to students being on or off-task while completing independent work. In this study, three classroom seating arrangements were compared in a second-grade classroom. These seating arrangements were cluster seating, horseshoe seating, and row seating. Data were collected using three methods: observation/ anecdotal record, teacher behaviour checklist, and a behaviour tally sheet. The result by Kate Simmons students were sitting in the row seating more More active and more participate in doing the task.

Research by Kate Simmons focuses on the seating arrangement can contribute to the student in completing the task. While in this study focus on the students' perception toward seating arrangement that has an influence in learning speaking course.

4. Next, the title is Exploring Students Behavior on Seating Arrangements in Learning Environment by Haghighi, M.M., and Jusan, M.M (2011) reported Investigating student behaviour in relation to class seating. The result suggests the relationship between seating arrangement and behaviour according to MEC theory is the expected classroom environment and can improve learning objectives in each type of seating arrangement.

    Research by Haghigi focuses on investigating student behaviour in relation to class seating and this study focus on investigating students perception toward each kind of seating arrangement.

B. Definition of Perception

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relativity unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin (Peter Lindsay & Donald Ary, 1977:48). Perception describes one's ultimate experience of the world and typically involves further processing of sensory input. On the other hand, perception is a process of justice or organize the whole picture of the world. Every people have a different perception on the same thing. It is because of the factors of the people knowing of the world and his feeling of that.

Based on the definitions above, it can be concluded that perception is a process of recognizing or receiving the stimuli in form of events, objects, or others through the senses, then those stimuli are organized and interpret, and lastly giving reaction toward them. In this study, the researcher wants to know the perceptions of the students toward seating arrangement in speaking course at English education study program of IAIN Palangka Raya

C. Types of Perception

According to Walters in Walgianto (2004: 14), there are five types of perception. The five types include:

1. Self Perception

    Self-perception is based on self-esteem, self-concept, and self-efficacy. It means that the perception occurs based on the individual mind (intrinsic). For example, someone who has good self-esteem or good self-confidence, he/ she may have good perception too toward speaking subject that asks him/ her to talk in front of people.

2. Environmental Perception

    Environmental Perception is that is form based on the context in which the information is received. Its example is the perception that is given by someone or group toward the effectiveness of using drama in developing the speaking ability. The information that is used in order to get the perception is based on the context where that situation applies.

3. Learned Perception

    Learned Perception is a perception that is form around personality, culture, and habit. For instance, a student who use to learn is eastern atmosphere can give negative perception toward the learning style of the western students who mostly raise their left hand to answer the teacher's question.

4. Physical Perception

Physical Perception is a perception that is tangible. For example, how the eyes see and the brain processes it. In other words, physical perception is related to the physical activity that can be measured.

5. Cultural Perception

Cultural Perception is the largest perception and this is different with one another city such as people's perception toward the importance of English subject at the elementary level. The perception about this one can be different from one city or place to others. It depends on the culture that is embraced in that place.

Based on that explanation, it can be stated that there are five types of perception. Those types are classified based on the source of the perception coming. In other words, the types of perception can be seen from where the stimulus comes in order to build the perception itself.

D. Process of Students' Perception

According to stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychological there are sub-processes, feeling, and reasoning (Alex Sobur, 2009:447). As the statement above that, the perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In addition, the perception is a process of how people

interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Therefore, the researcher decides that experience is able than feeling to product the opinion.

The process of students' perception through three stages (Alex Sobur, 2009:449). First, the stage of sensory stimulation, stimulus both physical and social stimulus through human sensory organs, which in this process included the introduction and collection of existing information about the stimulus. The second stage is stimulation sensory set, it means the students arrange the stimulus that has been received in a pattern that is meaningful to them. The last stage is interpretation or evaluation, after the stimulus or set of data is received and the student will interpret the data in various ways.

From above, the researcher concludes that students will process the information by collecting the data and organizing it then produce their own opinion.

E. Definition of Seating Arrangement

According to Brown (2000:197) students are team members who must be able to meet each other, and talk to each other (in English), in the classroom management seating arrangement is one that supports students to meet and talk to each other.

Based on the statement above the researcher conclude that the seating arrangement is one of the support for students to meet and talk to each other (in English).

F. Classroom Management

One of the simplest principles of classroom management centres on the physical environment for learning: the classroom itself. Consider four categories (Brown, 2000:192)

1. Sight, sound, and comfort

   In the face of decisions to implement language teaching principles in an array of clever techniques, students are indeed profoundly affected by what they see, hear and feel when they enter the classroom.

   Comfort within the classroom includes:

   a. The classroom is neat, clean, and orderly in appearance.

   b. Chalkboards are erased.

   c. Chairs are appropriately arranged (see below).

   d. If the room has bulletin boards and you have the freedom to use them, can you occasionally take advantage of visuals

   e. The classroom is as free from external noises as possible (machinery outside, street noise, hallway voices, etc.)

   f. Acoustics within your classroom is at least tolerable.

   g. Heating or cooling systems (if applicable) are operating.

Granted, may be powerless to control some of above. But if these can be controlled, don't pass up the opportunity to make classroom as physically comfortable as possible.

2. Seating Arrangement

Students are team members who must be able to meet each other, and talk to each other (in English), in the classroom management seating arrangement is one that supports students to meet and talk to each other.

3. Chalkboard use

The chalkboard is one of greatest allies. It gives students added visual input along with auditory. It allows illustrating with words and pictures and graphs and charts.

4. Equipment

The classroom may be construed to include any equipment may be used, using electrical equipment (say, an overhead projector or a video player), make sure that:

a. The room has outlets,

b. The equipment fits comfortably in the room,

c. Everyone can see (and/or hear) the visual-auditory stimulus,

d. Leave enough time before and after class to get the equipment and return it to its proper place,

e. The machine actually works, you know how to operate it,

f. There is an extra light bulb or battery or whatever else you'll need if a routine replacement is in order.

G. Relevance of Speaking Class and Seating Arrangement

Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2000:165) Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011).

Generally, speaking class is a class that requires a lot of interaction and communication. Students who learn a foreign language, they have to accustom to communicate in the target language. To make students accustomed to communicating in target language teacher can create interaction with students in the classroom by using the target language for the whole interaction. Interaction

is an activity that usually conducts in the classroom and it has an important role to build communication between teacher and students as stated by Walsh (2011:23) that communication is central to all classroom activity.

According to Hall (2011:11), classroom interaction is a term that used to analyze what goes on among people in the classroom when language is involved. From the statement above, the term classroom interaction refers to the interaction between teacher-students and students-students in terms of language use during teaching and learning process in the classroom. Therefore, the seating arrangement also triggers to how students can interact and communicate in the classroom.

