

**THE IMPLEMENTATION OF SEPARATE CORNERS OF  
SEATING ARRANGEMENT TO FACILITATE THE  
INTERACTION BETWEEN STUDENTS AND TEACHER IN  
SPEAKING ACTIVITY AT SMPN 27 SURABAYA**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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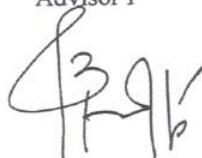
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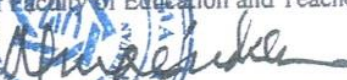


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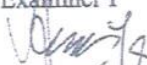
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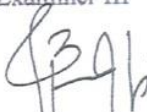
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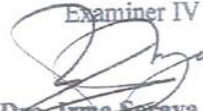
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## ABSTRACT

Adytiara, Letizia Nuzulil.2018. *“The Implementation of “Separate Corners” Seating Arrangement to Facilitate The Interaction Between Students and Teacher in Speaking Activity at SMPN 27 Surabaya”*. An Undergraduate Thesis.English Education Department.Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya.  
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Key words : *Separate Corners, Seating Arrangement, Speaking Skill, Interaction*

Most of English teachers in EFL countries have difficulties in facilitating a successful speaking activity in their classes, especially in seventh grade classes. Seventh graders tend to be shy so that the teachers have to find many ways to make the speaking activity alive. One of the ways to facilitate a great interaction between the students and teacher in speaking activity is using *“Separate Corners”* seating arrangement. This study is aimed to describe the implementation of *“Separate Corners”* seating arrangement to facilitate the interaction between students and teacher in speaking activity at SMPN 27 Surabaya. Moreover, this study was also aimed to find out the interaction between students and teacher during the implementation of *“separate corners”* seating arrangement. This study was carried out on 39 seventh graders of 7C class at SMPN 27 Surabaya, East Java, Indonesia during academic period of 2017/2018. Classroom observations and interviews were conducted to obtain the data. An observation checklist adapted from Harmer and Ramsden (2001) for implementation of the separate corners of seating arrangement and Brown for the interaction and an interview guideline were used as the instruments. The findings show that out of 13 implementation points, the teacher only did 11 points. The points which were not implemented by the teacher include the group's classification based on the students' skills and group-swapping. The findings also show that within three classroom observations, the teacher and the students almost fulfilled all the points of interaction between the students and the teacher.

## ABSTRAK

Adytiara, Letizia Nuzulil.2018. *“The Implementation of “Separate Corners” Seating Arrangement to Facilitate The Interaction Between Students and Teacher in Speaking Activity at SMPN 27 Surabaya”* Skripsi. Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, UIN Sunan Ampel, Surabaya.  
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Kata kunci: *Separate Corners, Seating Arrangement, Speaking Skill, Interaction*

kebanyakan guru bahasa inggris yang berada di negara – negara yang menggunakan bahasa inggris sebagai bahasa asing kesusahan dalam memfasilitasi kegiatan berbicara di kelas dengan berhasil, terutama dikelas 7. Siswa kelas 7 cenderung malu ketika dengan guru baru jadi sebagai guru harus menemukan banyak cara untuk membuat kegiatan berbicara dikelas bahasa inggris menjadi hidup. Satu dari banyak cara untuk memfasilitasi interaksi yang bagus antara siswa dan guru di kegiatan berbicara yakni dengan menggunakan tempat duduk *“separate corners”*. Penelitian ini ditujukan untuk mendeskripsikan penggunaan dari tempat duduk *“separate corner”* untuk memfasilitasi interaksi antara siswa dan guru di kegiatan berbicara di SMPN 27 Surabaya. Selain itu, penelitian ini juga ditujukan untuk melihat interaksi apa saja di antara siswa dan guru selama menggunakan tempat duduk *“separate corners”*. Penelitian ini dilakukan dengan 39 siswa dari kelas 7C SMPN 27 Surabaya, Jawa Timur, Indonesia tahun pelajaran 2017/2018. Observasi dikelas dan wawancara dibutuhkan untuk mengumpulkan data. Daftar periksa untuk observasi dikelas adaptasi dari Harmer dan Ramsden (2001) untuk penggunaan tempat duduk *“separate corner”* and Brown untuk interaksi dan list pertanyaan wawancara digunakan sebagai instrumen. Berdasarkan penemuan ada 13 poin, guru hanya melakukan sebanyak 11 poin. Poin yang tidak dilaksanakan oleh guru termasuk pembagian kelompok berdasarkan kemampuan dan perpindahan kelompok. Penelitian dilakukan tiga kali observasi kelas, guru dan siswa hampir melakukan semua poin dari interaksi antara guru dan siswa.

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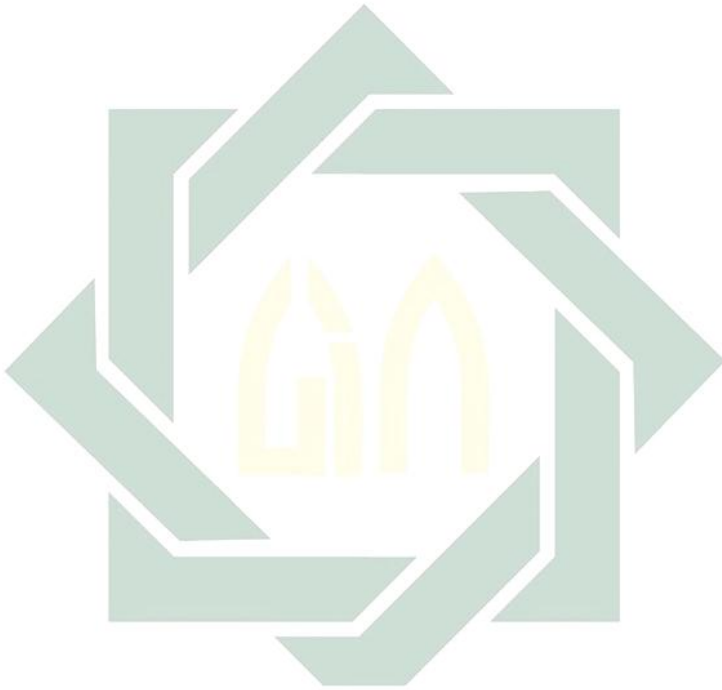
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## LIST OF ABBREVIATION

HML	High, Medium, Low
SCoSA	Separate Corners of Seating Arrangement
SMPN	Sekolah Menengah Pertama Negeri





# CHAPTER I

## INTRODUCTION

This chapter explains about research background followed by research questions, objective of the research, and significance of research. Then scope and limits of the research are presented along with the definition of key terms.

