#### CHAPTER II

#### REVIEW OF RELATED LITERATURE

This chapter presents review of related study and literature based on relevant theories. It covers review of related study, the discussion of classroom management, the variations of classroom seating arrangements, the definition of action zone, achievement, the factors that influence the achievement of learning, and the differences of seating arrangement in students' achievement.

# A. Review of Related Study

A study conducted Mc. Corskey and Mc. Vetta with the title "Classroom Seating Arrangements: Instructional Communication Theory versus Student Preferences" at West Virginia University applied three common seating arrangements: stair row arrangement / traditional arrangement, horseshoe arrangement / U Shape, modular arrangement / clusters. The research questions are; 1) do the students have differential preferences for the three common types of classroom arrangements, 2) does the type of course to be taken affect student preferences for classroom arrangement?

The subjects of the study are 972 college students who are simultaneously enrolled in two basic courses in communication. Then, the result of this study is to answers their research questions concerning whether students have differential

<sup>&</sup>lt;sup>7</sup> James C. McCorskey and Rod W. McVetta, "Classroom seating arrangements: Instructional communication theori versus student preferences", (http://www.James.mc.corskey.com. accessed on March 14, 2011)

preferences among the three common types of classroom arrangement is clear. As a group, students in this study indicated a preference for the more interaction, traditional arrangement for required course. However, these same students indicated preferences that in the direction of seating arrangement with horseshoe type and modular arrangement for elective course. From the election and required courses identified that type of course has a major influence on arrangement preferences. The most of this differential preference can be seen for the students with low communication apprehension (CA). So, as a teacher he/she must be able understand the seating arrangement style situation which suitable with lesson. For example, the horseshoe is suitable for students who have low communication apprehension, with this condition. However, students with high communication apprehension, the traditional is suitable for them.

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". This 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

<sup>&</sup>lt;sup>8</sup> Diar Resti Andari Winagsih, "A Study on Seating Arrangement Employed by Teacher of Speaking Class at English Department in University of Muhammadiyah Malang", Thesis English Educational Department, (Malang: University of Muhammadiyah Malang, 2008)

arrangements: traditional, conference, and circle. While the local teacher (teacher of class C) employes 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". 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

<sup>&</sup>lt;sup>o</sup> 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)

Ability". This study is designed to examine the effects of classroom seating arrangement on learning ability. The participants are 22 females who sit either in row and column seating arrangement. In this research, the participants watch ten minutes educational videos and take a note. After watching movie, the participants complete a brief questionnaire from the researcher. Then, the researcher make quiz about the content of video. After getting the data, the researcher analyzed data by using ANOVA. As the result, seating condition by gender shows there is no main effect of learner ability. Based on the hypothesis that the effects of discomfort caused by a change in seating would cause participants' perceptions of ability, knowledge, and participants' quiz performance is lower. So, there is no significant effect of seating arrangement on participants' ability, perception of ability, and their knowledge.

## B. The Discussion of Classroom Management

The teacher as a manager or controller in the classroom has a duty to make decisions to facilitate teaching and learning in the classroom such as planning and preparation of material, organization, decorating classrooms, and then of course determination, discipline and setting rules in the classroom.<sup>11</sup>

According to Richard D. Parsons, et al., classroom management is the term we will use to highlight all of those positive behaviors and decisions a

<sup>&</sup>lt;sup>10</sup> Holly Heindselman, et.al., "The Effect of Classroom Seating Arrangement and Learning Ability", (http://yault.hanover.edu/com, accessed on May 11, 2011)

Richard D. Parsons, et al., Educational Psychology A practitioner-Researcher Model of Teaching, (Wadsworth:Thomson Learning, 2001), 352-353

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

Generally, classroom management is intended to create and maintain a positive and productive learning environment, it is not to create an inert and totally compliant classroom. Rather, an effective classroom management plan not only reduces the incidents of misbehavior but maintains student interest, motivation, and involvement in teaching and learning activity.<sup>13</sup>

Then, the goals of an effective classroom management plan are:14

- 1. Helping the students to focus doing the task
- 2. Reducing distractions from learning
- 3. Organizing and facilitating the flow of learning activities
- 4. Helping the students to manage themselves.