H. Type of seating arrangement

There are three seating arrangements that were significant in managing student behaviour. According to Weinstein (1979:54), due to the lack of space within a classroom, teachers are generally limited to using three classroom seating arrangements; row seating, cluster seating, and horseshoe seating. Each is described in detail below.

1. Row Seating.
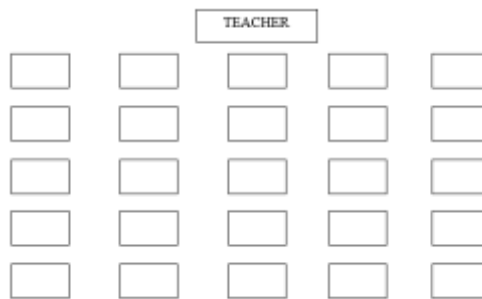
Figure 2.1 Type Seating Arrangement of Row Seating

The first seating arrangement is row seating. Row seating is the most common seating arrangement in classrooms. Research in the row seating arrangement showed both positive and negative effects on student behaviour. According to Atherton (2005:54), when students are placed in rows it is convened that students should be passive learners and are, "only meant to be seen and not heard in the classroom." Research by Hastings and Schweiso (1995:54) found positive behaviour from students who were seated in rows can improved on-task behaviour. Rosenfield, et al. (1985:55) also acknowledged that row seating not a favourable arrangement to improve student off-task behaviours and found it to be the least effective. Rosenfield, et al. (1985:54), added that if teachers wanted to increase interaction among teacher and students that row seating not the arrangement to accommodate students' needs. In another study that focused primarily on seating arrangement and students asking questions, Marx, Further and Hartig (2000:54) found that students ask their teacher more questions when were

arranged in row seating. Rule and Wannarka (2008:54) also added that if students are working on independent or individual assignments, they should be seated in an arrangement that would create less interaction with their peers, such as row seating.

2.   **Cluster seating**
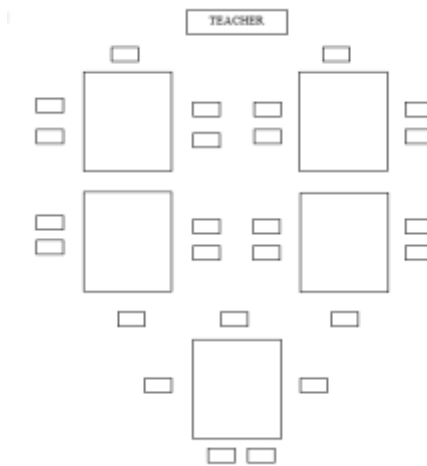
Figure 2.2 Type Seating Arrangement of Cluster Seating

This seating arrangement is also known as group seating. Cluster seating has found to be effective in student collaborative learning, but at the same time, their off-task behaviours increased. In a study done by Rosenfield, et al. (1985:54), they found that cluster seating had a positive effect on social interaction and that more students were actively participating in class discussions. According to Papalia (1994:54), cluster seating allows the student to participate in remedial activities, games and promotes peer assistance. Marx, et al. (2000:54), noted that cluster seating fostered an environment that allowed interact with one another because of their close proximity. Atherton (2005:56) discusses that cluster seating can foster an active and engaging learning environment.

3. **Horseshoe seating**
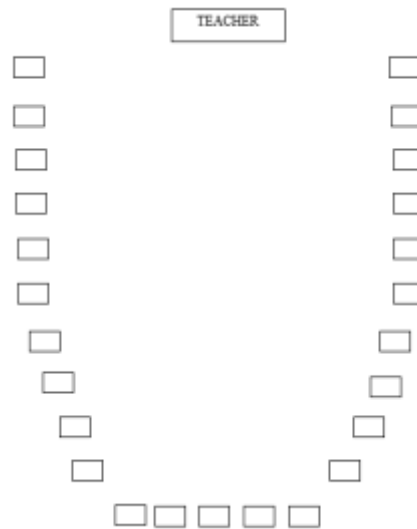
Figure 2.4 Type Seating Arrangement of Horseshoe Seating

According to Wenger (1992:56), in this seating arrangement, there was an elevated amount of talking from the students. But on the other hand, this seating arrangement allowed teacher's lesson to be more engaging for students. Wengal (1992:56) also indicated that this seating arrangement promoted participation and appropriate behaviour. Papalia (1994:56) established that the horseshoe seating arrangement allowed students to be able to pay attention to the teacher, make eye contact, and allowed the teacher to have control of the class. Rosenfield, et al., (1985:56) acknowledged that if teachers wanted their students to interact more during

class discussion, horseshoe seating arrangement is the best design to be considered.

CHAPTER III

RESEARCH METHOD

This chapter discussed the research design, population, and sample, and approach which used in the study including data collecting procedure, instruments, and data collection and endorsement of the data, data analysis while explaining the stages and processes involved in the study.

A. Research Design

This study used the mixed method. Mixed method is a research in which the researcher collects, analyzes and mixes both quantitative and qualitative data in a single study or multiphase program of inquiry (Burke, Anthony & Turner, 2007: 112). The researcher chose this method because qualitative data and quantitative data was mixed in order to corroborate the findings. In this study, the design is mix method is used for coordinating the aspirations of the English students of the English Education Study Program of IAIN Palangka Raya by doing case study and survey research, the researcher use quantitative first then the next data used by qualitative for support data quantitative.

B. Population and Sample

1. Population

The larger group about which the generalization made is called a population. A population is defined as all members of any well-defined

class of people, events, or objects (Ary, 1985: 647). The researcher

concluded that population is all subject to a study that is going observe.

The population in this study is students at English education study

program of IAIN Palangka Raya who have taken the course of speaking.

Those from the generation 2013 to 2016.

Table 3.1
Population of Research

Students At English Education Study Program Of IAIN Palangka Raya	
Academic year 2013/2014	69
Academic year 2014/2015	78
Academic year 2015/2016	56
Academic year 2016/2017	81
Total	**284**

Source data: from the Data of English Department in IAIN Palangka Raya

2. **Sample**

The small group that is observed is called a sample. A sample is a

portion of a population (Arikunto, 2002:104). In this study, the researcher

collected the data from English students who have taken a speaking course

in which the student consists of force 2013-2016.

According to Arikunto if the subject is less than 100, better taken all

so that his research is the study of population. However, if the number of

subjects is large, it can be taken between 10-15% or 20-25% or more

(Arikunto, 2006: 134). The sampling technique used in this research is

random sampling, that mention in the appendix. The sampling technique is

so named because in sampling, the researcher the subject in the population so that all subjects are considered equal.

Based on the above explanation, the research sample took as much as 25% of the 284 students. Then the sample counted 71 students. A total of 71 students were determined by a random sample technique.

For the interview, based on the Gay and Diehl (1992: 64) for descriptive research, researcher should chose 10% sample from the population. The sample in this research are 5 female and 2 male students English department who has been taken english speaking course. The researcher also chose the subject based on random sampling criteria.