### A. Background of Study

Speaking is one of many ways to communicate with others. In language learning, students speak to deliver their ideas or opinions. Knowing this, teachers need to apply the language in real communication. Gert stated that to enable students to communicate, speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver process the statements in order to recognize the intentions.<sup>1</sup> As language learners who had learned English intensively, the students should be able to interact with their peers and teachers using English. However, it is a demanding task for language teachers to provide sufficient inputs for student to be competent speaker of English. Speaking and writing are considered as productive ability because learners have opportunity to create the language.<sup>2</sup> While receptive abilities is the ability where the learner only receive the language. The ability categorized as receptive ability are reading and listening. According to Jeremy Harmer, receptive abilities are the ways in which people extract meaning from the discourse they see or hear.<sup>3</sup> Therefore, the students do not need partner to improve their receptive ability unlike productive ability. The students have to find a partner to practice their productive ability; in this case, speaking ability.

James and Rod said that effective communication in the classroom is essential to the success of both the students and the teacher.<sup>4</sup> Daum found that when college students were allowed the

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<sup>1</sup>Gert - Hans, *Handbook of Communication Competence*, 2008, 207

<sup>2</sup>David Nunan, *Practical English Language*, (New York: McGraw-Hill, 2003), 48

<sup>3</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001)

<sup>4</sup> Ibid

free choice for arrange the seating arrangement makes student speaking ability obtain higher score than before.<sup>5</sup> Thus, students would more comfortable to speak in the class when the teachers change the conventional seating arrangement. When the students feel comfort, they will feel easier to interact with their peers or teachers.

Classroom interaction is something that is very important for any level of educator. As the teachers begin to interact with students in the classrooms, there can be very few things that are completely under teacher's control. One of main things teachers can control is desk arrangement of classrooms. Moreover, there is a conventional notion about classroom interaction that means managing the classroom based on student's disruptive and maintaining discipline in the classroom. Based on Sanford, Emmer, Clements, (cited: Jones and Jones, 1981) the concept of classroom interaction is broader than the notion of students discipline.<sup>6</sup> It includes all the things teacher must to do foster the students' involvement and cooperation in classroom activity to establish a productive working environment.

Classroom interaction has many strategies. They are seating arrangement, classroom interaction, and classroom behavior, managing time etc.<sup>7</sup> Based Sarmond et al. theory, classroom interaction is an interaction between students and teacher in the class. The teacher and the students must have a good interaction so that they can gain such a mutual bond. Otherwise, if they do not have a good interaction, the students could not receive the material clearly. Classroom interaction has many of principles but in this research, the researcher only focus on two topics which are pattern of classroom interaction and types of classroom interaction. The reason why the researcher only focuses on two topics is due to the teacher's demand. The implication for classroom practice is that everything done in the classroom involves some kinds of

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<sup>5</sup> J. Daum. As cited by Jere E. Brophy and Thomas L. Good. *Teacher students relationships: causes and consequences* (New York: Holt, Rinehart and Winston, 1974), pages 22 - 24

<sup>6</sup> Jones Vernon F, and Louise S Jones. *Comprehensive classroom interaction: creative positive learning environment*. Boston : Allyn and Bacon Inc, 1981

<sup>7</sup> Sitinurmasitah, Linguistic dissertation: *Study of Classroom Interaction Characteristics In A Geography Class Conducted in English: The Case at Year Ten of An Immersion Class In SMAN 2 Semarang*. Semarang: Diponegoro University, 2010.

communication leading to the used of the language.<sup>8</sup> Hence, classroom interaction would be helpful for students, because they can speak and interaction each other.

International communication theory suggests that seating arrangements can give impact for the instructor how to communicates with students and how the students interact with other, impacting engagement, motivation, focused<sup>9</sup> in the class and also Harvey and Kenyon theory said used other seating arrangement like separate corners that flexible can help students more active because students can move freely<sup>10</sup>. On top of that, students have more time to show off their passion and talk more in classroom because different seating arrangement makes them feel more comfort.

Based on the preliminary research, the researcher found that the teacher already tried to make a good interaction with the students but the students feel otherwise, some of them still feel scared with the teacher because they are still in the seventh grade so the teacher is like a new person for the students but some of them just feel shy when they want to ask the teacher about vocabulary or material that they didn't understand. Due to this situation, the teacher attempts to solve this problem by separating the corners for speaking activity in the class so that some of the students will have courage to ask or give their opinions to the teacher.

There are many previous studies about seating arrangement, interaction and speaking activities. The first is a study by Muhammad Azmil Umr entitled "*A study on classroom seating arrangement in speaking course at Basic English Course Pare*". This study discusses about teaching and learning English, especially the common fact that speaking ability is not as easy as it seems. Teacher should consider how they manage the speaking class be effective. One of those considerations is classroom interaction. Teacher should be able to manage the classes effectively. In this study, the researcher discuss many kinds of seating arrangement and

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<sup>8</sup>Tsui, Amy, B. M. *introducing classroom interaction*, Penguin Books, Ltd, 1995 pages 25

<sup>9</sup> Harvey EJ, Kenyon MC. (2013). *Classroom Seating Considerations for 21st Century Students and Faculty*. Journal of Learning Spaces, 2(1)

<sup>10</sup>McCorskey JC and McVetta RW. (1978). *Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences*. Communication Education, 27, 99-111.

also discuss about how those kinds of seating arrangement match with the lesson and can make the students easier to study. The difference between this study and the present study is the participants and setting of the place. The researcher take this study as previous study because this study shows that the teacher in BEC Pare teaches used separate table in his speaking class.

