

**THE DIFFERENCE OF THE ACHIEVEMENT IN ENGLISH  
SPEAKING ABILITIES BETWEEN THE STUDENTS IN  
FRONT AND BACK ROWS OF SEATING POSITION IN THE  
CLASSROOM**

**THESIS**



**BY:**

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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
2020 M / 1442 H**

**THE DIFFERENCE OF THE ACHIEVEMENT IN ENGLISH  
SPEAKING ABILITIES BETWEEN THE STUDENTS IN  
FRONT AND BACK ROWS OF SEATING POSITION IN THE  
CLASSROOM**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
For the degree of Sarjana in English Language Education



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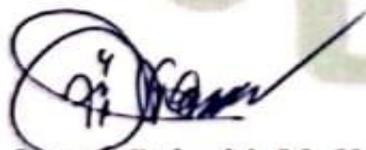
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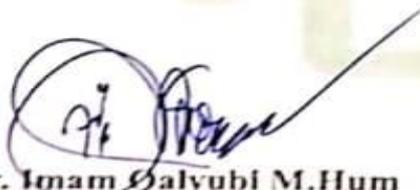
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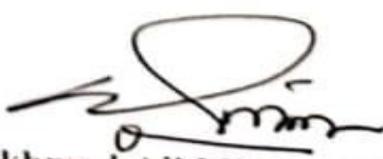
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Demikian atas perhatiannya, diucapkan terima kasih.

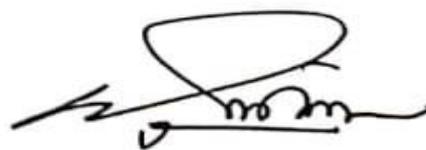
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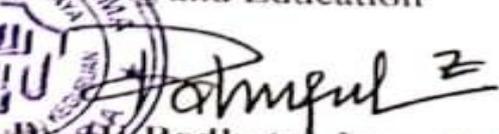
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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۞

**“Karena sesungguhnya sesudah kesulitan itu ada kemudahan. Sesungguhnya sesudah kesulitan itu ada kemudahan.”**

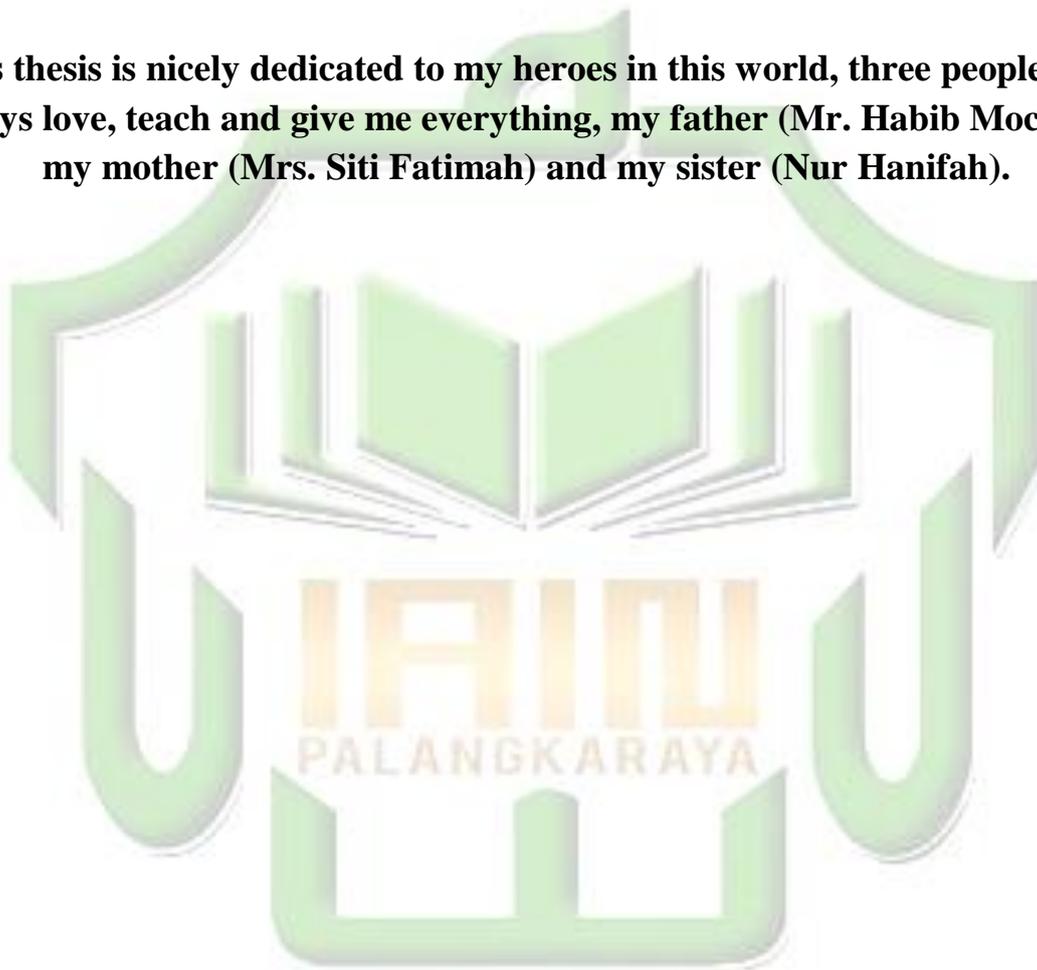
**(QS. Al-Insyirah : 5-6)**



## DEDICATION

~ ~ ~

**This thesis is nicely dedicated to my heroes in this world, three people who always love, teach and give me everything, my father (Mr. Habib Mochsin), my mother (Mrs. Siti Fatimah) and my sister (Nur Hanifah).**



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## ABSTRACT

Annisa, Nur. 2020. *The Difference of the Achievements in English Speaking Abilities between the Students in Front and Back Rows of Seating Positions in the Classroom*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, M. Hum, (II) Akhmad Ali Mirza, M.Pd.

**Key words:** The significant difference, speaking abilities, seating position

Teaching is a profession that requires specialized skills and knowledge to impact significantly on student learning. One factor associated with improved achievement among learners is the position at which they sit in a classroom. This means that where students sit in the classroom may affect their academic achievement. Many researchers believe that students who sit in the front tend to have higher scores compared to the ones who sit in the back. Because teachers tend to direct more questions to students seated in the front rows of the classroom. Students seated at the back interact more with each other, in a disruptive way, thus minimizing their opportunity to learn. Educators should pay attention more to the classroom seating position of the students in order to perform highly estimated teaching learning process. Consequently, seating position may give significant difference in helping students to get good quality of teaching learning process.

The aim of this research was to find out the significant difference of the achievements between students that sit in front and back rows. This study was focused to find out the difference of the achievement in English speaking abilities towards 2016 and 2017 academic year students of English Department IAIN Palangka Raya.

The method of this research was quantitative and ex post facto was the design of the research. The sample of the research was 2016 and 2017 academic year students of English Department at IAIN Palangka Raya consisting of 40 students taken by random sampling technique. The researcher used two kinds of instruments to collect the data of two variables. The instruments were questionnaire and speaking test. The first instrument was speaking test. Oral proficiency scoring categories from David P. Harris (1969) was used as guidance to measure students' speaking ability by conducting 'Introduction' as the topic. In analyzing the data. The second instrument was Students' Perception on ORSA (Orderly Rows Seating Arrangements) questionnaire sheet developed by Slamet Wahyudi (2010) which contains of 20 items with 5 point Likert-scale. This questionnaire used to find out students' seating position preference. The researcher measured the result of questionnaire and the result of speaking test by using Independent Sample Test.

The result of this research showed that the significance (2 tailed) is 0.000. It means  $0.05 > 0.000$  which showed  $H_a$  accepted and  $H_o$  rejected. The result explained that there is significant difference of the achievement in English

speaking abilities between students in front and back rows of in the classroom of English Department IAIN Palangka Raya.



