

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Language is the most important achievement of human being. We use language to communicate and interaction with each other. In fact, in global era the most widely used language in the world is English.<sup>1</sup> They use English in various aspect of life, such as culture, economic, education, religion, technologies and so on. As a result, English became a global language.

In fact, although English has been taught since in elementary school, but students still have difficult in English skill.<sup>2</sup> The effective of communication in the classroom is essential to the success of both the student and the teacher. Therefore, teacher should know how to manage classroom such as seating arrangements of students. Van Den Berg et al claimed in Gremmen that the arrangements of seating is affects to the students relationship with each other.<sup>3</sup>

Many classrooms around the world, students sit in orderly rows. Sometimes, their chairs have little wooden palette on one of the arms to provide a surface to write on. Sometimes, the students will have desks in front of them. At the front of such classrooms, often on raised platform (so that all the students can see them), stands the teacher. In contrast, there are other institutions where you can find students sitting in a large circle around the walls of the classroom. Or you may see small groups of them working in different parts of the room. It can be arranged in a horseshoe shape around the teacher. Sometimes, in a class of adults, it is not immediately obvious who the teacher is.<sup>4</sup>

For instance, while there probably is an infinite number of ways of arranging a classroom, three are most common: orderly rows, U-shape /horseshoe, separate table and

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<sup>1</sup> Muin Abdul and aswati, "Effects of Socio-Affective Strategies on Students' Self-Confidence in Classroom Speaking Activities" (2019). <http://jurnal.uinbanten.ac.id/index.php/loquen/index/>.

<sup>2</sup> Chaedar A Alwasilah, *Perspektif Pendidikan Bahasa Inggris Di Indonesia Dalam Konteks Persaingan Global* (Bandung: CV Andira, 2000), 62.

<sup>3</sup> C Gremmen et al Mariola, "Considerations for Classroom Seating Arrangements and the Role of Teacher Characteristics and Beliefs" (2016), 750.

<sup>4</sup> Harmer Jeremy, *How To Teach English*, New Edition. (Person Limited: longman, 2007), 40.

circle. In this case the writer choose their seating arrangement because base on the experience the writer find there were many students were lack to pay attention to the English course.

According Hue Ming- Tak and Li Wai-Shing conventionally classroom management was viewed only as an exertion of control of the teacher over the learners, but recently the view has changed. Now it is viewed as an "art of establishing a good climate and managing instructions effectively".<sup>5</sup>

Seating arrangement is one of the most important parts of floor space. It is not limited to the implementation of procedures to organize the students and set up rules for a disciplined classroom. It also includes how a teacher ascertains authority by offering interesting interaction at the classroom. Therefore to ensure students' comfort and provide them with a pleasant atmosphere for learning, teachers need to create the best possible physical environment.

Based on writer's experience in teaching English at MTs N 3 Kota Cilegon, the writer found that this school is unique in seating arrangement. They not only apply Traditional Seating Arrangement or Regular Rows-Columns Seating Arrangement as mostly the other schools. But they also apply the other seating arrangement in the classes such as U-Shape or Horseshoe Seating Arrangement and Modular Seating Arrangement.

Based on the explanation above, the writer choose to do the research with the title ***“Seating Arrangement as A Means For Improving Interaction in EFL (English Foreign Language) Intermediate Classroom (An Case Study of Eighth Grade Students at SMPN 1 Tirtayasa)”***. The writer thought this study is appropriate for students to create the good situation in teaching learning especially in English Foreign Language.

## **B. The Statement of The Problem**

Base on the background of the study, the writer can formulate the problem as follow:

1. How is Classroom Seating Arrangement in Eighth Grade Students at SMPN 1 Tirtayasa?

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<sup>5</sup> Mng Hue Tak and Li Wai-Shing, *Classroom Management, Creating a Positive Learning Environment* (Colour Print: Hong Kong Universitas Press, 2008).

2. How is The Seating Arrangements Affect to Interactions in EFL (English Foreign Language) Intermediate Classroom at Eighth Grade Students at SMPN 1 Tirtayasa?

### **C. The Objective of The Research**

The research is intended to examine the answer of the question stated in statement of the problem.

1. To know the seating arrangements on students in eighth grade at SMPN 1 Tirtayasa
2. To know how seating arrangement can improve interaction in EFL intermediate classroom at eighth grade students at SMPN 1 Tirtayasa.