Unlike the previous study which studied the seating arrangement in a non-formal English learning, the researcher in the present study attempt to find out the implementation of “Separate Corners” in a formal institution. The researcher also focuses on the interaction between students and teacher during the use of “Separate Corners” seating arrangement at SMPN 27 Surabaya. Therefore, the researcher do this study with the title ***“THE IMPLEMENTATION OF SCoSA TO FACILITATE THE INTERACTION BETWEEN STUDENTS AND TEACHER IN SPEAKING ACTIVITY AT SMPN 27 SURABAYA.”***

## **B. Research Question**

The research questions in this study are:

1. How is the implementation of SCoSA to facilitate the interaction between students and teacher in speaking activity at SMPN 27 Surabaya?
2. What are the types of interaction between students and teacher on the implementation of SCoSA in speaking activity at SMPN 27 Surabaya?

## **C. Objective of study**

1. To describe how the teacher implements SCoSA to facilitate the interaction between students and teacher in speaking activity at SMPN 27 Surabaya.
2. To describe the interaction between students and teacher on the implementation of SCoSA in speaking activity at SMPN 27 Surabaya.

## **D. Significance of the research**

These are the significance of conducting this research:

1. Theoretically, the result of this research is hoped to develop teaching and learning method used classroom interaction and seating arrangement. Especially, to make nice interaction

between students and teacher in speaking activity used separate corners of seating arrangement.

2. Practically, the result of this research hoped to be contribution:

a. For the students

The result of this research can help students how make good interaction with the teacher especially in speaking activity. Since the teacher used new seating arrangement for the students and make students enjoy the class and love English so much.

b. For the teachers

The result of this research can help many teacher that feeling uncomfortable with the students because the atmosphere in the class and also gave new idea for the teacher to teach, make the class get more interest from the students, and the teacher knowledge about create classroom interaction from seating arrangement.

c. For the readers

The result of this research, the reader can get more information and knowledge about how important the interaction between students and teacher in speaking activity used separates corners of seating arrangement.

### **E. Scope and Limitation of the study**

In this research, the researchers focus on grade 7C students at SMPN 27 Surabaya in academic year 2017/2018. The researchers limit this study on used separate corners of seating arrangement to facilitate the interaction between students and teacher. The researcher discusses two main aspects; these are the implementation of separate corners of seating arrangement to facilitate the interaction between students and teacher in speaking activity, the implementation that the researcher means to answer first research question is how the teacher implementing the step of separate corners to pre activity ,while activity, post activity, finished the class in speaking activity and the interaction between students and teacher in speaking activity used separate corners of seating arrangement, interaction between students and teacher that researcher means how the students and teacher interacted each other from verbal

communication (sending message, receiving message, interpreting message or negotiating meaning).

#### **F. Definition of key terms**

- a. Seating arrangement : To achieve the level of effective learning, teachers and students should get the facilities that are able to support the teaching and learning process. Therefore, the class environment should be considered important to note its presence in the success of learning. One of class environment is the seating arrangement.<sup>11</sup> Arrange the students seating arrangement in the class is important as prepare material learning. In this research, seating arrangement which is implemented by the teacher is separate corners to teach speaking. The teacher makes group for the activity and used separate corners as the seating arrangement and to make students not bored with the classes.
- b. Separate corners: Separate corners or well known as seat a group in speaking. This model created interaction among students. It was caused by models of such seat was in group.<sup>12</sup> The students interaction was effectively happen. Firstly, students were placed as orderly layouts to get lesson about what they would study at the day. This seating arrangement has a good layout for group activities and very match for students only gather with their close friend. In this research, separate corners means that the classroom seating arrangement which is made of students cooperative to learn speaking with their friend not only with their teacher. Therefore the researcher focused on how the teacher implemented separate corners of seating arrangement in teaching speaking.
- c. Speaking Activity: Speaking is one way to communicate which ideas and though a message orally. Teachers need to apply the language in real communication. Furthermore, to enable students to communicate, speaking is speech or utterances with the purpose of having intention to be recognized by speaker

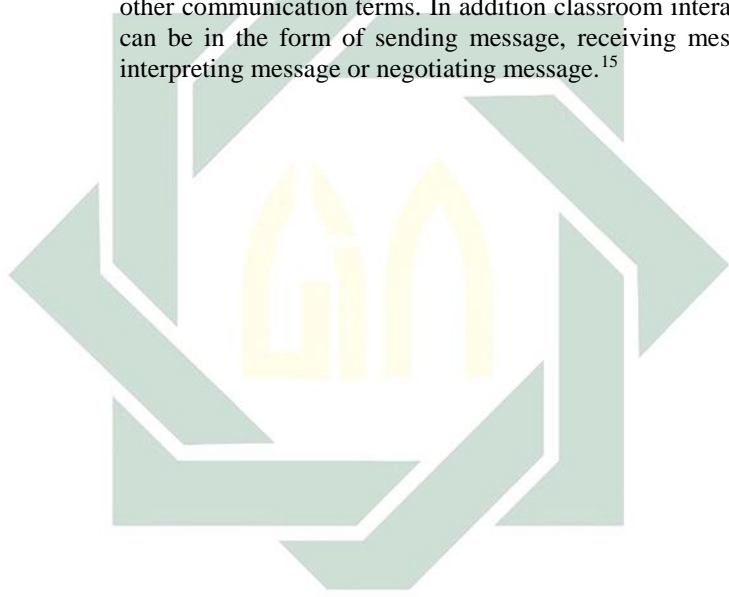
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<sup>11</sup>LemlechJohanna, “ *Classroominteraction* “ (UnitedStateLibraryofCongressCatalogingin Publication Data ,1979), 150

<sup>12</sup>Jim Scrivener, *Classroom Interaction Technique*(Cambridge: Cambridge University Press, 2012), 13

and the receiver processes the statements in order to recognize the intentions.<sup>13</sup>

- d. Classroom interaction: In communication there are different elements that must work together in harmony to facilitate effective communication. In verbal communication these elements include the sender of the message, the receiver or listener, the message itself, the channels through which the message is sent, and feedback.<sup>14</sup> Communication and interaction have a relationship that very closed, similar with other communication terms. In addition classroom interaction can be in the form of sending message, receiving message, interpreting message or negotiating message.<sup>15</sup>




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<sup>13</sup>Gert - Hans, *Handbook of Communication Competence*, 2008, 207

<sup>14</sup>Joan A. Abura, *Verbal Communication in the classroom: what Christian can do to help their students* (University of Eastern Africa, 1998), 2

<sup>15</sup>Brown H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2<sup>nd</sup>ed. New York: Addison Wesley Longman, Inc.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of four main discussions. They are speaking activities, seating arrangement, separate corners, interaction and also review of the previous study.