C. Research Instruments

The instrument and data needed is explained in table 3.3

Table 3.2
Data instrument

Objective of the Study	Data Needed	Instrument
1. To describe types of seating arrangement preferred	➢ Describe types of seating arrangement preferred in number (quantitative) ➢ Support the data of types seating preferred based on students' actively in English speaking course with each seating arrangement (qualitative)	➢ Questionnaire ➢ Observation
2. To understand students' perception of seating	➢ Understand students' perception data collecting data collecting in words (qualitative).	➢ Interview

arrangement		

b. Observation

Observation is used as a technical term in research with its specific meaning, observation is usually to the use of our visual sense to record and make the information. Observation includes a systematic recording activity about events, behavior, objects those are seen, and other necessary things which are needed to support the study is ongoing (Sarwono: 2006:154). In research, observation refers to data gathering which involves the use not only visual sense but also all sense necessary to get valid and reliable data. Observation also refers to one of the techniques in gathering data (Latief, 2014:77)

In this study, the data needed is data to support questioner in answering research problems about the type of seating preference by students. The researcher observes 3 meetings in which each researcher meeting worked with the lecturer to arrange for a seat based on seating such as row seating, cluster seating, and horseshoe seating. To get data about which do the type of seating preference by students, the researcher concludes based on the observation results, which type of seating that makes students active in learning in the speaking class.

c. Questionnaires

The questionnaire is a set of question for gathering information from the subject of study. In this research, the researcher used a questionnaire to get data related to the second research problem. The questionnaire used likert scale (Haris, 1969:31).

In addition, the Likert scale is the most commonly used question format for assessing participant's opinion of usability (Dornyei, 2010:20). Likert scale in this study is strongly agreed (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). (Harris 1969:15) presented the sample that used 1 - 5 points. Below are the items of the questionnaire.

Each statement from the questionnaire would be labelled with each own score. There are five predetermined answers with scale 1 – 5 suggested by Likert Scale.

Table 3.3
Range Score of Statements

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Agree (SA)	1

Table 3.4
Table of Questionnaire Item Specification

Indicators	Item Specification
Row Seating	Item 1-3

Cluster Seating	Item 4-7
Horseshoe Seating	Item 8-11

d. Interview

The interview is a meeting of two persons to exchange information and idea through question and responses resulting in communication and joint construction of meaning about a particular topic (Christian, 2002: 67).

This study used semi-structured interview and the questions are related to how to do students' perception. In this research, the researcher used in the semi-structured interview. It is the type of interview is included in the category of the in-depth interview (Sugiyono, 2015:233). The researcher used opened-ended question.

D. Data Collection Procedure and Analysis

1. Phase Quantitative

a) Data Collection

Data collection is carrying out English Education Study program of IAIN Palangka Raya. In this research, the researcher used a questionnaire to get data related to the second research problem. There are eighteen

statements in the questionnaire. The questionnaire used Likert scale (Haris, 1969:31).

In addition, the Likert scale is the most commonly used question format for assessing participant's opinion of usability (Dornyei, 2010:20). Likert scale in this study is strongly agreed (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Harris (1969, p. 15) presented the sample that used 1 - 5 points.

The questionnaire gives to the participants through some procedure from the prepare with the result that analyzes, the holistic was clearly in steps below:

1. The researcher prepared the questionnaire.

2. The researcher gave the questionnaire to the respondents.

3. The researcher collected the responses.

4. The researcher analyzed the data to obtain using numeric or bar graph SPSS which analysis means and standard deviation.

5. The researcher got the result of the questionnaire.

6. The researcher follows up to the interview.

b) Data Analysis

The model conduct to analyze quantitative data is Descriptive Statistic (Mean and Standard Deviation). For clear understanding, the data presented using tables and a bar graph.

1. Mean

$$M = \frac{\sum X}{N}$$

Where :

M = Mean
Σ = Sum of
X = Raw Score
N = Number of case

2. Standard Deviation

$$S^2 = \frac{\Sigma(X - M)^2}{n - 1}$$

Where :
Σ = Sum of
X = Individual Score
M = Mean of all score
N = Number of case

3. Reliability and Validity

Validity (quality) is a quality that shows the relationship between a measurement (diagnosis) with the meaning or purpose of learning or behavioral criteria (Supriadi, 2011:108). The technique used to determine the validity of a test is by-product moment correlation technique. Here is the formula for product moment correlation with

$$r_{xy} = \frac{N \sum XY (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

With description:

r_{xy} : Number of scores X dan Y

$\sum X$: Number of X variable scores

$\sum Y$: Total Score of variable Y

$\sum XY$: Number of subjects

$(\sum X)$: The sum of squares of the grain score

$(\sum Y)$: the sum of squares the total score

N : Total population (Supriadi, 2011:110-111)

Criteria to look question give a significant correlation between a total number is if values of r of each question higher from r table its mean valid. The rule is;

$r_{value} \geq _{table}$ = valid

$r_{value} \leq _{table}$ = Invalid. (Purwanto, 2004:139)

Table 3.5
Result of Test Validity

Item	Total Corrected Item- Total Correlation/ r total	r table	Criteria
1	0,004723	0,632	Invalid
2	0,864244	0,632	Valid
3	0,869115	0,632	Valid
4	-0,07974	0,632	Invalid
5	0,854445	0,632	Valid
6	0,08948	0,632	Invalid
7	0,922248	0,632	Valid
8	0,869115	0,632	Valid
9	0,865041	0,632	Valid
10	0,843944	0,632	Valid
11	-0,07974	0,632	Invalid
12	0,922248	0,632	Valid
13	0,865041	0,632	Valid
14	0,922248	0,632	Valid
15	0,854445	0,632	Valid

Reliability is defined how much consistency the test scores the testee achieves on the retest (Sudijono, 2005:179-180). According to Sugiyono (2010: p.354) states that reliability test is performed to find out whether the measuring instrument designed in the form of a reliable questionnaire, a reliable measuring instrument if the measuring instrument is used repeatedly give relatively the same results (not much different).

Reliability test in this study using Alpha Cronbach, because of scoring using the instrument. The alpha formula as follows;

$$r_{11} = \frac{k}{k-1} \ x \ \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Note:

R11: Reliability value

$\sum S_i$: Number of variance score for each item

St: Total Variance

K: Number of items

With the criterion of reliability interpretation:

$0{,}80 \leq r_{xx} < 1{,}00$ = very high
$0{,}60 \leq r_{xx} < 0{,}80$ = high
$0{,}40 \leq r_{xx} < 0{,}60$ = medium
$0{,}20 \leq r_{xx} < 0{,}40$ = low

$0,00 \leq r_{xx} < 0,20$ = very low. (Slameto, 2001:215)

Table 3.6
Case Processing Summary

		N	%
Cases	Valid	10	100,0
	Excluded[a]	0	,0
	Total	10	100,0

As it can be seen from Table 3.5 that 10 students rated the statement in the questionnaire. All of them were included the reliability analysis.