### **D. Limitation of the Study**

Base on the problems above, the writer focus on seeing the teacher-student interactions, student-teacher interactions, and student-student interactions in English Foreign Language (EFL) at intermediate classroom. Therefore, in this research the study is limited on kinds of seating arrangement and also pattern of interaction occurred in each seating arrangement used during teaching and learning process.

### **E. The Significant of The Research**

1. For the writer, to outcome of the study is beneficial to the present researcher or the future researcher that the Seating Arrangements toward interaction in the classroom, and to know how to write experimental research.
2. For the teacher, to motivate teacher in finding a good seating arrangement to teaching EFL (English Foreign Language).
3. For the students, to motivate students to be more interested in EFL (English Foreign Language).

### **F. The Previous Study**

The result of the research conducted by Pédro Marius Egounléti, Ulrich O. SènaHindémè, and Innocent C. Datondji (2018) a study talked about seating arrangement entitled “Seating Arrangements as a Means for Improving Interactions in EFL Beginner Classes: The Case of Some Secondary Schools in Littoral Region”. As the result of their study, there is no single classroom seating arrangement that promotes positive behavioral and academic outcomes for all tasks, because the available research clearly indicates that the

nature (i.e., interactive versus independent) of the task should dictate the arrangement. Teachers, especially those who have students with special educational needs that impact on their behavior in inclusive or homogenous settings, should be able to eliminate many disruptions that are due to inappropriate student interactions by utilizing a rows arrangement for individual tasks and moving desks together when interaction is desirable. Further studies are needed to examine the relationship between students' performance and other classroom parameters such as a classroom's location in the building, natural light from window.<sup>6</sup>

The result of research conducted by Eugene J. Harvey and Melaine. Kenyon (2013) a study talked about seating arrangement entitled "Classroom Seating Considerations for 21st Century Students and Faculty". Harvey and Melaine were going to see the effect of using some models of table seat in teaching and learning process. As the result of their study, firstly students preferred to trapezoid table (seat in a group). Secondly students comfort in rectangle (circle or letter U or U-Shape). Thirdly students seat in table arm chairs (row). Literature suggests seating arrangements are important for student satisfaction and academic achievement. Being told to move into groups in a different part of the classroom may create feelings of ill will for some students with alternative preferences. Although seating may be only one element among a multitude of design considerations, it is one of the most easily changeable variables in classroom learning environments, and one that may be more important than people think.<sup>7</sup>

Lotfy (2012) had conducted a researched about seating arrangement entitled "Seating Arrangement and Cooperative Learning Activities: Students' On-task/Off-task Participation in EFL Classrooms". Lotfy were observing students' participation in two different seating arrangements, rows and columns and circles. The results of this paper show that classroom seating arrangements could affect student on task/off-task participation when working on group activities.

Based on previous study above, Harvey and Melaine (2013) held on a research about classroom seating consideration. In this study, Harvey and Melaine tried to see classroom

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<sup>6</sup> Pédro Marius Egounléti, Ulrich O. SènaHindémè, and Innocent C. Datondji (2018) "Seating Arrangements as a Means for Improving Interactions in EFL Beginner Classes: The Case of Some Secondary Schools in Littoral Region". P.26

<sup>7</sup> Eugene J. Harvey and Melaine . Kenyon (2013) "Classroom Seating Considerations for 21st Century Students and Faculty"

seating model which is considered by some institution to have appropriate design in setting classroom seat. As the result of this study, students preferred sit in a model of seat in a group than the others. Lotfy (2012) stated seating arrangement could affect students' participation in teaching and learning. In addition that students sit in a circle model were more active than in row.

Finally, the writer interested to study about classroom seating arrangement. In this term about seating arrangement as a means for improving interaction in EFL (English Foreign Language) at intermediate classroom.

## **G. Organization of Writing**

To make this research easy to understood, the writer divides this research into five chapters :

The first is Introduction. Discusses about an introduction that conducted the research background, the statement of the problem, the objective of the research, limitation of the research, the significant of the research, the previous research, hypothesis of the research, and the organization of the writing.

The second chapter discusses about theoretical review, it concern about the General Concept of Seating Arrangements, and General Concept of Interaction in Classroom.

The third chapter is describes about methodology of research it consist of the object of study, the method of study, the place and time of the study, technique of collecting data and analyze procedure.

The Fourth chapter is finding and discussion, it covers description of data and analyzing the data.

The fifth chapter is conclusion and suggestion, it covers, conclusion and suggestion.