#### A. Speaking Activities

Speaking is one way to communicate which ideas and though a message orally. Teachers need to apply the language in real communication. Furthermore, to enable students to communicate, speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize the intentions.<sup>1</sup> Now many journals said that speaking becomes one of vital ability in a language, because to make someone understand is hard to do. Moreover without speaking, it would have many miss understanding. So that's why, speaking is needed to study. In otherside, English has become the international language. English is the most widely spoken language in the world, and if we already mastery how to speak English, it would be an invaluable tool of communication. Furthermore, English language without speaking is silent language. This most reasoned of the language learner is that they can mastery the language or not is determining don't the washers or his speaking. Therefore, speaking is a top priority in language learning.<sup>2</sup> Based on Richards statement speaking is all human need to communication with other and all students can mastery all of ability in English.

##### 1. Speaking activity for EFL

Teaching in speaking activity is crucial because speaking skill has a prominent place in kinds of language around the world now. Moreover task for the teacher make the situation very fun for the students especially for EFL (English Foreign Learner) in speaking activity. The teacher must to have

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<sup>1</sup>Gert -Hans, *Handbook of Communication Competence*, 2008, 207

<sup>2</sup> Jack C.Richards, *Teaching Listening and Speaking*(Cambridge: Cambridge University Press, 2008), 19



more approaching to the students than other activity. Speaking activity is speech that including in interactive process which can be observed, because there are two or more participants, both of them have a contribute in it.<sup>3</sup>

Harmer talks in his book those communicative areas for speaking activity dividing into six areas; acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.<sup>4</sup>

a. Acting from the script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as the directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning, by giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke e-communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

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<sup>3</sup>Bc. Marcela tumova. Thesis, *Speaking Activities Aimed at Developing Fluency in EFL Classes* (University of Pardubice Faculty Humanities Department of English and American Studies) Chapter II, pages 23

<sup>4</sup>Harmer, J. *The Practice of English Language Teaching*. (England: Longman, 2001) pages 271 -274

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.<sup>5</sup>

The first is the groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text than share to other groups.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photograph so introducing topics a tiny stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaire

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaire so many topic that is appropriate. As

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<sup>5</sup>Harmer, J. *The Practice of English Language Teaching*. (England: Longman, 2001) pages 271 -274.

they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. **Stimulation and Role play**

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those are activities that teacher can be used to teach speaking. Teachers can choose an activity that related to the top I can do objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught.

**1. Principles of teaching speaking ability**

In the communicative model of language teaching, the teacher helps the students in real-life communication. Teacher help the students develop student's ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. There are some principles for teaching speaking. Some of which are described below:

a. **Gave students practice with both fluency and accuracy**

Learners must be given opportunities to improve their fluency as well as accuracy, at the beginning and intermediate level of studies. Accuracy means used the target language correctly and fluency is used language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

b. **Used group work or pair works**

Group work or pair work is given to improve students speaking. They should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the

time. According to Nunanalso, “Pair work and group work can be used to increase the amount of time that learners get to speak in the target language.”<sup>6</sup>

## **2. Speaking activities in relation with seating arrangement**

According to Hamzah and Ting, conducted an experiment on how speaking activities are developed in small groups. There is the observation about speaking activities in small group than the result showed that interacting in small group makes students confidence, which able to express themselves. The data is talking about student were able to learn how to ask and receive help from their classmates and the seating arrangement that they suggest to the teacher. Therefore, students has good feeling and would recognize the object if they can re-arrange the class with their teacher.

James and Rod said that effective communication in the classroom is essential to the success of both the students and the teacher. Daum found that when collage students were allowed the free choice for arrange the seating arrangement makes student speaking ability obtain higher score than before. Therefore, students would more comfortable to speak in the class when the teachers arrange the seating arrangement not used traditional arrangement.

## **B. Seating arrangement**

Teachers and students should get the facilities that are able to support the teaching and learning process. Therefore, to achieve the level of effective learning the class environment should be considered important to note its presence in the success of learning. One of class environment is the seating arrangement.<sup>7</sup> Seating arrangement is very important for the teacher and learners in the classroom. Make a good classroom interaction as important as prepare the material for teaching. Seating arrangement is having comfort areas to teaching and learning of activities interesting quipped with materials and resources.

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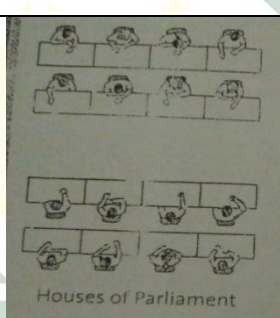
<sup>6</sup> David Nunan, *Practical English Language Teaching*, (NY:McGraw-Hill), 2003

<sup>7</sup> LemlechJohanna, “ *Classroom interaction* “ (united state library of congress catalog in gin publication data ,1979), 150

### 1. Kinds of seating arrangement



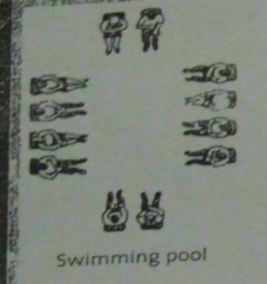
There are so many kinds of seating arrangement to make classroom environment more interested for the student. There are two kinds of seating arrangement, there is for small class up to about 20 learners and for big class up to about more than 20 learners.<sup>8</sup> Seating arrangement for smaller classes first, there are:<sup>9</sup>

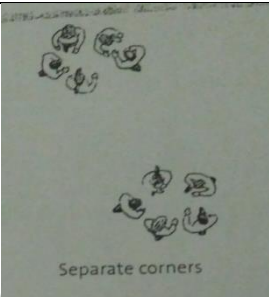
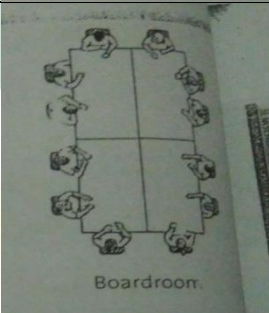
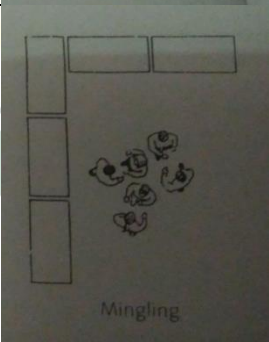
**Table 2 1**  
**Kinds of Seating Arrangement**

No	Kinds of seating arrangement for activities	Picture	Explanation
1	Housed of parliament		This layout better for debate group activity because all of member in debate group can see other debate group.