# C. The Variations of Classroom Seating Arrangements

Seating arrangement play an important part in affecting students' achievement in the classroom. There are so many styles of seating arrangements but the writer just gives some pictures and description (A traditional classroom, discussion and debates, horseshoe, and group work) because those seating arrangements are usually used in school as follows: 15

<sup>&</sup>lt;sup>12</sup> Ibid, 352

<sup>13</sup> Ibid, 353

<sup>15</sup> S. Holtrop, "Writing Lesson Plan: Seating arrangements", (http://www.huntingtoncolledge.com, accessed on march 14, 2011)

According to Holtrop, there are four forms of seating arrangements, such as:

1. A traditional classroom is often set up with the desks in row, the teacher's desk or table somewhere in front of the room, and student desks moved far enough apart. This setting served the desks in the room efficiently, so the students have access that easy toward their seating arrangement. The learning environment must be designed based on the learning target and the result. This setting maybe the best to prevent easy wandering of eyes during tests. The role of teacher here as a cop.

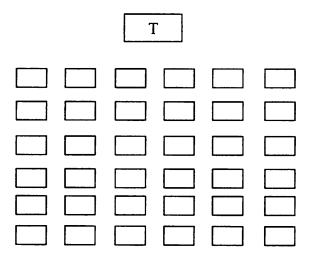


Figure 2.1. traditional seating arrangement

2. Discussion and debates. This seating arrangement is to discuss and other interactive classroom activities where the whole class is looking, listening and contributing, probably it works better if the students' seats are somehow facing each other. The role of the teacher is as a speaker.

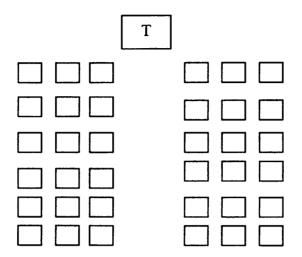


Figure 2.2. discussion and debates seating arrangement

3. Horseshoe, a variation consists of two sides which shape resembles a horseshoe shape. Each seating arrangements should be made based on learning objectives. Horseshoe seating arrangements facilitate the process of division of material to students. In this class the teacher's role is as coordinator and colabor.

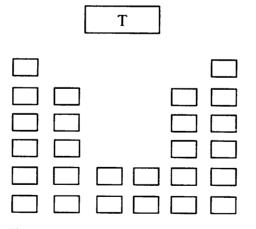


Figure 2.3. horseshoe seating arrangement

4. Group work, the latter is the seating arrangement to form groups for group work. Here the teacher's role is as facilitator.

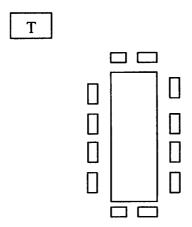


Figure 2.4. group work seating arrangement

#### D. The Definition of Action Zone

Action zone is the seats in the front and center of row arrangement.<sup>16</sup> Related to this, Richard D. Parsons, et al., say that action zone is any area in the seating arrangement where a teacher is most likely to direct his or her attention.<sup>17</sup> In a seating arrangement which organized in row, the action zone is in the front and center seat because in this area, the students often interact with teachers, such as the students often ask questions and most likely to initiate discussion. Action zone is shown below:

<sup>16</sup> John W. Santrock, *Educational Psychology*, (New York: McMillan Publishing Company, 2006), p.456

<sup>17</sup> Richard D. Parson, et al., Educational Psychology A practitioner Researcher Model of Teaching, (W adsworth: Thomson Learning, 2001), p. 328

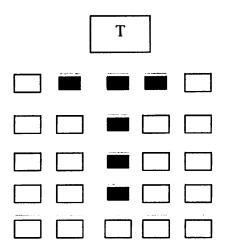


Figure 2.5. action zone

For setting this method, the teacher uses a row arrangement, he or she has a chance to move around the room, establish eye contact, give direct comments to students in the peripheral seats, and periodically have students to change seats. Thus, all students have an equal opportunity of being in the front and center seats because students who are not in the action zone tend to less participate and achieve at lower levels than the students located in the action zone. <sup>18</sup>