## ABSTRAK

Annisa, Nur. 2020. *Perbedaan Pencapaian dalam Berbicara Bahasa Inggris antara Mahasiswa di Baris Depan dan Belakang di Ruang Kelas*. Skripsi tidak di terbitkan. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri palangka Raya. Pembimbing (I) Dr. Imam Qalyubi, M. Hum (II) Akhmad Ali Mirza, M.Pd.

**Kata Kunci:** Perbedaan yang signifikan, kemampuan berbicara, posisi duduk

Mengajar adalah profesi yang membutuhkan keterampilan dan pengetahuan khusus untuk berdampak signifikan pada pembelajaran siswa. Salah satu faktor yang terkait dengan peningkatan prestasi di antara peserta didik adalah posisi mereka duduk di dalam kelas. Artinya tempat duduk siswa di dalam kelas dapat mempengaruhi prestasi akademiknya. Banyak peneliti yang berpendapat bahwa siswa yang duduk di depan cenderung memiliki nilai yang lebih tinggi dibandingkan dengan siswa yang duduk di belakang. Karena guru cenderung lebih banyak mengarahkan pertanyaan kepada siswa yang duduk di barisan depan kelas. Siswa yang duduk di belakang lebih banyak berinteraksi satu sama lain, dengan cara yang mengganggu, sehingga meminimalkan kesempatan mereka untuk belajar. Pendidik harus lebih memperhatikan posisi tempat duduk kelas siswa agar dapat melaksanakan proses belajar mengajar yang sangat diharapkan. Akibatnya, posisi tempat duduk dapat memberikan perbedaan yang signifikan dalam membantu siswa mendapatkan kualitas proses belajar mengajar yang baik.

Tujuan dari penelitian ini adalah untuk mengetahui perbedaan pencapaian yang signifikan antara mahasiswa yang duduk di baris depan dan baris belakang. Penelitian ini difokuskan untuk mengetahui perbedaan yang signifikan terhadap kemampuan berbicara bahasa Inggris pada mahasiswa angkatan 2016 dan 2017 di Prodi Pendidikan Bahasa Inggris IAIN Palangka Raya.

Metode penelitian ini adalah kuantitatif dan *ex post facto* adalah desain pada penelitian ini. Sampel penelitian adalah mahasiswa angkatan 2016 dan 2017 Bahasa Inggris di IAIN Palangka Raya yang terdiri dari 40 siswa yang diambil dengan teknik random sampling. Peneliti menggunakan dua jenis instrumen untuk mengumpulkan data dari dua variabel. Instrumen yang digunakan adalah angket dan tes berbicara. Instrumen pertama adalah tes berbicara. Kategori penilaian kemahiran berbicara dari David P. Harris (1969) digunakan sebagai pedoman untuk mengukur kemampuan berbicara mahasiswa dengan menjadikan 'Introduction' sebagai topik. Instrumen kedua adalah lembar kuesioner Persepsi Mahasiswa pada ORSA (Posisi Duduk Baris Bersusun) yang dikembangkan oleh Slamet Wahyudi yang berisi 20 item dengan 5 skala penilaian. Kuesioner ini digunakan untuk mengetahui preferensi posisi duduk mahasiswa. Untuk menganalisis data, peneliti mengukur hasil dari angket dan hasil dari tes berbicara dengan menggunakan Independent Sample Test.

Hasil penelitian ini menunjukkan bahwa signifikansi (2 tailed) adalah 0.000. Artinya,  $0.05 > 0.000$  yang menunjukkan bahwa  $H_a$  diterima dan  $H_o$  ditolak. Hasil penelitian menjelaskan bahwa ada perbedaan yang signifikan dalam kemampuan berbicara antara mahasiswa yang duduk di baris depan dan di baris belakang di Prodi Pendidikan Bahasa Inggris IAIN Palangka Raya



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Palangka Raya,        October 2020

**Nur Annisa**  
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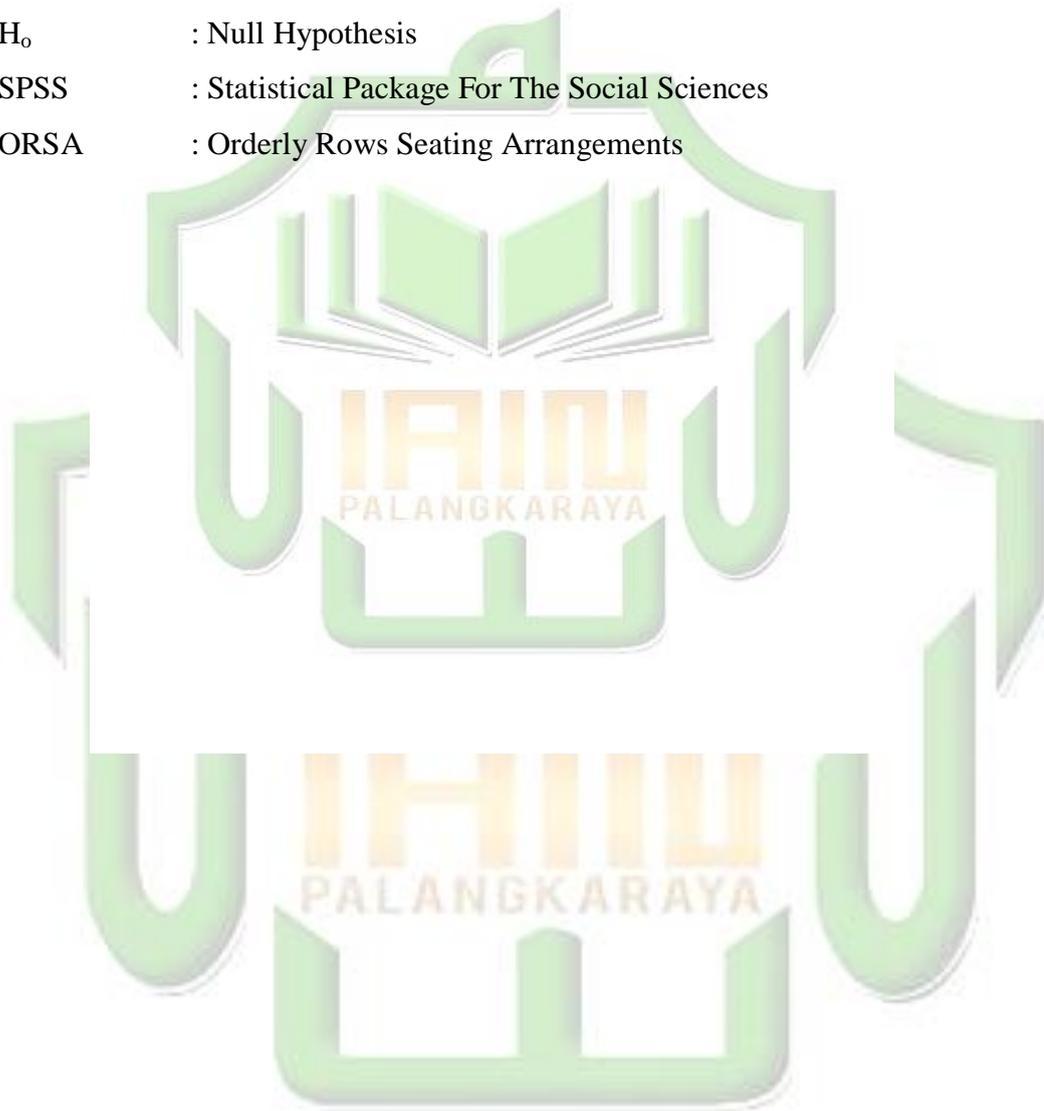
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16. Berita Acara Hasil Ujian/Munaqasyah Skripsi
17. Curriculum Vitae

## LIST OF ABBREVIATIONS

IAIN	: Institut Agama Islam Negeri
$H_a$	: Alternative Hypothesis
$H_o$	: Null Hypothesis
SPSS	: Statistical Package For The Social Sciences
ORSA	: Orderly Rows Seating Arrangements



# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

Harmer (2007 p. 376) stated one of the successful indicators in teaching learning process is the suitable seating arrangements. This means that where students sit in the classroom may affect their academic achievement. On the contrary, this element seems to get little attention from our point of view. Singh (2000 p. 12) believed that educators should pay attention more to the classroom management in order to perform highly estimated teaching learning process. Moreover, teacher should know the students inside and out. In every classroom, teacher must be able to discover the certain characteristics from each student such as the ones who need special treatments, talkative, slow learners, shy, lack of discipline, etc. Moore (2017 p. 41) argued that seating location can give great impact on students' performance and achievement. This means that students who sit in the front tend to have higher scores compared to the ones who sit in the back. As Granstrom (2000 p. 78) explains about students sit in the back can be easily distracted especially the childhood – adolescence group. Some students sit in the back will feel more ignored and less recognized instead of being motivated and got interactions from the teacher. This means that students who sit in the front may get more attention from the teachers. Ngware (2013 p. 33) investigated a study about influence of seating position in classroom and she found out that seating positions optimizes learning achievement for every learner, since the seat

position has the potential to improve achievement gains. As the conclusion, we can conclude that there are many researchers believe that seating position may have great impacts on student' academic achievement.