Table 3.7
Reliability Statistics

Cronbach's Alpha	N of Items
,979	11

Cronbach's Alpha value is shown in the reliability Statistic table. The value is, 979 suggesting very high internal consistency reliability for the scale.

2. **Phase Qualitative**

a) **Data Collection**

To collect qualitative data, the researcher uses interview and observation. Each interview takes between 10 to 15 minutes and transcript and audiotape. Qualitative data consists of open-ended information that the researcher usually gathers through interviews. Creswell (2009:29) Qualitative research offers "a means of exploring and understanding the meaning individuals or groups

ascribe to a social or human problem". The researcher knows that would need to identify key areas and compare the students' experiences of these. An element of the structure is therefore important. On the other hand, a general picture was unlikely to reveal the undercurrents of feelings, expectations, opinions, and so on that would help the researcher understand the reasons for what is happening. For this case decided that researcher needed more open questions to allow students the freedom to bring to the surface aspects of their experience that would otherwise remain hidden. The holistic collection showed in the figure below:

Observation:

1. Observation of the English speaking course by using row seating.

2. Observation of the English speaking course by using cluster seating.

3. Observation of the English speaking course by using horseshoe seating.

Interview:

1. Creating interview questions.

2. Determining the respondents.

3. Doing interview

4. Recording the process

5. Transcribing the students' interview answers

6. Analyzing the transcript

b) Data Analysis

According to on the Bogdan Statement "Data Analysis the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others". Miles and Huberman suggested that activity in the analysis of qualitative data is performed continuously until finished. The researcher analyzes the data use the steps based on the Miles and Huberman (Sugiyono, 2015:244-246)

1. Data Reduction

    It is a process of selecting. In the first stage, through editing, segmenting and summarizing. In the second stage, it happens through coding. The researcher was reduction the data by coding the important thing of result collect the data.

2. Data Display

    After the data is reduced, the next is display data. The result of the data reduction reported system which can be understood and reasonable of the data that get in the field by the research. The researcher displayed data in from brief description.

3. Conclusion

    The water finds conclusion answering for formulating problems. The researcher makes a conclusion from all the data that get in order to make clear and understand for the reader.

c) Data Endorsement

There are There are four techniques to determine the endorsement of the data credibility, transferability, dependability, and confirmability.

1. Credibility

The researcher uses the credibility to accountable research results. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context (Ary, et al., 2010, p. 498). The credibility of the data and the qualitative research results measure from some aspect, ranging from the length of time of the research (Musfiqon, 2010, p.168). To afford in order that the truth of the study is believed, it is a support in some ways, as follows:

a. The observation existence

The researcher tried to know and recheck the condition of place where the research is done, in this case, the researcher back to the location of the research to confirm whether the data in accordance with the definition of the informant. If the resulting data the researcher does not match, then the researcher restart

observations against informant with regard to students' perception until retrieved data is definitely the truth.

b. Triangulation

In this research, the researcher does triangulation by means of comparing the information or data obtained through observation, interview techniques questionnaire, and interview and comparing the same information or data which is the source from the student's perception.

c. Using reference material

The researcher collected the evidence of the data as the supporter of the data. The researcher proved the validity of data with the interview recorder, questionnaire paper, and observation.

d. Member check

Member check does the checking of data obtained by a researcher from informants as the giver of the data. The aims are to ascertain whether the data agreed or even the data that researcher not agreed by the informants. If it is not agreed upon then the researcher changed the findings and adapt to what is given by the informant. In this case, the researcher held the member check

against the information or data obtained from the results of interviews with headmaster and teachers.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. The researcher must strive to provide accurate, detailed, and complete descriptions of the context and participants to assist the reader in determining transferability (Ary, et al, 2010, p. 501). So, the researcher should make a report that clearly about the implementation of policy in the use of English to the teachers can easily understand the result of research.

3. Dependability

Qualitative researcher speaks of dependability rather than reliability. Thus, consistency is viewed as the extent to which variation can be tracked or explained. (Ary, et al, 2010, p. 502). The researcher shows the evidence of the field activity starting from decisive focus, time of gaining the data, how to specify a data source, how to conduct data analysis, the validity of data, and make the conclusion.

4. Confirmability

Confirmability in qualitative research is the same as quantitative research the concept of objectivity. In qualitative studies, the focus shifts from the neutrality of the researcher to the confirmability of the data and interpretation (Ary, et al., 2010, p. 504). The researcher test the results of research by showing the study results.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Presentation

For the first data, the researcher took from the students' questionnaire. There are 11 questions in the questionnaire. Questions number one, four, and eight to find out the type of seating arrangement the students prefer in speaking course to pay attention to the teacher explaining the material in the classroom. Questions number two, five, and nine to find out the type of seating arrangement the students prefer in speaking course to be more active in English in Speaking lessons. Questions number three, seven, and eleven to find out the type of seating arrangement the students prefer in speaking course to interact more with the teacher and all of their friends during a discussion in English speaking classroom. And the last, the question number six and ten to find out the type of seating arrangement the students prefer in speaking course to connect with lecturers and all of their friend in English speaking classroom.

For the second data was doing an interviewed, Based on the result of questionnaires, the researcher found seven students who become a sample in this research. The researcher has conducted an interview with the students of IAIN Palangka Raya. The questions that the researcher asked to the students, as follows; their perception toward which type of seating arrangement makes it easy

for the students to pay attention to the teacher while explaining the material in English speaking classroom, the type of seating arrangement which makes the students more active in English speaking classroom, which type of seating arrangement makes students easy interact more with teacher and all of their friend when discussing by speak English in English speaking classroom, and what kind of seating arrangement makes students easy to connect with teacher and all of their friend in English speaking classroom.

For the third data was doing an observation, the researcher made an observation using observation checklist to know the student activity in learning Speaking according to the type of seating arrangement. The activities that the researcher observe in the class, as follows; students on time and preparation to follow the learning, students' enthusiasm in the method of seating arrangement that has been determined, students' active to listen and pay attention in the learning process, the method of seating arrangement that made students easy for interaction among friends to give respon, student activeness in giving feedback or response during learning process, the method of seating arrangement can support the learning material in English speaking classroom, student focus during learning process, constraint in learning process caused by seating arrangement.

B. Research Findings

The result on what type of seating arrangement the students prefer in speaking course at English education study program of IAIN Palangka Raya was obtained

by employing questionnaire as the main instrument to collect the data. The presented data consisted of responses, central tendency (mean, median, modus), and standard deviation. There were 71 students from four different academic years who were chosen as sampling.

