

Related to that research, a research by Diar Resti Andari Winangsih with the title “A study on Seating Arrangement Employed by Teacher of Speaking Class at English Department in University of Muhammadiyah Malang”.⁸This study investigates seating arrangement in teaching speaking III at English Department in University of Muhammadiyah Malang. It attempts to describe seating arrangement which is used by teacher in speaking III at English Department in University of Muhammadiyah Malang. The subjects of the research are two English teachers who taught class A and C. The result of this research is the native speaker (teacher of class A) uses three types of seating

[illegible]

arrangements: traditional, conference, and circle. While the local teacher (teacher of class C) employs four types of seating arrangements such as traditional, semi-circle/U – Shape, and circle, and use other effective ways of seating arrangement such as Talking Zone. As a result, the use of different types of seating arrangements depends on topic discussion at the classroom.

Khoiril Anam also does the research with the title "The Comparison of Auditorium and U-Shape Styles in Arousing Students' Attention in Language Classroom at MAN 3 Malang".⁹ This research is descriptive qualitative. A teacher and two language classes are the subject of the study. To collect data, the writer uses interview and questionnaire. Based on the data which is obtained, seating arrangement using auditorium style is more effective than U-Shape to arouse the students' attention because the students feel more comfortable and focus to the lesson. The research finding shows that seating arrangement using Auditorium style is more effective than U-shape in arousing the students' attention in language classroom at MAN 3 Malang. So, the teacher should consider about how to arrange the seat because it relates to the students' success in acquiring the target of teaching and learning.

Another study is conducted by Holly Heindselman, et.al. in Hanover Colledge by the title“ The Effect of Classroom Seating Arrangement on Learning

⁹ Khoiril Anam, *"The Comparison of Auditorium and U-Shape Styles in Arousing Students' Attention in Language Classroom at MAN 3 Malang"*, Thesis English Educational Department, (Malang: University of Muhammadiyah Malang, 2005)

teacher makes to facilitate the learning process of their students. It refers to all of the activities to create and maintain an orderly learning environment.¹²

students' development and progress in relation with mastering subject's matter given to students and values in the curriculum.¹⁹

In teaching and learning process that consist of series of teacher and students' activities based on direct contact in educational situation to achieve certain purpose which is written in curriculum. This process is one unity of activities that cannot be separated between students who study and the teacher who teach the subject. Therefore, the success of teaching and learning are depends on the harmonious interaction between teacher and students in the classroom.

Elizabeth Hall formulates that the meaning of academical achievement as “originally constructed to assess the extent of an individual’s knowledge about subjects taught in school”.²⁰

The definition above can be understood that achievement is originally constructed to assess the extent of an individual's knowledge about subjects taught in school. It is usually indicates by scores of test written by teacher and standardized test.

F. The Factors that Influence the Achievement of Learning

There are some factors that create differential among language learners:

¹⁹ Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya : Usaha Nasional, 1991), 19-20

²⁰ Elizabeth Hall, *Psychology Today An Introduction* 5th, (New York : Random House, 1983), 461

1. Internal Factors

The internal factors are the factors that come from the students themselves.

a. Age

Although some documents relate to the descent of ability in learning a second language shows that the foreign language program should be started in elementary school, but the experts stated that the most important fact is the timing. There are several cases showed those who started learning in adult will understand better in the instructions and lessons given by teacher.²¹ Thus, it is seen that age has some influences on language learning achievement.

b. Aptitude

Aptitude is not easy to define. It is usually defined in terms of the tests that have been used to measure it.²²

According to Carrol in Larsen-Freeman and Long, aptitude as a concept corresponds to the notion that in approaching a particular learning task or program, the individual may be thought of as processing some current state of capability of learning that task – if the individual is motivated, and has the opportunity of doing so. That capability is presumed to depend on some combination of more or less enduring characteristic of the individual.²³

²¹ Diane Larsen-Freeman and Michael H. Long, *An Introduction to Second Language Acquisition Research*, (New York:Longman, 1991), 206-207