<sup>8</sup> Jim Scrivener, *Classroom Interaction Technique*(Cambridge: Cambridge University Press, 2012)

<sup>9</sup> Jim Scrivener, *Classroom Interaction Technique*(Cambridge: Cambridge University Press, 2012), 8

2	Railway carriage		This layout for game activities and group debate also, but in this layout the students can more calm without table.
3	Aeroplane		The layouts of Aeroplane nice for meeting and presentation activity that students as the audience did not the table at all.
4	Swimming pool		These layouts for role play activity. Students made circle-diagonal without table.

5	Separate corners	 Separate corners	This layout very good for group discussion activity, students more easy do discussion when students free to seat without same layouts.
6	Boardroom	 Boardroom.	The boardroom layouts for planning class activity, like the teachers ask the students to discuss who would be the leader class and other.
7	Mingling	 Mingling	This layout for group activity but the students must to gather with same number that makes students to change the seat.

Seating arrangement that can be used for specific activities usually used in the same activities like debate, group discussion, planning, meeting presentation and role play.<sup>10</sup> Seating arrangement for specific activities has seven

<sup>10</sup> Jim Scrivener, *Classroom Interaction Technique* (Cambridge: Cambridge University Press, 2012), 11 - 12

layouts there are: Housed of parliament has better layouts for debate group activity because all of member in debate group can see other debate group, Railway Carriage has game activities and group debate also layouts, but for debate activities this layouts the students can more calm without table, Aeroplane has nice layouts for meeting and presentation activity that students as the audience did not the table at all, Swimming pool has good layouts for role plays activity. Students made circle-diagonal without table, Separate corners has very good layouts for group discussion activity, students more easy do discussion when students free to seat without same layouts, Boardroom has good layouts for planning class activity, like the teacher ask the students to discuss who would be the leader class and other, Mingling has unique layouts because this layouts restrict each group with other.

## **2. Effectiveness to arrange seating arrangement**

Managing a classroom can be trouble free if a teacher can break down the class into smaller components. Hue Ming-Tak and Li Wai-Shing (2008) suggested four major components of classroom management. One of the theories is Management of the Physical Environment.<sup>11</sup> It involves the management of floor space, wall space, countertop space, shelf, cupboard and closet space and general ambience. To ensure students' comfort and provide them with a pleasant atmosphere for learning, teachers need to create the best possible physical environment. Seating arrangement is one of the most important parts of floor space. There are some common seating arrangements which include horizontal rows, vertical rows, circles and long tables which serve different purposes. Ming-Tak and Li Wai-Shing stated a good seating arrangement is one which facilitates specific learning tasks and activities and communicates a teacher's beliefs about learning and teaching.<sup>12</sup>

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<sup>11</sup>Ming-Tak, Hue and Li Wai-Shing. "Classroom Management: Creating a Positive Learning Environment" (Hong Kong and Aberdeen: Hong Kong University press, 2008) Pg: 47

<sup>12</sup>Ming-Tak, Hue and Li Wai-Shing. "Classroom Management: Creating a Positive Learning Environment" (Hong Kong and Aberdeen: Hong Kong University press, 2008) Pg: 48 – 49



Moreover, changing seating arrangement plays a vital role to make the learners more involved in the class. Jim Scrivener stated changing seating arrangements can help students interact with different people.<sup>13</sup> Scrivener suggested circles, squares and horseshoes rather than parallel rows to increase student interaction. He backed up his point by saying, in a circle or horseshoe, learners can make eye contact with everyone else in the group and thus interact much more naturally. Moreover, students who are weaker have less chance of hiding themselves and students who are stronger have less chance to dominate in the class in this seating arrangement, which shows 'a much greater sense of equality'. Scrivener gave some ideas about what a teacher can do with fixed and movable seating arrangements. Some of them are:

- When the seating is fixed, turn around and sit backwards to work with the people behind you.
- Instead of getting stuck in an unsuitable seating arrangement, ask students to rearrange the seating arrangements when it is preferable.
- If not possible, then sit on the ends of the row and work with people in the next row.<sup>14</sup>

### C. Implementation Separate Corners of seating arrangement

Separate corners or well known as seat a group in speaking. This model created interaction among students. It was caused by models of such seat was in group. So the student's interaction was effectively happened. Firstly, students were placed as orderly layouts.<sup>15</sup>

Students sit in small groups at individual tables, the atmosphere in the class would feel disappointed between the students and the teachers too.<sup>16</sup> It is must easier for the teacher

<sup>13</sup>Scrivener, Jim. 2<sup>nd</sup> Ed. "*Learning Teaching: A guidebook for English Language Teachers*" (Macmillan, 1994) Pg: 87

<sup>14</sup>Scrivener, Jim. 2<sup>nd</sup> Ed. "*Learning Teaching: A guidebook for English Language Teachers*" (Macmillan, 1994) Pg: 88

<sup>15</sup> M, AzmilUmur, thesis: "A Study on Classroom Seating Arrangement in Speaking course at Basic English Course PARE" (Tulungagung: State Islamic Institute of Tulungagung, 2015) chapter IV, 3

<sup>16</sup> Jeremy Harmer, *how to teach English* (Longman: England 1998) pages 20

and students when do the work in one table, for the teacher is easier to give explanation without the students feel disappointing and for the students feel more the work is easy when they didn't feel disappointing, but this layouts have a disadvantages like the teacher cannot walk around freely if the size class is small. However this layouts is good for teacher and students too because they have responsible in they work.