The result on what students' perception toward seating arrangement in speaking course at English education study program of IAIN palanka Raya was obtained by interview to collect the data. There were 7 students from four different academic years who were chosen as representation from sampling. And then the researcher use observation for support the data of types seating preferred and their perception based on students' actively in English speaking course with each seating arrangement.

The first step was to tabulate score into the table of calculation Mean. The table was shown below:

Table 4.1

The Calculation of Mean

X	F	FX
5	9	45
4	25	100
3	13	39
2	23	46
1	1	1
	N=71	231

$$M = \frac{\Sigma X}{N} \quad = \quad \frac{231}{71} \quad = 3,25$$

The mean of item is 3,25

Next step is to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

Table 4.2

The Calculation of Deviation Score and Standard Deviation of Students' Perception

X	F	FX	x	x^2	Fx^2
5	9	45	1,75	3,06	27,56
4	25	100	0,75	0,56	14,06
3	13	39	-0,25	0,06	0,81
2	23	46	-1,25	1,56	35,94
1	1	1	-2,25	5,06	5,06
	71	$\sum 231$			$\sum 83,44$

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}} = \sqrt{\frac{83,44}{71-1}} = \sqrt{\frac{83,44}{70}} = \sqrt{1,192} = 1,092$$

Then the score of Mean, Median, Modus, and Standard Deviation are tabulated in the table. The table is as follows;

1. Result of Questionnaire Analysis

Table 4.3

Result of Questionnaire

No	Statement	Scale					Total	MN	MDN	MO	SD
		SA	A	U	D	SD					
		5	4	3	2	1					
1	Saya suka susunan tempat duduk jenis *row seating* karena saya akan mudah memperhatikan dosen ketika dosen menjelaskan materi di kelas Speaking.	9	25	13	23	1	231	3,25	3	4	1,092
	Persen	12,7	35,2	18,3	32,4	1,4					
2	Saya suka susunan tempat duduk jenis *row seating* dikelas speaking karena dapat membuat saya lebih aktif berbicara menggunakan bahasa Inggris.	11	18	12	28	2	221	3,11	3	2	1,178
	Persen	15,5	25,4	16,9	39,4	2,8					
3	Saya suka susunan tempat duduk jenis *row seating* karena saya akan mudah berinteraksi lebih banyak dengan dosen dan semua teman dikelas ketika diskusi menggunakan bahasa Inggris pada saat mata kuliah Speaking.	7	21	14	27	2	217	3,06	3	2	1,094
	Persen	9,9	29,6	19,7	38	2,8					
4	Saya suka susunan tempat duduk jenis *cluster seating* karena saya akan mudah memperhatikan dosen ketika dosen menjelaskan materi di kelas Speaking.	8	18	22	20	3	221	3,11	3	3	1,076
	Persen	11,3	25,4	31	28,2	4,2					
5	Saya suka susunan tempat duduk jenis *cluster seating* karena dapat membuat saya lebih aktif berbicara menggunakan bahasa Inggris pada saat mata kuliah Speaking.	6	25	21	19	0	231	3,25	3	4	952
	Persen	8,5	35,2	29,6	26,8	0					
6	Saya suka susunan tempat duduk jenis *cluster seating* karena saya akan mudah terhubung dengan dosen dan semua teman dikelas dengan baik pada saat mata kuliah Speaking.	7	24	24	14	2	233	3,28	3	3[a]	988
	Persen	9,9	33,8	33,8	19,7	2,8					

No	Statement	SA	A	U	D	SD	J	R	s	S	
7	Saya suka susunan tempat duduk jenis *cluster seating* karena saya akan mudah berinteraksi lebih banyak dengan dosen dan semua teman dikelas ketika diskusi menggunakan bahasa Inggris pada saat mata kuliah Speaking.	9	23	22	17	0	237	3,34	3	4	985
	Persen	12,7	32,4	31	23,9	0					
8	Saya suka susunan tempat duduk jenis *hershshoe seating* karena saya akan mudah memperhatikan dosen ketika dosen menjelaskan materi di kelas Speaking.	38	26	4	3	0	312	4,39	5	5	783
	Persen	53,5	36,6	5,6	4,2	0					
9	Saya suka susunan tempat duduk jenis *hershshoe seating* karena dapat membuat saya lebih aktif berbicara menggunakan bahasa Inggris pada saat 71mata kuliah Speaking	34	26	7	4	0	303	4,27	4	5	861
	Persen	47,9	36,6	9,9	5,6	0	231				
10	Saya suka susunan tempat duduk jenis *hershshoe seating* karena saya akan mudah terhubung dengan dosen dan semua teman dikelas dengan baik pada saat mata kuliah Speaking.	38	25	4	4	0		4,37	5	5	832
	Persen	53,5	35,2	5,6	5,6	0					
11	Saya suka susunan tempat duduk jenis *hershshoe seating* karena saya akan mudah berinteraksi lebih banyak dengan dosen dan semua teman dikelas ketika diskusi menggunakan bahasa Inggris pada saat mata kuliah Speaking.	37	24	6	4	0		4,32	5	5	858
	Persen	52,1	33,8	8,5	5,6	0					

Note:

SA   = Strong Agree

A   = Agree

U   = Uncertain

D   = Disagree

SD   = Strongly Disagree

J   =Total Responden

R   = Persentase Students' Perception

s   = Total Score

S   = Total Score x High Score

The
Data
above
could

Table 4.4 result of analysis survey item_1

be

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1,4	1,4	1,4
	2	23	32,4	32,4	33,8
	3	13	18,3	18,3	52,1
	4	25	35,2	35,2	87,3
	5	9	12,7	12,7	100,0
	Total	71	100,0	100,0	

detailed as follows'

Table 4.5 result of analysis survey item_2

	Frequency	Percent	Valid Percent	Cumulative Percent

1,

like the

Item

students

seating

Valid				
1	2	2,8	2,8	2,8
2	28	39,4	39,4	42,3
3	12	16,9	16,9	59,2
4	18	25,4	25,4	84,5
5	11	15,5	15,5	100,0
Total	71	100,0	100,0	

arrangement type of row seating because it was easily paying attention to the lecturer when the lecturer explains the material in the Speaking class. There are 1 student (1,4%) state strongly disagree, 23 students (32,4) disagree, 13 students (18,3%) Uncertain, 25 students (35%) agree, and 9 students (12,7%) strongly agree.

Item 2, students like the seating arrangement type of row seating because it can make them actively to speak English in the Speaking class. There are 2 student (2,8%) state strongly disagree, 28 students (39,4%) disagree, 12 students (16,9%) Uncertain, 18 students (25,4%) agree, and 11 students (15,5%) strongly agree.