#### E. The Discussion of Achievement

Poerwadarminta stated that achievement is defined as results that have been reached. Related to this, Abdul Qohar, achievement is what has been created, work results, pleasant results come from hard work. While Nasrun Harahap et al. give limitation that achievement is education assessment about

<sup>&</sup>lt;sup>18</sup> Ibid, 329

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

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 "orriginally constructed to assess the extent of an individual's knowledge about subjects taught in school".<sup>20</sup>

The definition above can be understood that achievement is orriginally 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:

<sup>&</sup>lt;sup>19</sup> Syaiful Bahri Djamarah, *Prestusi Belajar dan Kompetensi Guru*, (Surabaya : Usaha Nasional, 1991),19-20

<sup>&</sup>lt;sup>20</sup> Elizabeth Hall, Psychology Today An Introduction 5th, (New York: Random House, 1083), 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.<sup>21</sup> 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.<sup>22</sup>

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 a 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.<sup>23</sup>

<sup>&</sup>lt;sup>21</sup> Diane Larsen-Freeman and Michael H. Long, An Introduction to Second Language Acquisition Research, (New York:Longman, 1991), 206-207

<sup>&</sup>lt;sup>22</sup> Ibid, 207

<sup>&</sup>lt;sup>23</sup>Ibid, 167

Besides, Carrol also asserts that language aptitude is relatively fixed over long periods of an individual's life span, and relatively hard to modify in any significant way.

It means that language aptitude is influenced by enduring characteristics of the individual itself for long times and it is difficult to change in short time.

## c. Social – psychological

#### 1) Motivation

Brown says that motivation is the main key to get success. He figures that the success in a task happen because someone is motivated. In second language learning, learners will be success if they have good motivation.<sup>24</sup>

In second language learning, Brown states that there are two different motivation: integrative and instrumental motivation. The integrative motivation is employed when a learner integrates him/herself become a part of culture and society of second language group. Instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth.<sup>25</sup> In another book, Brown also mention that second language learners get instrinsic and

<sup>&</sup>lt;sup>24</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1980), 112

<sup>&</sup>lt;sup>25</sup> *Ibid*, 114

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.<sup>26</sup>

## 2) Attitude

Attitude is aspects of the development of cognition and affection of human beings. It develops in chilhood 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.<sup>27</sup>

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.<sup>28</sup> The role of attitude here is the attitude group of cultural influence in the process of mastery language learning.

<sup>&</sup>lt;sup>26</sup> H. Douglas Brown, Prinsip Pembelajaran dan Pengajaran Bahasa, (Pearson Education, 2007), 5<sup>th</sup> ed, 188

<sup>&</sup>lt;sup>27</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1980), 127

<sup>&</sup>lt;sup>28</sup> Ibid, 127-128

# 3) Personality

Many experts expressed their opinion about the impact of personality on success in language learning. Wong Fillmore in Larsen-Freeman and Long observed that shy children progress more rapidly than more outgoing children in classrooms which more teacher-oriented and structured, rather than oriented towards group activities.<sup>29</sup>

Based on studies, the different types of students will also get different advantages from the practice of teaching activities.<sup>30</sup> That is to say that the personality has impact on the success of language learning.

# 4) Cognitive Style

The word of cognitive style is closely with personality, the preferred way in which individuals process information or approach a task. Harnett in Larsen-Freeman and Long states that most of research in the field of cognitive types share a motif in which the research in the field of personality, which is set interaction effects between cognitive styles and instructional practice. Most of teachers will not find themselves in situations where students can be streamed according to particular cognitive style. Therefore, a reasonable alternative might be to diversify language instruction as much as

<sup>&</sup>lt;sup>29</sup> Diane Larsen-Freeman and Michael H. Long, An Introduction to Second Language Acquisition Research, (New York:Longman, 1991), 209
<sup>30</sup> Ibid. 210

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.<sup>31</sup>.