There was a spacious aisle between two rows. At the back of the classroom, there were a few single desks placed horizontally. Teachers needed to move a lot from one student to another because the students always need teachers help. Students also needed to move from their seats to do board work or to submit their works. There was enough space in the classroom for teacher to move and work with the students. Students even could do other activities such as dancing, singing and other in the aisle of the room. Moreover, both teachers and students could keep eye contact with each other which was very important for the teachers to monitor the all of level students. Sometimes it became difficult for the teacher to manage the whole class when all the students wanted teachers' help at a time.<sup>17</sup> The students who were seated at the back of the room cannot hide themselves from the teachers because they were clearly visible even from the front of the classroom.

### **1. Advantages used separate corners for teaching speaking activity**

In a certain speaking activities, there was an activity which was used in separate corners arrangement model. This activity was named debate. In debate activity, teacher let them to have a group. If the weather condition is favor the students let proceed to the garden hall to perform debate activities.<sup>18</sup>

In such model of seat, made the students were easy to practice debate. Students were practice to communicate, giving addition, interrupting and arguing. However this seating arrangement for debate activities this seating arrangement can for discussion activities, role plays ETC.

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<sup>17</sup>Ramsden, Alexandra. "Seating Arrangements" 1999.

<sup>18</sup> M. Azmil Umur, thesis: "A Study on Classroom Seating Arrangement in Speaking course at Basic English Course PARE" (Tulungagung: State Islamic Institue of Tulungagung, 2015) chapter IV, 30

## 2. Relationship between separate corners and group discussion

A task of the teacher to make the task is goal – oriented; the main purpose is to achieve an objective that is often represented in an observable research accomplished by the participants' interaction said by Roxanna, before the teacher arrange the seating arrangement teacher has a lot of interaction and also face to face and know about the students first.

According to Harmer, separate corners are providing a more informal setting in the classroom. This layout usually used for group activity or kindergarten class.<sup>19</sup> The role of the teacher is to guide and help the groups by walking around and explaining the task, in a more personal and closer manner, and what the material in the class talking about. That's why the teacher must to know and understand students to divide the students with match group and students feel comfort with the group. Meng said that he believe this type of work organization (separate corners) increase the speaking opportunities in larges classrooms. He gives three characteristic of group works:<sup>20</sup>

- A) It is learn-centered and encourages the use of different types of interaction and task.
- B) It is quality-oriented, as learners are allowed to engage in fluent interaction and produce coherent utterances, as well as adopt roles position and number which under regular classroom distributions they would not be able to explore.
- C) Group work is productive. As the focused of the class lies on the learners rather than the teacher, there are more opportunities to use the target language in an oral, practical way within the groups.

Separate corners present students with more language practice, the possibility to makes students more creative to use the language, and the opportunity to develop their oral performance in the target language in a relaxed environment

<sup>19</sup> Jeremy Harmer, *how to teach English* (Longman: England 1998) pages 20

<sup>20</sup> Jeremy Harmer, *how to teach English* (Longman: England 1998) pages 21

by enjoying the exchange of ideas, opinions and interaction with the group.

#### **D. Interaction**

Classroom interaction is defined as the interaction between students and teacher in class while learning process.<sup>21</sup>The students and the teacher have to build the good classroom interaction, because the teacher and the students would meet every day as long as the learning process. The kind of classroom interaction is not only about lesson, but also discuss about the material that the students do not understand is the one of the example of classroom interaction. In addition, classroom interaction can be in the form of sending messages, receiving messages, interpreting messages or negotiating meaning.<sup>22</sup>

##### **1. Classroom interaction in relation with communication**

In communication there are different elements that must work together in harmony to facilitate effective communication. The classroom communication has some components. They are the originator, encoding process, transmission, message, channel, communication climate, interference, reception, decoding, responder and feedback.<sup>23</sup> The originator, encoding, transmission, message and channel have exactly same meaning with sending message that is deliver the material of the lesson based on movement and intonation of sound. Interface have same meaning with negotiating meaning that is how students and teacher has different meaning when the class noisy. Reception have same meaning with receiving meanings that is how both of the students and teacher receive the message of interaction and communication based on eyes, nose, lips.

##### **2. Aspect of classroom interaction**

According to Sinta Hoerun Nisa there are two aspects of classroom interaction. The first is teacher's talk and the

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<sup>21</sup>Sita Nurmasitah, linguistic Dissertation: *"A Study of Classroom Interaction Characteristics In A Geography Class Conducted In English: The Case At Year Ten Of An Immersion Class In SMAN2 Semarang"*. Semarang: Diponegoro University, 2010.

<sup>22</sup>Brown H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2<sup>nd</sup>ed. New York: Addison Wesley Longman, Inc.

<sup>23</sup>Barker, Larry L, *Communication in the Classroom* .(Englewood cliffs: prentice hall Inc, 1982), 3-14

second is student's talk. In each aspect there would be the categories that explained.<sup>24</sup> The first is teacher's talk; teacher talk is decisive and important, not only for the organization and for management of the classroom but also the process of the acquisition. Teacher's talk has eleven categories and divided into two categories indirect and direct influence. Indirect influence means here an effect the learners to lead the warm of classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction. Direct influence means encouraging students to involve directly in the teaching and learning activity. There are six categories of indirect influence; deals with feeling praise or encourages, jokes, uses ideas of students, repeat the student response, and ask question. There are five categories of direct influence; giving information, corrects without rejection, gives direction, criticizes student behavior, and criticizes student response.

### **3. Patterns of interaction**

Classroom interaction needs pattern for making the teacher success in reaching aim and goal of learning every day. There are many different patterns of classroom interaction. All the patterns are same but the part of each expert is different. According to teaching English website there are three pattern of classroom interaction; teacher to a whole group and (teacher-students) and pair work (student - student) and group work (students - students).<sup>25</sup> The teacher can change the pattern of classroom interaction to look for the best pattern for reaching the goal and the aim of lesson. Furthermore the teacher decides the best pattern of classroom interaction.