Teaching is a profession that requires specialized skills and knowledge to impact significantly on student learning. One factor associated with improved achievement among learners is the position at which they sit in a classroom. For example, several studies (Tagliacollo, Volpato, & Pereira Jr., 2010) have shown that those pupils who sit in the front tend to be more active and have higher achievement scores. These learners, therefore, have better interaction with teachers and gain more from each lesson than those who sit at the back of the classroom and are somewhat "hidden" from the teacher (Marx et al., 2006).

Available literature shows that students who sit near the chalkboard have better school performance compared to those who sit far away from the chalkboard (Benedict & Hoag, 2004; Perkins & Wieman, 2005). Teachers' instructional space is near the chalkboard and hence those seated in the front are more likely to interact with their teachers. Seating at the back of the class has been associated with problem behavior as well as low grades (Perkins & Wieman, 2005). Earlier studies show that teachers tend to direct more questions to students seated in the front rows of the classroom. Students seated at the back interact more with each other, in a disruptive way, thus minimizing their opportunity to learn.

However, other studies found no detrimental effects of sitting at the back on learning achievement (see for example Kalinowski, & Taper, 2007). According to Taglioacollo et al. (2010), achievement has led teachers to move students closer

to the chalkboard with a view toward raising their grades, but that outcome may not always be realized. Taglioacollo et al., (2010) posit that motivation to learn is the mediating factor between seat position and student academic achievement, and hence there exists no direct effect of seat position on student academic performance. Taglioacollo et al. concluded that students' motivation to learn is the main determinant of seat position. This may not always be true, for instance, some teachers may assign students to seats regardless of student preference.

Consequently, seating position may give significant difference in helping students to get good quality of teaching learning process. Thus, the study is interested to find out more about the significant difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom

### **B. Research Problem**

The research problems of this study is:

Do the students that sit in the front rows get better achievement in English speaking abilities compared to the students that sit in the back rows in the classroom?

### **C. Objectives of the Study**

The objectives of the study is to find out the significant difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom.

## **D. Hypothesis**

### a. Alternative Hypothesis ( $H_a$ )

There is significant difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom.

### b. Null Hypothesis ( $H_0$ )

There is no significant difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom.

## **E. Assumption**

The Researcher assumes students that sit in the front rows tend to get better achievement in English speaking abilities compared to students that sit in the back rows.

## **F. Scope and Limitation**

This study focused on 2016 and 2017 Academic Year students of IAIN Palangka Raya, and to make a description of this proposal deeper the problems will be limited in: (a) the researcher limited this study on the achievement in English speaking abilities (b) the researcher also limited this study on focusing the class who use orderly rows/traditional seat position, because this study is focused to find out whether there is significant difference of the achievement in English speaking abilities between the students that sit in front and back rows

## **G. Significance of the Study**

The significances of this study are:

1. Theoretically, this study is significant to give a theoretical description about the effect of seating position 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 position should be taken into account by the teachers and students for a better teaching learning process.

## **H. Definition of Key Term**

To avoid misunderstanding in the way of understanding the study, the writer needs to give definition of key terms that are often found in the study, such as:

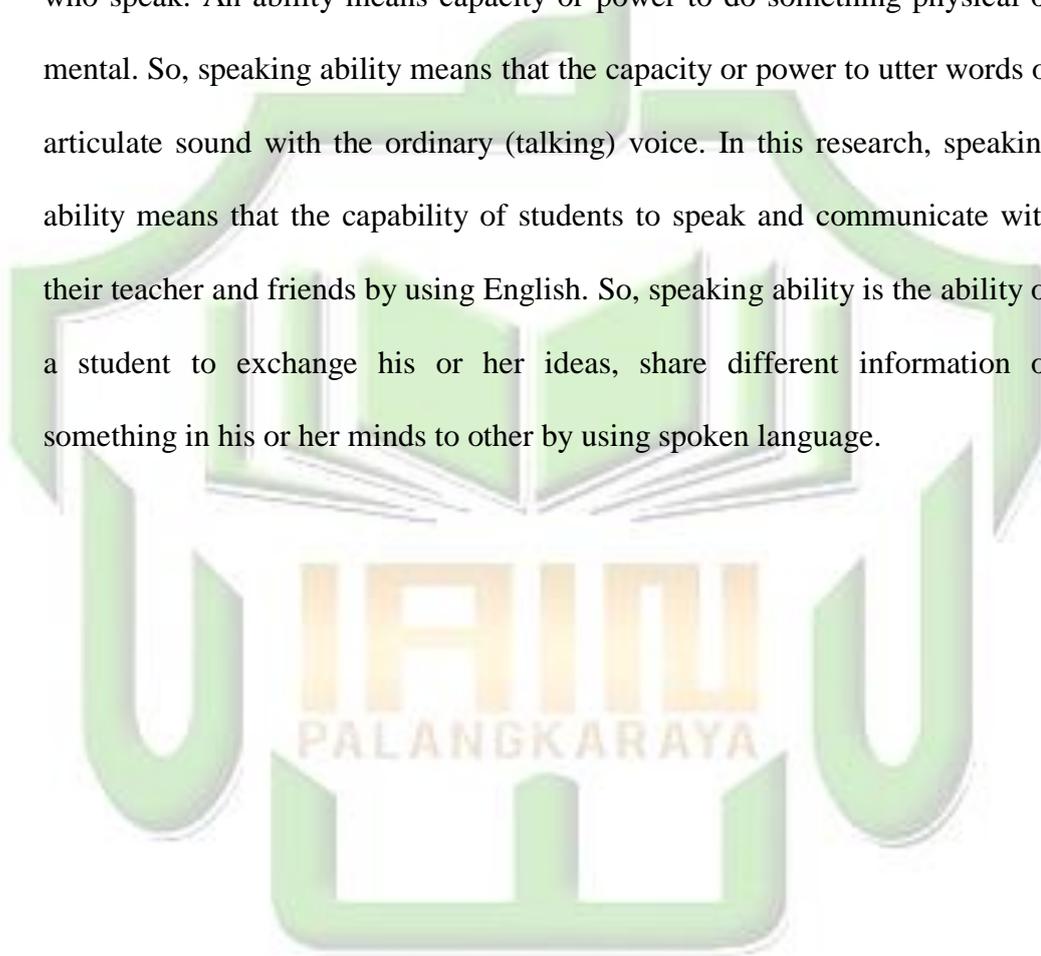
### **1. Seating Position:**

Cooper (2003 p. 39) stated that seating position refers to physical setting including the use of chairs and tables in the classroom. This study is focusing on orderly rows/traditional seat position. This seating position is the old form that has been used widely in Indonesia. Every schools use this seat position in the classroom. Students will seat in pair with their friend in one desk. Usually, in the traditional model seat position is having four rows desk in the classroom. The teacher has a clear view of all students and the students can all see the teacher in whose direction they are facing. It makes learning easier, enabling the teacher to maintain eye contact with the people he or she talking. If there are aisles in the

classroom, the teacher can easily walk up and down making more personal contact with student.