Table 4.6 result of analysis survey item_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2,8	2,8	2,8
	2	27	38,0	38,0	40,8
	3	14	19,7	19,7	60,6
	4	21	29,6	29,6	90,1
	5	7	9,9	9,9	100,0
	Total	71	100,0	100,0	

Item 3, students like the seating arrangement type of row seating because it was easier for them to interact more with the lecturer and all of their friends in English speaking course when discussing by speaking English. There are 2 student (2,8%) state strongly disagree, 27 students (38%) disagree, 14 students (19,7%)

Table 4.7 result of analysis survey item_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	4,2	4,2	4,2
	2	20	28,2	28,2	32,4
	3	22	31,0	31,0	63,4
	4	18	25,4	25,4	88,7
	5	8	11,3	11,3	100,0
	Total	71	100,0	100,0	

Uncertain, 21 students (29,6%) agree, and 7 students (9,9%) strongly agree.

Item 4, students like the seating arrangement type of cluster seating because it was easily paying attention to the lecturer when the lecturer explains the material in the Speaking class. There are 3 student (4,2%) state strongly disagree, 20 students (28,2%) disagree, 22 students (31,0%) Uncertain, 18 students (25,4%) agree, and 8 students (11,3%) strongly agree.

Table 4.8 result of analysis survey item_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	19	26,8	26,8	26,8
	3	21	29,6	29,6	56,3
	4	25	35,2	35,2	91,5
	5	6	8,5	8,5	100,0
	Total	71	100,0	100,0	

Item 5, students like the seating arrangement type of cluster seating because it can make them actively to speak English in the Speaking class. There are 0 student (0%) state strongly disagree, 19 students (26,8%) disagree, 21 students (29,6%) Uncertain, 25 students (35,2%) agree, and 6 students (8,5%) strongly agree.

Table 4.9 result of analysis survey item_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2,8	2,8	2,8
	2	14	19,7	19,7	22,5
	3	24	33,8	33,8	56,3
	4	24	33,8	33,8	90,1
	5	7	9,9	9,9	100,0
	Total	71	100,0	100,0	

Item 6, students like the seating arrangement type of cluster seating because it was easier for them to connected better among lecturer and all of their friends in English speaking course. There are 2 student (2,8%) state strongly disagree, 14 students (19,7%) disagree, 24 students (33,8%) Uncertain, 33 students (33,8%) agree, and 7 students (9,9%) strongly agree.

Table 4.10 result of analysis survey item_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	17	23,9	23,9	23,9
	3	22	31,0	31,0	54,9
	4	23	32,4	32,4	87,3
	5	9	12,7	12,7	100,0
	Total	71	100,0	100,0	

Item 7, students like the seating arrangement type of cluster seating because it was easier for them to interact more with the lecturer and all of their friends in English speaking course when discussing by speaking English. There are 0 student (0%) state strongly disagree, 17 students (23,9%) disagree, 22 students (31,0%) Uncertain, 23 students (32,4%) agree, and 9 students (12,7%) strongly agree.

Table 4.11 result of analysis survey item_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	4,2	4,2	4,2
	3	4	5,6	5,6	9,9
	4	26	36,6	36,6	46,5
	5	38	53,5	53,5	100,0
	Total	71	100,0	100,0	

Item 8, students like the seating arrangement type of horseshoe seating because it was easily paying attention to the lecturer when the lecturer explains the material in the Speaking class. There are 0 student (0%) state strongly disagree, 3 students (4,2%) disagree, 4 students (5,6%) Uncertain, 26 students (36,6%) agree, and 38

Table 4.12 result of analysis survey item_9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	5,6	5,6	5,6
	3	7	9,9	9,9	15,5
	4	26	36,6	36,6	52,1
	5	34	47,9	47,9	100,0
	Total	71	100,0	100,0	

students (53,5%) strongly agree.

Item 9, students like the seating arrangement type of horseshoe seating because it can make them actively to speak English in the Speaking class. There are 0 student (0%) state strongly disagree, 4 students (5,6%) disagree, 7 students (9,9%) Uncertain, 26 students (36,6%) agree, and 34 students (47,9%) strongly agree.

Table 4.13 result of analysis survey item_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	5,6	5,6	5,6
	3	4	5,6	5,6	11,3
	4	25	35,2	35,2	46,5
	5	38	53,5	53,5	100,0
	Total	71	100,0	100,0	

Item 10, students like the seating arrangement type of horseshoe seating because it was easier for them to connected better with lecturer and all of their friends in English speaking course. There are 0 student (0%) state strongly disagree, 4 students (5,6%) disagree, 4 students (5,6%) Uncertain, 25 students (35,2%) agree, and 38 students (53,5%) strongly agree.

Table 4.14 result of analysis survey item_11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	5,6	5,6	5,6
3	6	8,5	8,5	14,1
4	24	33,8	33,8	47,9
5	37	52,1	52,1	100,0
Total	71	100,0	100,0	

Item 11, students like the seating arrangement type of horseshoe seating because it was easier for them to interact more with lecturer and all of their friends in the English speaking course when discussing by speaking English. There are 0 student (0%) state strongly disagree, 4 students (5,6%) disagree, 6 students (8,5%) Uncertain, 24 students (33,8%) agree, and 37 students (52,1%) strongly agree.

2. Result of Interview

The interview was done to gain more information about the students' perception toward seating arrangement in speaking course at English education study program of IAIN Palangka Raya, and it was to support the main instrument, questionnaire.

1) MAY

MAY is a student in the academic year of 2016/2017. According to him he has experienced three types of seating arrangement row seating, cluster seating, and horseshoe seating during Speaking course lessons, he likes the type of horseshoe seating because he thinks the seating arrangement

makes it easy to express opinions in learning Speaking while row seating it makes difficulties for Speak because students must turn, and cluster seating is difficult to see all of the friends. According to him Horseshoe seating is easy seating arrangement to pay attention to teacher when teacher explain the material in Speaking course lesson because when the lecturer explains the material there is no barrier so it makes it easier for the students to focus attention on the teacher in the front who is explaining the material, and because the arrangement of its form making all students and teacher for face to face no one back from each other making it easy to connect and interact when discussion by speak English and make it must be more active in speaking English.

2) BYN

BYN is a student in the academic year of 2016/2017. According to her, she has experienced three types of seating, it rows seating, cluster seating, and horseshoe seating, based on BYN horseshoe seating is the type of seating she likes because it makes it easy to see the teacher and all of his friends in class. According to her horseshoe seating is easy seating arrangement to pay attention to the teacher when teacher explain material in learning of speaking because when teacher explains material easy to be heard and paid attention. Horseshoe seating make the student more active speak English in learning Speaking. Sometimes in row seating students that

seat in backline students afraid if teacher chose them for Speak, and for cluster seating students just speak for friend at proximity, and horseshoe make the students become more active speak English because no one cover each other and makes all students and teacher face to face that makes it easy for students to connect and interact when using English.