The teacher sometimes does the interaction to the whole class as the pattern classroom interaction according to Saket Raman Tiwari:

a) Teacher – class

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<sup>24</sup>Sinta Hoerun Nisa, thesis education: *Classroom Interaction Analysis in The EFL Speaking Class*. (Kuningan: University of Kuningan, 2004).

<sup>25</sup>Kristiina Kumpulainen and David Wray, *Classroom Interaction and Social Learning*, (New York: Routledge Farmer, 2002), 56.

- b) Teacher – subgroup
- c) Teacher – individual
- d) Pupil– pupil<sup>26</sup>

According to M. L Tickoo there are four pattern of classroom interaction.<sup>27</sup> The first is the teacher interact with the whole class, the second is the teacher interacts with a group, a pair or an individual pupil, the third is pupils interact with each other: in group, in pairs, as individuals or as a class, and the last us pupils work with materials or aids and attempt the task once again individually, in groups and soon. In addition, all the opinions of classroom interaction have the same meaning of interact between students and teacher.

### E. Review of Previous Study

The first previous studies are about “AStudyonClassroomSeatingArrangement in Speaking Course at Basic English Course Pare” the author is Muhammad AzmilUmurof State Islamic Institute of Tulungagung (2015). This study is a descriptive qualitative to know what are kinds of seating arrangement and how much important manage the class used seating arrangement can used full to teach and to students. In this study analyze all of class speaking in BEC Pare English Course to found out one or two seating arrangement that used full to teach speaking. The researchers use this previous study because the researcher can get much information about seating arrangements here.

The second previous studies are presented by Enis Farida Hanim in State Institute for Islamic Studies SunanAmpel Surabaya. The title is The Effectiveness of U-shape Seating Arrangement for Discussion in Speaking Class of The First Grade Students at MTs FaqihHasyimBuduranSidoarjo (2011). This previous study analyze about how effective used U-layouts to discuss in speaking class. Almost same with first previous study the researcher uses this research to check out about seating arrangement and the differences between separate corners with other seating arrangement.

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<sup>26</sup>Saket Raman Tiwari, *Teaching of English*, (New Delhi, A.P.H Publishing Corporation, 2009), 294

<sup>27</sup>M.L Tickoo, *Teaching and Learning*, (English: Hyderabad, Orient Black Swan2009),402.

The third previous studies are presented by LinnaMarngatunMuflikhah in Muhammadiyah University of Surakarta. The title is Improving Speaking Ability through Discussion in Grade XI of SMA Muhammadiyah 5 JATENG 2012/2013. The author did collaborative research in this study consist of four step planning, implementing, observing, reflecting. The previous study and this research talk about improving used discussion but this proposal would uses seating arrangement. The researcher uses this previous study because the researcher found that this previous study about speaking and discussion that related with this research.

The fourth previous studies are presented by NeniOktaviani in state university of Yogyakarta. The title is improving the Students Speaking Ability through Think Pair and Share Technique of Cooperative Learning of Grade XI IPA Students of SMA Islam 1 Gamping in the Academic year 2013/2014. This previous study used action research with collaborative research. However this previous study has same activity with group discussion activity. The researcher uses this previous study to find out about speaking and activities that related with speaking.

The fifth previous studies are presented by Umiyati in SyarifHidayatullah State Islamic University of Jakarta. The title is The Effectiveness of Used Small Group Interaction in Teaching Reading Comprehension (2011). This previous study talked about teaching reading comprehension used group activity. The researcher uses this previous study to find out about grouping in the class.

The sixth previous studies are presented by SitiMunawaroh in SunanAmpelState Islamic University of Surabaya. The title is Classroom interaction in Teaching English Using Quipper School at Vocational High School 2 Buduran, Sidoarjo (2016). This previous study talked about how the teacher build the interaction between the teacher and students that they learned used videos to gives the explanation. The researcher uses this previous study to find the interaction theory and the environment of the class from research findings.

The differences between first previous research and this thesis is the previous study analyzing all of kinds of seating



arrangement that matching and very good for speaking class at BEC Pare, this thesis would find out how the teacher implementation using separate corners of seating arrangement and how is the interaction between students and teacher when used separate corners. The differences between the second previous research and this proposal are the previous study analyzing U-shape of seating arrangement that already used by the school, this thesis to find out how the teacher implementation using separate corners of seating arrangement and how is the interaction between students and teacher when used separate corners. The differences between third previous studies are previous study used collaborative research that has many of steps and this thesis used descriptive qualitative research. However the previous study research about group discussion and this thesis research group discussion that mixed with seating arrangement. The differences between fourth previous study and this thesis are about the research method, the previous study used class action research and collaborative research and this thesis used descriptive qualitative research, however this previous study used speaking ability and this thesis about speaking activities. The differences between fifth previous study and this thesis are the previous study talked about interaction in reading comprehension this thesis talked about interaction in speaking activity used separate corners of seating arrangement. The differences between the sixth previous study with this thesis is the previous study analyzing classroom interaction that happened with Quipper school in English class and this thesis analyze about interaction between students and teacher in speaking activity use separate corners.



## CHAPTER III

### RESEARCH METHOD

This chapter explains the method of the research. There are research design, variable of research, setting of research, population and sample, data and source of data, research instrument, data collection technique, data analysis technique, and validity of the test.

#### A. Research Design

The research design used in this study is descriptive qualitative. Ary said qualitative research is conducted to describe the current status of phenomenon that while exist at the time of the research.<sup>1</sup> Alder and Clark in Sylviene also stated that descriptive research design is to describe groups, activities or event with focused on structure, attitude or behavior.<sup>2</sup> Phenomenon that researcher used for this study is seating arrangement, many of teacher thing that seating arrangement one of many tools can help students and teacher have a good communication or interaction because without good interaction in the class teacher difficult to teach and also the students would difficult to understand what the teacher teach. Furthermore, the researcher designed this research to describe the implementation of separate corners of seating arrangement that people usually called small group. Also to know how students and teacher interaction used separate corners of seating arrangement.