# 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:<sup>33</sup>

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

<sup>&</sup>lt;sup>31</sup> *Ibid*, 211 <sup>32</sup> *Ibid*, 212

- b) Where this case is not desirable, or where it is inappropriate, teachers should become as aware as possible of the individual characteristics of their students and work towards on their individual needs. This may be accomplished by teachers' using a variety of approaches in the class.
- c) Students should be helped to adapt the teacher's style. Empowering language learners by asking them develop learning strategies may help them to cope with the demands of class and indeed, it may help to continue learning on their own apart from the class.

#### 2. External Factors

External factors are those come from the environment. Such as:

#### a. Parents

There are several studies that investigated the role of parents in how attitudes to the speaker of the target language are developed. Gardner in Larsen-Freeman and Long showed that Anglophone students learning French as a second language in Montreal (Canada) possessed attitudes which were reflective of their parents' attitudes towards French Canadians. This case also occurs in the other second language learning.<sup>34</sup> So, it is clear that the parents' attitudes influence the success in language learning because the children adopt their parents' attitudes.

<sup>34</sup> Ibid, 178

## b. Peers

The attitudes of peers can affect learner's acquisition in studying second language. Based on study by several expert such as Elias-Olivares in Larsen-Freeman and Long which relates how second – generation Mexican – Americans prefer to use *calo* dialect or code – switch rather than using standard Spanish they were learning in their bilingual classroom. In fact, the older users of calo make fun of the schoolchildren who attempt to speak the standard variety.<sup>35</sup> So, peers influence learner's acquisition of a second language because they are often communication.

# c. Learning situations

Teaching and learning process need a good learning situations in the classroom. A good classroom serves learning situations interestingly and comfortably. Therefore, teacher has to manage the classroom for creating the teaching and learning process interestingly and comfortably because a good classroom management will influence teaching and learning process that it will influence to students' achievement. Besides, classroom management needs a good seating arrangement because it is the main part of classroom management. Based on the definition above, it

<sup>&</sup>lt;sup>35</sup> Ibid. 178

<sup>36</sup> Syaiful Bahri Djamarah, Prestasi Belajar dan Kompetensi Guru, (Surabaya: Usaha Nasional, 1991).

<sup>&</sup>lt;sup>37</sup> Alexandra Ramsden, "Seating arrangement", (http://www.ematusov.soe.udel.Edu/com, accessed on March 14, 2011)

can be understood that a good learning situations will influence the students' achievement.

#### d. Teachers

Teacher's attitude towards learners, can also affect the quality and quantity of the learning. Even, Tucker and Lambert in Larsen-Freeman and Long consider teacher's attitudes even more important than parental or community-wide attitudes in influencing the outcome of instructed language learning. Research reviewed by Brophy and Good in Larsen-Freeman and Long indicates that teachers have differential expectations regarding the performance of children who vary in such characteristics as ethnicity.<sup>38</sup>

## e. Ethnicity

Ethnicity is also influential in language learning, where one ethnic group membership can determine the attitudes and behavior of members of other ethnic groups, which finally affects the achievement of learning a foreign language.<sup>39</sup>

According to Beebe in Larsen-Freeman and Long has demonstrated that the echnicity of L2 learner's listener will have an effect the L2 learner's speech performance. Related to this, Giles and Smith in

<sup>&</sup>lt;sup>38</sup>Diane Larsen-Freeman and Michael H. Long, An Introduction to Second Language Acquisition Research, (New York:Longman, 1991), 179
<sup>39</sup> Ibid. 179

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 appetence 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

<sup>&</sup>lt;sup>41</sup> Syaiful Bahri Djamarah, Prestasi Belajar dan Kompetensi Guru, (Surabaya: Usaha Nasional, 1991),

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.<sup>42</sup>

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. <sup>43</sup>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.

<sup>&</sup>lt;sup>42</sup> Alexandra Ramsden, "Seating arrangement", (<a href="http://www.ematusov.soe.udel.Edu/com">http://www.ematusov.soe.udel.Edu/com</a>, accessed on March 14, 2011)

<sup>&</sup>lt;sup>43</sup> John W. Santrock, *Educational Psychology*, (New York: McMillan Publishing Company, 2006), 456