3) ASP

ASF is a student in the academic year of 2015/2016. According to her she has used three rows seating, cluster seating, and horseshoe seating on Speaking learning, she likes horseshoe seating because there is no barrier between lecturers and all of their friends while row seating students tend to pay attention only to students in the front row, and cluster seating only focuses on interacting with friends who area proximity. According to her horseshoe seating is easy to pay attention to teacher when teacher explain material in learning speaking classroom because at that time teacher not only can be in front but also teacher can approximate to students when lecturer is explaining material, the ease of lecturers can circle their students from any angle without any students who can take cover it makes students must be active speak Speaking at the time of learning. The seating arrangement also makes it easier for students to connect and interact during the discussion because students can look at their classmates without any obstacles.

4) WLS

WLS is a student in the academic year of 2015/2016. According to her she has used type of seating arrangement that is row seating, cluster seating, and horseshoe seating in English speaking classroom, she likes the horseshoe seating arrangement during the speaking lesson because she thinks horseshoe seating makes it easy to interact with the teacher, face to face with the teacher and all of their friends in classroom, Horseshoe seating is easy to pay attention to teacher when teacher explain the material in learning Speaking because with the seating arrangement the students will be easy to focus with teacher who is explaining the material in the middle of the students. Because position that makes it face to face with friends so that makes students become more active in learning speaking. And because the position of its form makes all of the students and teacher face to face no one back to each other making it easy to connect and interact when discussion by speak English make it must be more active in speaking English.

5) WDY

WDY is a student in the academic year of 2015/2016. According to her, she has experienced three-row seating arrangements, cluster seating, and horseshoe seating on Speaking learning. He likes the horseshoe seating because he thinks the seating arrangement of horseshoe seating helps him

and his friends to meet face-to-face and he likes because teacher's position in the middle of students that make students' focus to listen and pay attention to the material during the learning process. Horseshoe seating is a seating arrangement that makes it easy for him to connect, interact, and make him more actively speak English while discussing in Speaking course lessons as it makes it easier for him to meet his teacher and all of his friends because when he wants to express his opinion in English it is directly fixed to the teacher and all of his friends.

6) NRL

NRL is a student in the academic year of 2014/2015. According to her she has used three types of seating arrangement they are row seating, cluster seating, and horseshoe seating during learning English speaking classroom. He likes the seating arrangement of horseshoe seating because according to her horseshoe seating is more effective in learning Speaking, because seating arrangement makes it face to face with friends so that makes students become more active in speaking and easy to connect and interact when discussion by speak English and make it must be more active in speaking English. Horseshoe also easy to pay attention to the teacher when teacher explain material in English Speaking course because there is no barrier that makes it easier for students to focus on material given by the teacher.

7) RNL

RNL is a student in the academic year of 2014/2015. According to her, she has used the three types of seating arrangement they are row seating, cluster seating, and horseshoe seating during the course of Speaking course. He likes the seating arrangement of horseshoe seating because he likes that Speaking should face to face. Horseshoe seating is an easy to pay attention to the teacher when teacher explain materials in Speaking course lessons, while cluster focuses on the closest friends and row seating only some students who sit in the front row of focus. Horseshoe seating is a seating arrangement that makes it easy to connect, interact and more actively speak English when discussing in Speaking course because when he wants to express his opinion directly to the teacher and all of her friends in the class.

C. Discussion

From the result of the research on the questionnaire, interview, and observation, attaching on the result of Research above, the finding could be made in the chart to easily see the types of seating arrangement preferred by the students in speaking course at English education study program of IAIN Palangka Raya. The chart was as follows:
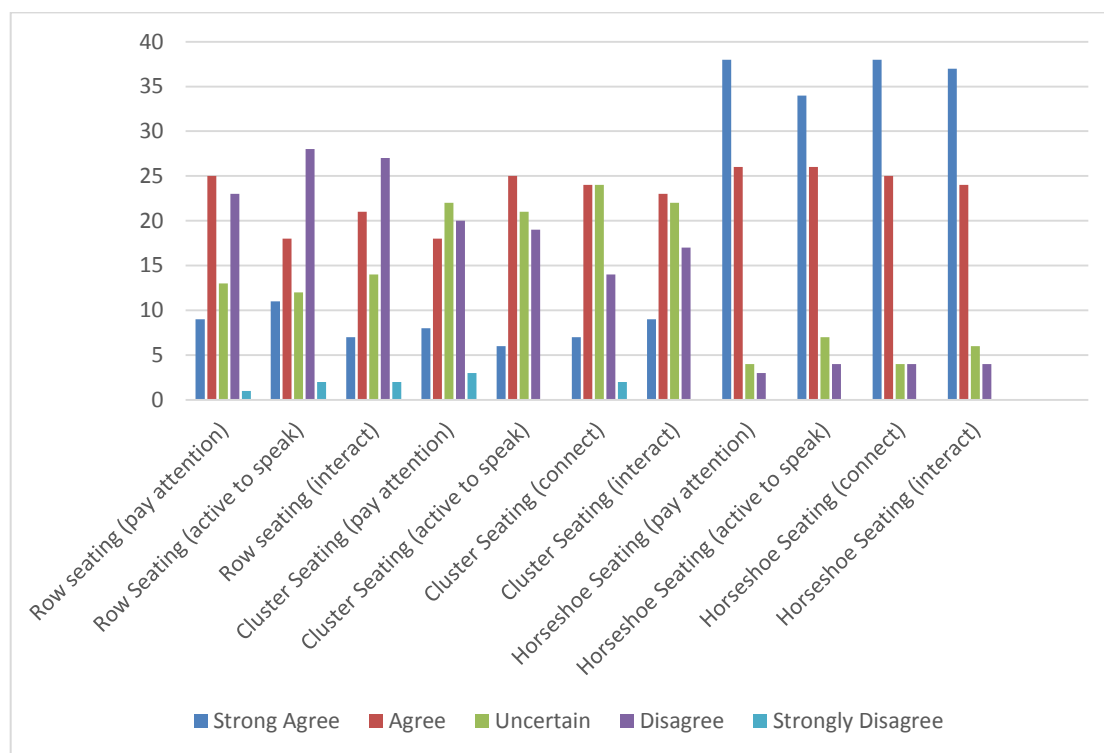
Figure 4.1 Result of Questionnaire

It could be concluded from the chart above that most students like type seating arrangement of horseshoe seating. Can be seen from the blue chart most students that they strongly agree with the type seating arrangement of horseshoe seating.

To support the findings of the questionnaire above, the second instrument observation and interview played an important role, for it provided the reason which was not asked in the questionnaire questions.