## 2. Speaking Ability

Speaking is using word in general. Speaking is to utter words or articulate sound with the ordinary (talking) voice or act, utterances or discourse of one who speak. An ability means capacity or power to do something physical or mental. So, speaking ability means that the capacity or power to utter words or articulate sound with the ordinary (talking) voice. In this research, speaking ability means that the capability of students to speak and communicate with their teacher and friends by using English. So, speaking ability is the ability of a student to exchange his or her ideas, share different information or something in his or her minds to other by using spoken language.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter includes the literature of the research.

#### **A. Related Studies**

First, the title is *The Influence of Classroom Seating Position on Student Learning Gains in Primary Schools in Kenya* by Moses Waithanji Ngware reported that seating in the front row has a positive and significant effect on learning achievement. The linkages between seating position and learner achievement have important implications for education policy and classroom practices in Kenya. Teachers can change classroom seating positions in a way that optimizes learning achievement for every learner since the seat position has the potential to improve achievement gains.

In particular, low performing learners can improve their grades by seating at the front rows especially in large class sizes. However, the teacher would have to monitor the progress of those seated away from the front rows, even if such students are high performers. That is, the teachers should pay attention to the different seating rows for the benefit of all students. Teacher preparation programs, both in-service and pre-service, and teacher employers need to emphasize more on classroom environment. This paper shows how our main explanatory variable predicts learning gains in schools that are different academically.

The next study is conducted by Kate Simmons (2015). The result of the analysis shows that a specific classroom seating position can contribute to students being on or off-task while completing independent work. In this study, three classroom seating positions were compared in a second-grade classroom.. 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 front row seating more active and more participate in doing the task.

Third, the title is Seating Position in English Learning: Does it really matter? By Melia Lestari, Gita Mutiara Hati and Alamsyah Harahap reported that the research findings failed to support previous studies which argue that seating position plays a very important role in improving students' achievement. On the contrary, the seating positions apparently do not contribute to the students' English achievement. Students sitting in the front row did not merely get higher scores compared to those sitting at the far back of the classroom. This research share similar results to the research conducted by Meeks et.al (2013) and Kalinowski & Taper (2007) which claim that students' performance was not significantly altered by seating location or seating type.

The next study is conducted by Victor Alberto Tagliacollo. The result of the analysis finds a significant association between students' position and both school performance and absence. Accordingly, students who sit far from the board had lower school performance and higher percentage of absence; the best

performances (grade and presence) were more frequent for students who sit at the front position.

According to Parker, Hoopes, and Eggett (2011), there was a positive correlation between seating preference and students overall grade point average further distinguishing that motivated students prefer to be seated at the front of the class. This means that students that sit at the front of the class tend to have good academic achievement than students who sit at the back seat of the class.

Many previous research have shown that students sitting in the front more likely to achieve better scores and participates actively during the teaching and learning process. Minchen B. J (2007) in *The Effects of Classroom Seating on Students' Performance in a High School Science Setting*, believed that in traditional setting / orderly rows, the teacher usually stands in the front of the class, thus make the students in the front row get clearer vision and audio which leads to more understanding of the materials being discussed. In addition, there is the tendency of the teacher to point at students sitting in the front to do some tasks as well as to answer some question. This makes students sitting in the front feel obliged to be well prepared.

The next study is conducted by Griffith, Farnsworth, and subsequent researchers (2010). They got several explanations why their students preferred the seats near the front and center performed better academically in those seats than in other seats in other areas in the classroom). Students could give multiple answers, so these percentages do not equal 100%. The majority of subjects (68%) “just liked” the seats they checked and could not cite a specific reason. Thirty-five

percent of students avoided the back and sides of the room because students in those locations were noisier and more inattentive. Front seats were avoided by 1% of students because of possible “spray” from the professors’ mouths. Twenty-one percent claimed the front and center seat region was the point toward which the lecturer most frequently directed his attention.

### **B. Definition of Seating Position**

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 position is one that supports students to meet and talk to each other.

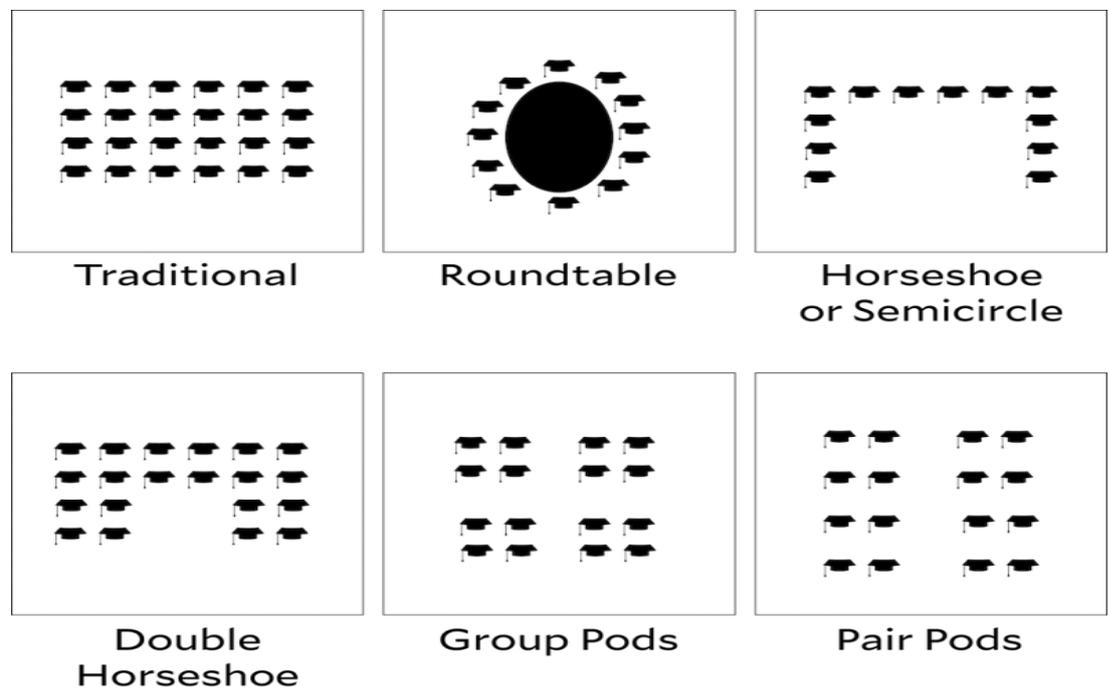
Based on the statement above the researcher concludes that the seating arrangement is one of the support for students to meet and talk to each other (in English).

### **C. Types of Seating Position**

According to Weinstein (2015), there are five types of seating positions, which are traditional, roundtable, horseshoe or semicircle, double horseshoe and pods (groups and pairs). In this study, the writer will be focusing on the class who use traditional seat position.

According to Weinstein (2015), the traditional seating position typically consists of rows of fixed seating. Students face the instructor with their backs to one another. This classroom seating position is historically common in colleges and universities, minimizing student-student communication and largely supporting a “sage on the stage” learning environment. The highest

communication interactions between professors and students typically occurs with students in the first row or along the middle of the classroom. Students in back rows are more likely to be less engaged.



### E. Definition of Speaking

Speaking is being capable of speech, expressing or exchanging thoughts through using language. Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003: p.48). According to Brown (2004: p.140) states “speaking as a productive skill can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takes’s listening skill, which necessarilly compromises the reliability and vailidy of an oral production test”.

Generally, Li Hui stated there are at least five components of speaking skill concerned with it such as (Hui, 2011, p. 22):

### **1. Comprehension**

Oral communication certainly requires a subject to respond, to speech as well as to initiate it.

### **2. Grammar**

It is needed for students to arrange a correct sentence in conversation. Based on Heaton by Li Hui, he suggested that the students ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones.

### **3. Vocabulary**

Someone cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

### **4. Pronunciation**

Pronunciation is the way the student produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

### **5. Fluency**

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses

and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Based on the explanation above, it can be concluded that speaking is oral communication and it is the second language skill. Learning to speak that the learner must be able to use target language with knowing the grammatical and sounds. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

#### **F. Types of Speaking Skill**

Harmer (2003, p, 269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

##### **a. Language Features**

The elements necessary for spoken production, are the following:

- 1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).
- 2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face - to - face interaction). The use of these devices contributes to the ability to convey meanings.