²² *Ibid.*, 207

²³ *Ibid.*, 167

extrinsic motivation. Activities which are intrinsically motivated are activities which do not hope of reward except the activity itself. Furthermore, extrinsic motivation is activities which hopes reward from the outside or beyond the self. Extrinsic rewards usually are like money, gifts, test scores, and even certain kinds of positive feedback.²⁶

2) Attitude

Attitude is aspects of the development of cognition and affection of human beings. It develops in childhood and result of parents' and peers' attitudes, contact with different people. These attitudes form part of someone's perception , other cultures in which someone is living.²⁷

Gardner and Lambert in Brown examine the effect of attitudes on language learning. After studying the interrelationships of a number of different types of attitudes, they defined motivation is constructed from certain attitudes. The attitudes of learners have to learn the culture of the second language which they learn because learning second culture is same with learning second language.²⁸ The role of attitude here is the attitude group of cultural influence in the process of mastery language learning.

²⁶ H. Douglas Brown, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (Pearson Education, 2007), 5th ed, 188

²⁷ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey : Prentice Hall, 1980), 127

²⁸ *Ibid.*, 127-128

possible based on the variety of cognitive styles represented among the students. However, the learning styles are not immutable and that individuals can change in response to unique contextual necessity. So, a learner may develop a preferred style, but may be able to adapt when confronted with circumstances that make cognitive demands of a different type.³¹

5) Learning strategies

Here, students have to learn how they do for themselves what is usually done for those teachers in the classroom. Our efforts to help the students by improving in language skills must be equipped with a balanced systematic approach to develop and refine skills they have learned.³²

If we step back from our consideration of the implications of each of these areas for language instruction, we are able to discern three general patterns that seem to apply for many of the variables we have considered here:³³

- a) Doing instruction by grouping learners according to individual characteristics then matching the groups with an appropriate methodology may be desirable.

³¹ *Ibid.*, 211

³² *Ibid.*, 212

³³ *Ibid.*, 213

Larsen-Freeman and Long theory, speech shifts occur in conversation, resulting either in convergence in which speakers modify their speech to become more similar to their listeners, or in divergence through which linguistic differences are maintained or emphasized between interlocutors.⁴⁰

From the definition above, it can be understood that ethnicity influences in language learning because what the learners listen will have an effect on the learners speech performance.

G. The Differences of Seating Arrangement in Students' Achievement

Djamarah stated, seating arrangement will influence in teaching learning interaction. Student's appetite to the voices or explanations from teacher is also different. Students who sit near with teacher's table in the front row will be clearer in receiving teacher's explanation and extremely subjects will not be concerned. Moreover, if the teacher's voice is too slow with large classroom and a great number of students.⁴¹

According to Ramsden, seating arrangement is a main part in classroom management. Consideration of arranging room's physic environment is that teaching and learning process can be implemented as efficient as possible. In

⁴⁰ *Ibid*

⁴¹ Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya: Usaha Nasional, 1991), 92

studying, teachers could walk around the class without moving their table. They need to consider that students who sit in the middle row or in the front row tend to have many interactions with teacher and some problems appear when students sit far from teacher. Students who sit at the back row or in corner of the class have great chance not to do the tasks than those who sit near teacher's table.⁴²

Adams and Biddle Santrock, in classrooms in which seats are organized in row, the teacher is most likely interact with students seat in the front and center of the classroom.⁴³ This area has been called the action zone because students in front and center locations interact the most with teacher, such as often ask question and initiate to discussion. On the other hand, students who are not in the action zone tend to participate less, and achieve at lower levels.

Because of that condition, the students who sit in the front and center usually get high achievement and the students who sit in the back row usually get low achievement. So that students' seating arrangement must be made as effective as possible.

⁴² Alexandra Ramsden, "Seating arrangement", (<http://www.ematusov.soe.udel.edu/com>, accessed on March 14, 2011)

⁴³ John W. Santrock, *Educational Psychology*, (New York : McMillan Publishing Company, 2006), 456