Question number one asked about what type of seating arrangement the students prefer in speaking course. Most respondents stated that it was horseshoe

seating. It was in line with the item number 8, 9 10, and 11. In this result students most stated that they like horseshoe seating because the seat position that made them face to face with the teacher and all of their friends. Its statement like according to Papalia (1994) statement that "the horseshoe seating arrangement allowed students to be able to make eye contact" (Simmons et.al, 2015:56)

Question number two asked about from the three types of seating arrangement, which seating arrangement that students prefer because can make it easier for them to pay attention to the teacher while the teacher explaining the material. Most respondents stated that horseshoe makes it easier for students to pay attention to the teacher because circular positions there is no barriers, making students focus on lecturers who are in the middle who explain the material. It is in line with the item number 8. It's like by according to Papalia (1994) statement that "the horseshoe seating arrangement allowed students to be able to the teacher to have control of the class (Simmons et.al, 2015:56). Form the resulting interview the researcher conducted observation in item four seating arrangement method makes all of the student's eye contacts and connect with the other friends, item five all of the students focus during the learning process, and item six all of the students pay attention and listen actively during the learning process in the classroom. And the researcher found that students behavior in English speaking classroom done in English speaking classroom that used horseshoe seating.

Question number three asked about the three types of seating arrangement, which seating arrangement that makes students more active in English speaking

classroom. It was in line with the item number 9. Most respondents stated that horseshoe seating is a seating arrangement that makes students more active because makes all students can be seen by the teacher and make the students must be active in English speaking classroom, it's like by according to Papalia (1994) statement that "the horseshoe seating arrangement allowed students to be able to make eye contact" (Simmons et.al, 2015:56). While row seating with sitting position there is a student sitting in front of someone sitting behind the making the active students only the back of the front only. Its like by according to Atherton (2005) statement that "when students are placed in rows it is convened that students should be passive learners" (Simmons et.al, 2015:56). And cluster seating is active only with friend proximity, and suitable for group discussion. it's like by according to Marx (2000) noted that "cluster seating fostered an environment that allowed interact with one another because of their close proximity" (Simmons et.al, 2015:55), in a study done by Rosenfield, et.al. they found that "cluster seating had a positive effect on social interaction and that more students were actively participating in class discussion with small clusters would heighten student interaction but might also limit teacher control and/or encourage social interaction that are not conducive to learning." (Simmons et.al, 2015:55)Form the resulting interview the researcher conducted observation in item seven that all of the students become more active like give a response or feedback in the learning process. The researcher found that students in horseshoe seating more active during the learning process.

Question number four asked about among the three types of seating, which seating arrangement allows students to and interact more with the lecturers and all their friend when discussing by speaking English in English speaking classroom. Most respondents said the horseshoe seating is a seating arrangement that allows students to interact with lecturers and all of their friend during discussions in English speaking classroom it makes it easier for him to meet his teacher and all of his friends because when students want to express their opinion in learning Speaking it is directly fixed to the teacher and all of his friends. It's like by according to Rosenfield (1985) statement that "acknowledged that if teachers wanted their students to interact more during the discussion, horseshoe seating arrangement is the best design to be considered" (Simmons et.al, 2015:56). Form the resulting interview the researcher conducted observation in item eight that seating arrangement methods facilitate interaction between students in the learning process, the researcher found seating arrangement methods facilitate interaction between students in the learning process.

In conclusion, based on two research problem, first, what type of seating arrangement the students prefer in speaking course at English education study program of IAIN Palangka Raya, the researcher found that students prefer in speaking course at English education study program of IAIN Palangka Raya is horseshoe seating. It could be seen in the chart based on blue line stated that student most agree toward horseshoe seating. And the second research problem how do students perceive toward seating arrangement in speaking course at

English education study program of IAIN Palangka Raya, the researcher found students perceive that they like horseshoe seating because the seat position that made them face to face with teacher and all of their friends, makes it easier for students to pay attention to teacher because circular positions there are no barriers, making students focus on lecturers who are in the middle who explain the material, horseshoe seating is a seating arrangement that makes students more active because makes all students can be seen by the teacher and make the students must be active in English speaking classroom, it's like by according to Papalia (1994) Statement that "the horseshoe seating arrangement allowed students to be able to pay attention to the teacher, make eye contact, and allowed the teacher to have control of the class" (Simmons et.al, 2015:56). While row seating with sitting position there is a student sitting in front of someone sitting behind the making the active students only the back of the front only. Its like by according to Atherton (2005) statement that "when students are placed in rows it is convened that students should be passive learners" (Simmons et.al, 2015:54). And cluster seating is active only with friend proximity, and suitable for group discussion. Its like by according to Marx (2000) noted that "cluster seating fostered an environment that allowed interact with one another because of their close proximity", and in a study done by Rosenfield, et.al. (1985) they found that "cluster seating had a positive effect on social interaction and that more students were actively participating in class discussion with small clusters would heighten student interaction but might also limit teacher control and/or encourage social

interaction that are not conducive to learning" (Simmons et.al, 2015:55). While horseshoe seating is a seating arrangement that allows students to interact with lecturers and all of their friend during discussions in English speaking classroom because when students want to express their opinion in learning Speaking it is directly fixed to the teacher and all of his friends. It's like by according to Rosenfield (1985) statement that "acknowledged that if teachers wanted their students to interact more during the discussion, horseshoe seating arrangement is the best design to be considered" (Simmons et.al, 2015:56).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the findings and suggestions. The conclusion was too summarize the finding, and suggestion was aimed to the students,specifically for the English Lecturer of English Education Study Program of IAIN Palangka Raya, and those who are interest further in researching about Seating Arrangement.

A. Conclusion

Based on the result of this research the researcher found that most students prefer in speaking course at English education study program of IAIN Palangka Raya is horseshoe seating.

Students' prefer of hersheshoe seating because the seat position that made them face to face with teacher and all of their friends, makes it easier for students to pay attention to teacher because circular positions there are no barriers, making students focus on lecturers who are in the middle who explain the material, hersheshoe seating is a seating arrangement that makes students more active because makes all students can be seen by the teacher and make the students must be active in english speaking classroom, While row seating with sitting position there is a student sitting in front of someone sitting behind the making the active students only the back of the front only. And cluster seating is active only with friend proximity, and suitable for group discussion. Horseshoe

seating is a seating arrangement that allows students to interact with lecturers and all of their friend during discussions in English speaking classroom because when students want to express their opinion in learning Speaking it is directly fixed to the teacher and all of his friends.

B. Suggestion

1. For English Learner

   It was instructed to all students to attend to the lecturer and enthusiasm in English speaking classroom, although in each type seating arrangement has advantage and disadvantages.

2. For the Lecturer

   It was recommended to English Lecturer that in teaching English to used every type seating arrangement adjust to condition in English course classroom, especially for English speaking course classroom.

3. For the Other Researcher

   This design of this thesis was used survey research, it recommended for the other researcher to do the research used the other design.

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