- 3) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

In general, there are some elements involved in speaking skill (Heaton, 1991), they are accuracy, fluency, and comprehensibility.

a. Accuracy

Accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. Accuracy states of being correct or exact and without error.

b. Fluency

Fluency indicates a process of speaking that hammered at speed, average time and compatibility between successively generated messages. Fluency is a speech and language pathology term.

c. Comprehensibility

Comprehensibility has two common senses. In its narrow sense it denotes the mental processes by which listener take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents research design, population and sample, research variable, data collection technique, and data analysis technique.

#### **A. Research Design**

This research used quantitative research. According to (Aliaga and Gunderson p. 12) Quantitative research is ‘Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics). In another definition according to (Muijs p. 2) quantitative research is essentially about collecting numerical data to explain a particular phenomenon.

This research used Ex Post Facto research. (Simon and Goes p. 19) stated that Ex Post Facto Research is ideal for conducting social research when it is not possible or acceptable to manipulate the characteristics of human participants. Ex post facto research design is often called as a causal comparative study, because the research tries to find information about the causal relationship of an event. According Emzir, (2013, p. 119) the study of causal comparative or ex post facto is a systematic empirical inquiry in which scientists do not control the independent variables directly because of the existence of these variables has occurred, or because these variables basically cannot be manipulated.

In addition, the kind of Ex Post Facto used was Causal Research. This is the type of research that finds out the cause and effect relationship between two variables or more.

The writer chose 2016 and 2017 academic year students to find and collect the data. There are two stages to collecting the data. The first stage in this study will be done by providing questionnaire sheet which consist likert scale to know students' preference on seating position. The second stage in this study will be done by testing students' ability in speaking English.

## B. Population and Sample

### 1. Population

Before the sample collected, the researcher had to determine the population. According to (Sugiono p. 19) Population is geographic generalization there are: object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion.

The population of this study was 2016 and 2017 academic year students in IAIN Palangka Raya, since 2016 and 2017 academic year students have taken enough English speaking classes each semester.

**Table 3.1**

Students at English Education Study Program of IAIN Palangka Raya	
Academic year 2016/2017	81
Academic year 2017/2018	80
<b>Total</b>	<b>161</b>

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 will collect the data from English students who have taken a speaking course and who already have GPA score. 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.

This study used simple random sampling. According to Creswell (2012), in simple random sampling, the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling is to choose individuals to be sampled who will be representative of the population.

Based on the above explanation, the sample for this study is all the students who sit in the front row and the back row in the classroom. Based on the above explanation, the research sample took as much as 25% of the 161 students. Then the sample counted 40 students. A total of 40 students were determined by a random sample technique.

### C. Research Instrument

The instrument and data needed is explained in the table:

**Table 3.2**

<b>Objective of the Study</b>	<b>Data Needed</b>	<b>Instrument</b>
To understand students'	Students' preference in	Questionnaire

preference in seating position	seating position (Front row or back row)	
To measure students' speaking ability	Students' score in English speaking course	Test

### a. Questionnaire

Questionnaire is one of the research instruments which consist of a series of questions or statements to obtain the information from participants. In a questionnaire, the participants respond to the questions or statements by writing or marking an answer sheet (Fraenkel et al., 2011: p.125).

The purpose of the researcher used questionnaire is to understand students' preference in seating position. The questionnaire used in this research was adapted from Students' Perception on ORSA (Orderly Rows Seating Arrangements) that was conducted by Wahyui (2010). It was about 20 questions but the researcher modifies them which one suitable with the requirement that the researcher needs.

Seating Position questionnaire adopted by Wahyudi was used to categorize the students into two types. The first type was the students who sit in the front rows and the second was the students who sit in the back rows. It was a questionnaire which was provided the answer of the question and the researcher gave 30 minutes to finish the questionnaire. In short, the students as the sample only had to choose the suitable answer according to them in the answer sheet. The researcher uses the form of Likert scale adopted from Horwitz with five degrees option; strongly agree, agree, neither agree nor disagree, disagree, and strongly

disagree. The scale ranged in this questionnaire from 1 to 5. The researcher gave score 5 for those who chose strongly Agree. If the students chose agree, it gave score 4. While score 3 for those who chose neither agree nor disagree. Score 2 gave if students chose disagree and score 1 gave for the students who chose strongly disagree. The data was calculated by the researcher manually.

Here is some specification for the Seating Position Questionnaire in three aspects, the specification table as follows:

**Table 3.3**

**The Specification of Students Seating Position**

No	Aspects	Number of Items	Percentage
1	Seating Position Preference	1, 2, 3, 4, 5 , 8, 10, 15, 20	40%
2	Front Rows	6, 8, 11, 13, 16, 18	30%
3	Back Rows	7, 9, 12, 14, 17, 19	30%
	Total	20 items	100%

**Table 3.4**  
**Seating Position Questionnaire**

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The place where I sit in the classroom is important to me					
2	My seat in the classroom affects how I feel toward the lecturer's explanation					
3	My seat in the classroom can make me feel comfortable/uncomfortable about the course					
4	I tend to choose the same seating position on a daily basis					
5	My seat in the classroom affects my					

	ability to contribute or participate in speaking class performance					
6	Students that sit in the front of the class tend to get good grades					
7	Students that sit at the back of the class tend to get bad grades					
8	I tend to sit in the front row in the classroom on a daily basis					
9	I tend to sit in the back row in the classroom on a daily basis					
10	Seating position in the classroom affects my speaking ability					
11	I feel comfortable sitting in the front row in English speaking class					
12	I feel comfortable					

	sitting in the back row in English speaking class					
13	Sitting in the front row helps me to get good achievement in class					
14	Sitting in the back row helps me to get good achievement in class					
15	I can choose my own seat in the classroom on a daily basis					
16	I perform better in Speaking class when I sit in the front rows					
17	I perform better in Speaking class when I sit in the back					
18	Sitting in the front rows helps me to learn better					
19	Sitting in the back rows helps me to learn better					
20	Seating position gives					

	significant difference toward students' speaking performance					
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### b. Test

In this research, researcher used speaking test to measure students speaking ability. Arikunto (1997) stated that “Test is a sequence of questions or exercise, which is used to measure skill, knowledge, intelligence and ability of individual or group.”

In this technique, the students were asked to do a speaking performance by using ‘*Intoduction*’ for the topic. They had to perform by themselves and it was recorded used cellphone. The researcher gave 5 minutes to prepare their performances. Meanwhile, the test held for about 3 until 5 minutes. The result of this test was considered as the data of students English speaking ability. The focus of assessment here was on their ability to use language appropriately in a variety of contexts. From some data that gotten, the researcher started to sum and make them in numeric data to process more, search the correlation between two variables; students seating position and their speaking test score.

There are various samples of an oral English rating scale. Here is one from David P. Harris which will be used by the writer to score the students' speaking work:

**Table 3. 5 Scoring Method for Speaking**

No	Criteria	Rating Scores	Comments
1.	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of

			grammar and word order
		4	Occasionally makes grammatical and word orders errors that to do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses wrong words conversation somewhat limited because of inadequate vocabulary

		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and efforts less as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary

		3	Understand most of what is said at slower than normal speed without repetition
		2	He has great difficulty following what is said can comprehend only. Social conversation. Spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversational English

### 1. Research Instruments Reliability

Based on some language testing experts, Latief (2014) assumed that “reliability as referring to consistency of the scores resulted from the assessment.” Consistency is an important indicator for reliability, meaning that if an assessment result is (or the test scores are) consistent from one assessment to another, then the assessment result has (or the test scores have) high reliability.

This research instruments reliability used to measure how reliable the items of questionnaire about student’s seating position.

To measure the research instruments reliability, the researcher used the *cronbach alpha* formula follows,

$$r_{11} = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{\Sigma \sigma_b^2}{\sigma_t^2} \right]$$

If the *cronbach alpha* coefficient is  $(r_{11}) \geq 0,7$ , it means that the research instrument used reliable.

## 2. Research Instruments Validity

According to Ranjit Kumar (2011), in terms of measurement procedures, therefore, validity is the ability of an instrument to measure what it is designed to measure: he assumes based on Smith states, "Validity is defined as the degree to which the researcher has measured what he has set out to measure."

According to Kerlinger (2011) The commonest definition of validity is epitomised by the question: Are we measuring what we think we are measuring?" Babbie writes validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration".

To measure the validity of the research instrument, the researcher used the product moment formula by Karl Pearson follows;

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

If  $r_h > r_t$ , it means that the research instrument valid.

## 3. Normality Test

The normality tests are supplementary to the graphical assesment of normality. The researcher used Shapiro Wilk test because this test of normality for less than 50 sample.

The purposes of the normal distribution test is to decide which statistic analyze type that will be used in this research, parametric or non parametric. The data is categorized as normal if Z value  $> 0.05$ .

#### **4. Homogeneity Test**

If a parametric test of the correlation coefficient is being used, assumptions of bivariate normality and homogeneity of variance must be met. The formula of homogeneity is:

The hypothesis in homogeneity :

$F_{\text{value}} \leq F_{\text{table}}$ , means both of variants are homogeneity

$F_{\text{value}} \geq F_{\text{table}}$ , both of variants are homogeneity

If calculation result of F was lower than F table by 5% degree of significance so  $H_0$  was accepted, it means that group have same variant.

#### **D. Data Collection Procedure and Analysis**

In collecting the data, the researcher used some steps as follows:

##### **1. Determining The Problem of Research**

The problem of the research intended to find out whether there was any significant difference of the achievement in English speaking abilities between students in front and back rows of seating position in the classroom.

##### **2. Determining The Population and Sample**

The population of this research was 2016 and 2017 academic year students of English department of IAIN Palangka Raya because 2016 and

2017 academic year students already took enough english speaking class, since there are one speaking class for each semester.

### **3. Determining The Research Instrument**

The instruments of this research were questionnaire and speaking test. A set of questionnaire consisted of 20 items of closed-question that was used to determine students' seating position. It was adopted from Slamet Wahyudi. In speaking test, the researcher conducted speaking test to get the score of students' speaking ability.

### **4. Administering the Questionnaire**

The questionnaire was given to 2016 and 2017 academic year students of English Education Study Program of Language Education Department of IAIN Palangka Raya via online message application (WhatsApp). The number of questionnaire were 20 items. Each item had 5 alternatives answer, those were; strongly agree, agree, neither agree nor disagree, disagree and strongly disagree.

### **5. Conducted the Speaking Test**

The students were asked to do a speaking performance by using '*Introduction*' for the topic. They had to perform by themselves and it was recorded used cellphone. The researcher gave 5 minutes for their performances. The researcher asked an English teacher to give the scores of the speaking test. The English teacher as rater 1 and the researcher herself as rater 2. David P. Harris scoring rubric was used to measure the score.

## 6. Analyzing The Result of the Test

Independent Sample Test was used to find out the significant difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom. The data was analyzed by using SPSS 21 and the hypothesis was analyzed at the significant level of students' speaking ability between the students that sit in the front rows and back rows.

### E. Data Analysis Procedure

The purpose of this research is to significant difference in English speaking abilities between the students in front and back rows of seating position in the classroom. The data of the study analyzed by using independent sample test. The Independent Samples  $t$  Test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different.

This research was quantitative design, the researcher divided the variables into two variables. They were dependent variable and independent variable. The researcher classified speaking ability as independent variable because based on the theory, speaking ability was influenced to the language proficiency. The researcher classified seating position as dependent variable because seating position was influencing students' speaking ability. The researcher measured the result of students speaking position with the result of students' English speaking ability in order to determine whether there was

significant difference between students in front and back rows or not by using independent sample test.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presented the research finding and the discussion of this research based on the data gathered during the investigation. The researcher presented the data which was collected from the research in the field of study. The data presentation, research findings, and discussion.

#### **A. Data Presentation**

##### **1. The Result of Students Seating Position' Questionnaire**

The writer conducted the research on July 17th 2020 at 2016 and 2017 Academic Year students of English Education Study Program of Language Education Department IAIN Palangka Raya. Students' Perception on *ORSA* (*Orderly Rows Seating Arrangements*) questionnaire was distributed to all students in class then the researcher asked them to fill or give check for the statements. After the students finished the questionnaire about seating position preference, the writer collected the questionnaires sheet from them. The result of the questionnaire could be shown as follow:

**Table 4.1**  
**Students' Seating Position Questionnaire**

No.	Participants	Score of Students' Seating Position (X)	Criteria
1.	P1	78	Front
2.	P2	72	Front
3.	P3	84	Front
4.	P4	80	Front
5.	P5	72	Front
6.	P6	78	Front
7.	P7	72	Back
8.	P8	70	Front
9.	P9	66	Back
10.	P10	78	Back
11.	P11	62	Back
12.	P12	82	Front
13.	P13	78	Front

14.	P14	78	Front
15.	P15	68	Back
16.	P16	66	Back
17.	P17	70	Back
18.	P18	70	Back
19.	P19	64	Back
20.	P20	54	Back
21.	P21	90	Front
22.	P22	72	Front
23.	P23	80	Back
24.	P24	66	Back
25.	P25	80	Front
26.	P26	56	Back
27.	P27	80	Back
28.	P28	68	Back
29.	P29	60	Front

30.	P30	68	Front
31.	P31	70	Front
32.	P32	70	Back
33.	P33	64	Back
34.	P34	54	Back
35.	P35	66	Back
36.	P36	62	Back
37.	P37	90	Front
38.	P38	90	Front
39.	P39	78	Front
40.	P40	70	Front
TOTAL		2876	
HIGHEST		90	
LOWEST		54	
MEAN		71.90	

Based on the table above, it can be seen that there are 20 students that sit in the front rows and 20 students that sit in the back rows.

Based on the calculation above, the highest score was 90 and the lowest score was 54. The result of mean was 71.90, and the total score was 2876.

## 2. The Result of Speaking Ability Test

The writer conducted the research on July 17th 2020 at 2016 and 2017 Academic Year students of English Education Study Program of Language Education Department IAIN Palangka Raya. The test was conducted to the students who had been selected before as a sample. In this technique, the students were asked to do a speaking performance by using '*Introduction: All About Myself*' for the topic and it was recorded used cellphone. The researcher gave 5 minutes to prepare their performances. Meanwhile, the test held for about 3 until 5 minutes. The result of the test could be shown as follow:

**Table 4.2**  
**Speaking Abilities' Score of Front Rows' Student**

No.	Parcticipants	Score of Speaking Test (Y)	Criteria

1.	P1	74	Fair
2.	P2	54	Very Poor
3.	P3	72	Fair
4.	P4	74	Fair
5.	P5	78	Fair
6.	P6	86	Good
7.	P7	82	Good
8.	P8	66	Poor
9.	P9	70	Fair
10.	P10	68	Poor
11.	P11	60	Poor
12.	P12	78	Fair

13.	P13	96	Very Good
14.	P14	68	Poor
15.	P15	70	Fair
16.	P16	58	Very Poor
17.	P17	68	Poor
18.	P18	64	Poor
19.	P19	52	Very Poor
20.	P20	52	Very Poor
TOTAL		1390	
HIGHEST		96	
LOWEST		52	
MEAN		69.50	

Based on the table above, it can be seen that the students that sit in the front rows. There were two students who got score 52, one student got 54 and 58, two students got 60, one student got 64, 66, 72, three students got 68, two students got 70, 74 and 78, one student got 82, 86 and 96.

Based on the calculation above, the highest score was 96 and the lowest score was 52. The result of mean was 69.50, and the total score of front rows student was 1.390.

**Table 4.3**  
**Speaking Abilities' Score of Back Rows' Student**

Parcticipants	Score of Speaking Test (Y)	Criteria
P1	64	Poor
P2	50	Very Poor
P3	58	Very Poor
P4	72	Fair
P5	48	Very Poor
P6	52	Very Poor
P7	60	Poor
P8	56	Very Poor

P9	60	Poor
P10	56	Very Poor
P11	58	Very Poor
P12	72	Fair
P13	64	Poor
P14	60	Poor
P15	54	Very Poor
P16	60	Poor
P17	54	Very Poor
P18	54	Very Poor
P19	52	Very Poor
P20	56	Very Poor
TOTAL		1160
HIGHEST		72
LOWEST		48
MEAN		58.00

Based on the table above, it can be seen that there were two students got 52, three students got 54, three students got 56, two students got 58, four students students got 60, one student got 48 and 50, two students got 64, and two students got 72

Based on the calculation above, the highest score of back rows students was 72 and the lowest score was 48. The result of mean was 58.00, and the total score of back rows student was 1.160.

### 1. The Data of Two Variables

After got students' result of students' seating position in speaking, the writer compared the result with students' score for speaking test. To know and analyze the data, the researcher using *SPSS* program that would be easier. The two scoring of students' seating position and speaking performance will show whether the correlation for two subjects will be accepted or rejected.

**Table 4.4**

**The Data of Two Variables**

No.	Participa nts	Score of Students' Seating Position (X)	Criteria	Score of Speaking Ability (Y)	Criteria

1.	P1	78	Front	86	Good
2.	P2	72	Front	54	Very Poor
3.	P3	84	Front	78	Fair
4.	P4	80	Front	78	Fair
5.	P5	72	Front	58	Very Poor
6.	P6	78	Front	72	Fair
7.	P7	72	Back	54	Very Poor
8.	P8	70	Front	68	Poor
9.	P9	66	Back	58	Very poor
10.	P10	78	Back	64	Poor
11.	P11	62	Back	72	Fair
12.	P12	82	Front	60	Poor

13.	P13	78	Front	82	Good
14.	P14	78	Front	74	Fair
15.	P15	68	Back	72	Fair
16.	P16	66	Back	60	Poor
17.	P17	70	Back	52	Very poor
18.	P18	70	Back	54	Very poor
19.	P19	64	Back	64	Poor
20.	P20	54	Back	52	Very poor
21.	P21	90	Front	52	Very poor
22.	P22	72	Front	74	Fair
23.	P23	80	Back	48	Very poor
24.	P24	66	Back	56	Very poor

25.	P25	80	Front	64	Poor
26.	P26	56	Back	60	Poor
27.	P27	80	Back	56	Very poor
28.	P28	68	Back	54	Very poor
29.	P29	60	Front	68	Poor
30.	P30	68	Front	70	Fair
31.	P31	70	Front	66	Poor
32.	P32	70	Back	56	Very poor
33.	P33	64	Back	60	Poor
34.	P34	54	Back	54	Very poor
35.	P35	66	Back	64	Poor
36.	P36	62	Back	58	Very poor

37	P37	90	Front	52	Very poor
38	P38	90	Front	96	Very good
39	P39	78	Front	70	Fair
40	P40	70	Front	68	Poor

### 1. Normality Test

From the data above, the researcher found out whether the data is normal or not by using SPSS program. The result can be looked below:

#### a. Normality Test of Students' Seating Position Preference

**Table 4.5**

#### Normality Test by One-Sample Kolmogorov-Smirnov Test

##### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Seating Position	,122	40	,136	,967	40	,299
Speaking Score	,144	40	,035	,933	40	,020

a. Lilliefors Significance Correction

b. Normality Test of Speaking Ability

**Table 4.6**  
**Normality Test by One-Sample Kolmogorov-Smirnov Test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Seating Position	,122	40	,136	,967	40	,299
Speaking Score	,144	40	,035	,933	40	,020

a. Lilliefors Significance Correction

Based on the calculation used SPSS program, asymptotic significance normality of Seating Position Questionnaire was 0.299 and Speaking Ability was 0.020. Then the Normality both of Seating Position Questionnaire and Speaking Ability was consulted with table Shapiro-Wilk with the level of significance 5% ( $\alpha=0.05$ ), because the asymptotic significance of Seating Position  $0.299 \geq 0.05$  and asymptotic significance of Speaking Ability  $0.020 \geq 0.05$ . It could be concluded that the data was normal distribution.

## 2. Homogeneity Test

From the data above, the researcher found out whether the data is homogen or not by using SPSS program. The result can be looked below:

a. Homogeneity Test of Students' Seating Position

**Table 4.7**

**Homogeneity Test of Students' Seating Position**

**Test of Homogeneity of Variances**

Seating position			
Levene Statistic	df1	df2	Sig.
,226	1	38	,637

The criteria of the homogeneity test is if the value of (probability value/critical value) is higher than or equal to the level significance alpha defined ( $\alpha > p$ ), it means the distribution is homogeneity. Based on the calculation using SPSS 21 program above, the value of (probably value/critical value) from students' seating position and speaking ability score of variance in sig column is known that p-value is 0.637. The data in this study fulfilled homogen since the p-value is  $0.637 > 0.05$ .

**Table 4.8**

**Homogeneity Test of Speaking Ability**

### Test of Homogeneity of Variances

Score of Speaking Ability

Levene Statistic	df1	df2	Sig.
3,883	1	38	,056

The criteria of the homogeneity test is if the value of (probability value/critical value) is higher than or equal to the level significance alpha defined ( $r > a$ ), it means the distribution is homogeneity. Based on the calculation using SPSS 21 program above, the value of (probably value/critical value) from students' seating position and speaking ability score of variance in sig column is known that p-value is 0.056. The data in this study fulfilled homogen since the p-value is  $0.056 > 0.05$ .

## B. Research Findings

### 1. Students' Seating Position

In this study the research studied about the difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom. In order to get the data, the researcher took students of IAIN Palangka Raya as the participant and conducted the speaking test. For the first data is taken by distributing the questionnaire. The questionnaire consists of 20 items of seating position preference. From the questionnaire, the writer got the result as shown in the table 4.1.

The result shown the mean score of students' seating position questionnaire is 69.50. There were 20 students that sit in the front rows and 20 students that sit in the back rows.

## **2. Speaking Ability**

In this study the research studied about the difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom. In order to get the data, the researcher took students of IAIN Palangka Raya as the participant and conducted the speaking test. The result of students that sit in the front rows can be seen 4.2 and students that sit in the back rows can be seen in table 4.3.

In the front rows, there were two students who got score 52, one student got 54 and 58, two students got 60, one student got 64, 66, 72, three students got 68, two students got 70, 74 and 78, one student got 82, 86 and 96. Based on the calculation, the highest score was 96 and the lowest score was 52. The result of mean was 69.50, and the total score of front rows student was 1.390.

In the back rows, there were two students got 52, three students got 54, three students got 56, two students got 58, four students students got 60, one student got 48 and 50, two students got 64, and two students got 72. Based on the calculation, the highest score of back rows students was 72 and the lowest score was 48. The result of mean was 58.00, and the total score of back rows student was 1.160.

## **3. Hypothesis Testing**

The researcher applied SPSS Program to calculate t-test in testing hypothesis of the study. The result of t-test using SPSS Program could be seen as follows:

**Table 4.9: The Calculation of T-test Using SPSS Program (Independent Samples Test)**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Speaking Score	Equal variances assumed	3,949	,054	3,949	38	,000	11,500	2,912	5,604	17,396
	Equal variances not assumed			3,949	29,950	,000	11,500	2,912	5,552	17,448

The table showed that the result of t-test calculation using SPSS Program. To know the variance score of data, the formula can be seen as followed:

If  $\alpha = 0.05 < \text{Sig}$ ,  $H_0$  accepted and  $H_a$  rejected

If  $\alpha = 0.05 > \text{Sig}$ ,  $H_a$  accepted and  $H_0$  rejected

Since the result of front rows and back rows students had difference score of variance, it found that  $\alpha = 0.05$  was higher than Sig. (2-tailed) or ( $0.05 > 0.000$ ) so that  $H_a$  was accepted and  $H_0$  was rejected.

Thus, it can be concluded that there is significant difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom.

### C. Discussion

The discussion is a discussion of the research findings by comparing the findings and the related researches. In relation to the result, the researcher would like to present discussion. Concerning one of the successful indicators in teaching

learning process is the suitable seating arrangements, the researcher relates to the previous studies that have been discussed in Granstrom(2000), Harmer (2007), and Taglioacollo (2010). The study found that students who sit in the front tend to have higher scores compared to the ones who sit in the back.

As the researcher wrote at the first chapter, this research purposed to find out the significant difference of the achievement in english speaking abilities between the students in front and back rows of seating position in the classroom of English Department at IAIN Palangka Raya. In learning a foreign language, English, it was important to practice or speak the new word that they know. By speaking the word or sentence, the learner will be helped in memorizing process. One of the successfull indicator in teaching learning process of speaking class is seating position in the classroom.

In this discussion derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. This part presents some points concerning in research design, collecting data method and analyzing data based on the result in findings in connection with the related literature.

In this study, the writer had conducting the data collecting. The data was collected by using two instruments. The first was speaking test, it was distributed to the students who had been selected before as a sample. In this technique, the students were asked to do a speaking performance by using '*Introduction: Al About Myself*' for the topic. The second instrument used was a questionnaire sheet that given to all students as participants in this research. They asked to fill

the items of statement on the questionnaire. The questionnaire used to know the seating position preference.

In this discussion the writer intended to present derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. From the analysis, the researcher got the result as follow;

1. The number of participants used in this study was 40
2. There are 20 students that sit in the front rows and 20 students that sit in the back rows.
3. The mean score of students in the front rows is 69.50 and the students in the back rows is 58.00
4. The result of calculating the independent sample test Sig. (2-tailed)=0.000 or (0.05 > 0.000)
5. The hypothesis accepted was the theoretical hypothesis ( $H_a$ )

Based on the calculation of Independent Sample T-test using SPSS Statistic program the result show that t test of significance two tailed is lower than alpha 0.05, to know whether front rows students, has better achievement in English speaking abilities, than students that sit in the back, it can be seen from the mean score of both group, mean score of students who sit in the front rows is (69.50) higher than the mean score of students that sit in the back rows (58.00).

It could be interpreted based on the result of calculation that  $H_a$  was stating there is significant difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom was accepted and  $H_o$  stating that there is no significant difference of the

achievement in English speaking abilities between the students in front and back rows of seating position in the classroom was rejected.

As the writer explained before, if seating position may impact or influence in their speaking acquisition or their test. Horwitz, and Cope (1986) pointed out that, since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student.

If we back to the theories and compare to the result that said there is a significant difference between students' seating position and their speaking performance, it was in line with the theory. In term of this research, the researcher conclude that if students that sit in the front rows, they will get better score in speaking test. And when student sit in the back rows, they wil get lower scores.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter divided into two parts, conclusion and suggestion. In the conclusion will clarify about the significant difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom. The suggestion will contain of the writer view and suggestion for the future researcher in order to give positive feedback to the students.

#### A. Conclusion

The conclusion was a basically asks us to do a few things: Restate the main idea of the paper (why you wrote this entire long piece to begin with). Summarize all the key points you made throughout the body of the paper (things that proved your thesis statement).

The result of analysis showed that there was significant difference of the achievement in English speaking abilities between the students in front and back rows of seating position in the classroom. It can be seen from the means score between students that sit in the front rows and back rows. The mean score of front rows students is higher score than the mean score of back rows students. It indicated that the students seating position may give effect for the students to get good achievement in English speaking class.

## **B. Suggestion**

The suggestions were given to the teacher, the school, the students and the future researcher.

Based on the research finding, the writer would like to give some suggestions, especially to the lecturer of Speaking course, students and the school. From the conclusion of the research above, it is found that sitting in the front rows can give significant difference toward students' ability in speaking English. The suggestions are below:

### **1. For Lecturer of Speaking Course**

The lecturers can pay attention more to the students that sit in the back rows so that the students will feel less ignored and less recognized and being motivated to achieve the same with the students that sit in the front rows.

### **2. Students**

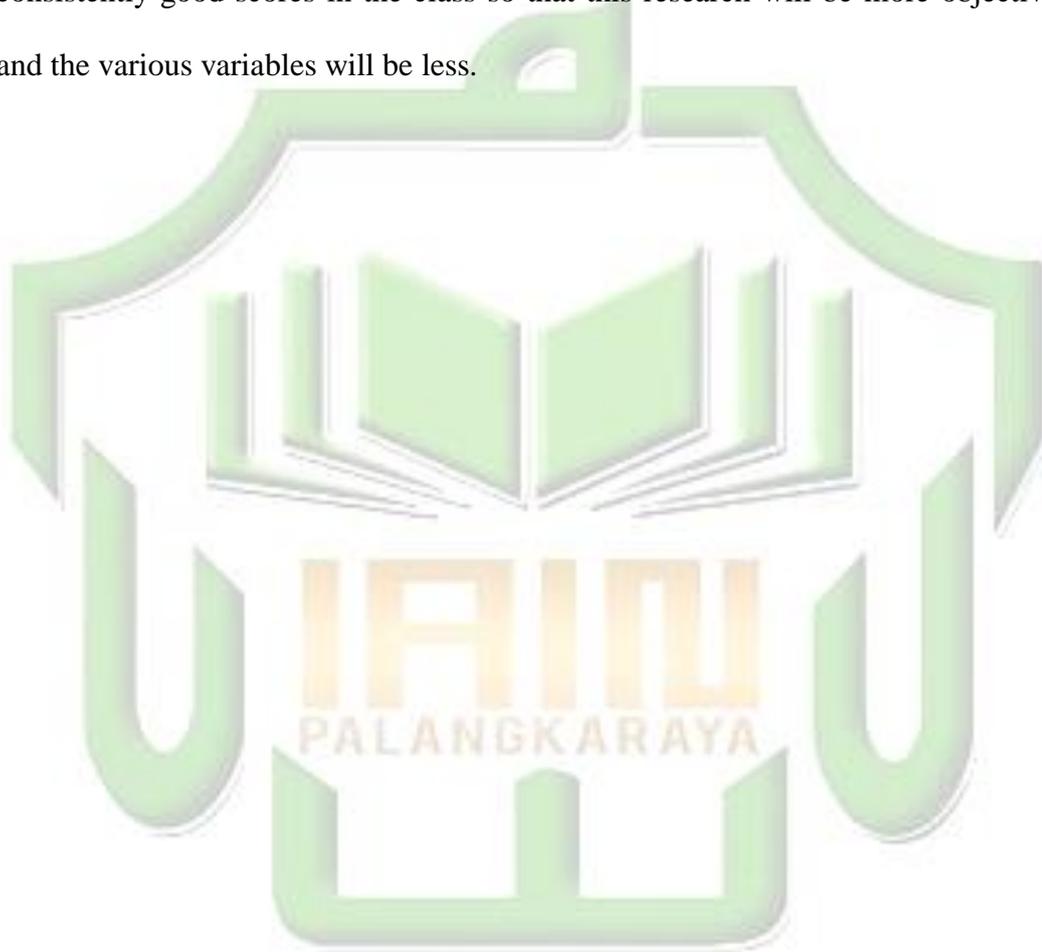
The students must choose the most suitable seating position in the classroom, if they do not sit in the front rows, they should study hard to improve their speaking skills and to be more active in learning process.

### **3. Institution (IAIN)**

For institution this study can help to develop student skill and understanding characteristic of student, so that the student can be motivated to study English and make them think that English is a fun subject to learn, it is not difficult but only need more practice. The writer hopes also they can be more active in English class whether they be able to speak or not. It just to increase their braveness to use their skills in speaking class.

#### **4. Future Researchers**

For the future researchers, they can learn this study and get motivation to looking for the similarity topic and how to try get problem solving in any problem that comes in foreign language class. They can select the sample more carefully by considering to avoid the students who are naturally active and tend to get consistently good scores in the class so that this research will be more objective and the various variables will be less.



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