#### B. Variable of Research

Ary, Jacobs, Sorensen & Walker point out independent variables are antecedent to dependent variable and are known or are hypothesized to influence dependent variable which is the outcomes. The treatment is the independent variable and the

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<sup>1</sup>Donald, Ary. *Introduction in Research in Education*, (Belmonth: Wards worth Thomson learning, 2002), p.25

<sup>2</sup>DayangSylviene, “*Reading Strategies Used by Unesa-2006 Students In Comprehending A Reading Text*,” (Surabaya: Library of UNESA, 2007), p.14

outcome is the dependent variable.<sup>3</sup>Based on statement, it can conclude that every research must have variables. In this research, there are two variables which are categorized into dependent and independent variable. Therefore, facilitate students and teacher interaction in speaking activity is the dependent variable and separate corners of seating arrangement are the independent variable of this research.

### **C. Research Setting**

This research was conducted in C class of the 7<sup>th</sup> grade at SMPN 27 Surabaya. There are four classes; 7A until 7I but the researcher chooses 7C class. The researcher chooses those classes because only the English teacher in C class use separate corners in her class. In addition, the teacher of 7C and 7D suggested the researcher to conduct the research in 7C class.

The researcher observed three class meetings. The first and the second meeting is for classroom observation. The third meeting is for interviewing the students and the teacher. Each meeting lasts for 90 minutes. Date and time were available with the schedule of English lesson in the class.

### **D. Population and Sample**

#### **1. Population**

Creswell defines that population is a group of individual who have the same characteristic.<sup>4</sup> In this research, the population that the researcher chooses is the 7<sup>th</sup> grade students of SMPN 27 Surabaya amounts 351 students (nine classes).

#### **2. Sample**

The researcher uses the method purposive sampling. The researcher chooses one class as the sample that is only 39 students in 7C class to be sample of the researcher.

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<sup>3</sup>Ary, D., Jacobs, L C., Sorensen C., & Walker D A, *Introduction to Research in, Teaching by Principles: An interactive Approach to Language Pedagogy* 3<sup>rd</sup>ed, (New York: Pearson Education, 2005), 35

<sup>4</sup>. J. W Creswell, *Educational Research*, (Colombus: Pearson, Merrill Prentice Hall, 2005), 145

## **E. Data and Source of Data**

The data in this research is:

### **1. Data**

The primary data of this study is the data that the researcher got from the classroom observation during the implementation of SCoSA. To facilitate students and teacher interaction in speaking activity and types of interaction between students and teacher that happen in class while the teacher uses SCoSA in speaking activity

### **2. Source of Data**

Source of data to answer first research question was obtained from documentation of the teacher implementation SCoSA. To facilitate the interaction between students and teacher. In addition, the source of data to answer second research question was obtain from the students interact with the teacher in the class while the teacher uses SCoSA in speaking activity. Thus the source of data of this research are students, teacher and documentation.

## **F. Data Collection Technique**

The first research question is searching on how waythe teacher used separate corners of seating arrangement to facilitate the interaction between students and teacher in speaking activity. The researcher would observe how the teacher teaches used separate corners. The researcher would observe the teacher teaches in the 3 meeting. Therefore the researcher can answer the first research question used observation the teacher teaches.

The second research question is searching onwhether the students and teacher interaction in speaking activity on the implementation of separate corners of seating arrangement. The researcher also uses observation to answer the second research question.

The researcher uses interview to support the data from the first research question. The purpose is to complete the data's result that the researcher cannot answer just by look during the observation. Also the researcher uses documentation to make sure that the data put from classroom observation valid.

**Table 3.1**

The process of collecting data is specified in the table below:

Research Question	Technique			Source of data	Aspect
	Observation	Interview	Documentation		
RQ 1	✓	✓	✓	Teacher and students learning process, teacher and students answer for interview	The implementation of separates corners of seating arrangement to facilitate the interaction between students and teacher in speaking activity.
RQ 2	✓	✓	✓	Teacher and students learning process, teacher and students answer for interview	Whether the students and teacher interaction in speaking activity on the implementation of separate corners of seating arrangement.

## G. Research Instrument

### 1. Classroom Observation

The researcher did observation during the learning process. To answer the first research question, the researcher would observation the teacher learning process. To know the teacher's activity and the students

condition in learning process used separate corners. When the researcher doing observation in the class, the researcher would use observation checklist and field note to make sure the researcher answer.

## **2. Interview guideline**

The researcher would interview the teacher and the students to support the data from observation classroom and to complete the data's result that the researcher cannot answer just by look during the observation.

## **H. Data Analysis Technique**

In this research, the researcher collected the data by used observation, interview and documentation. In this data analysis, the data was analyzed in descriptive qualitative approach. Then, the researcher presents the data in the form of description.

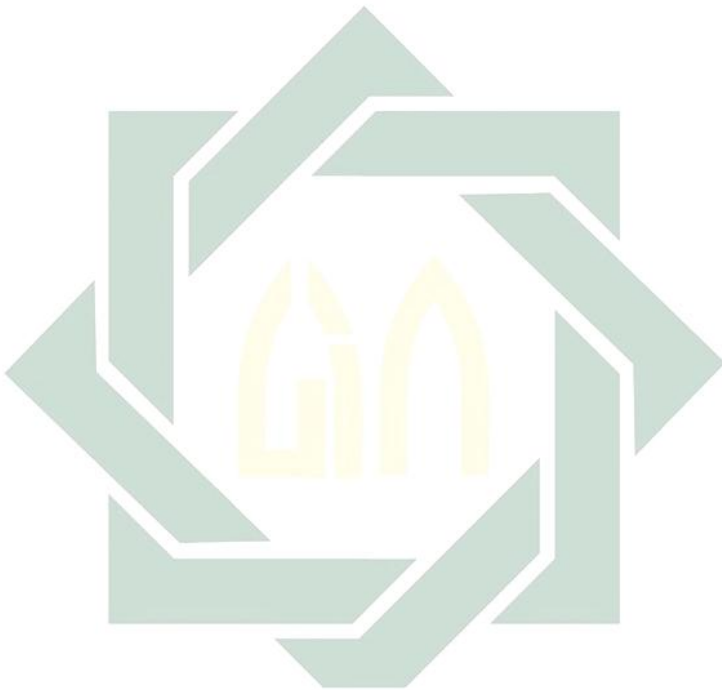
To answer the research question number 1, the researcher analyzed the data which collected by observe and matched it with the theories which provided in review related literature. The researcher observed the implementation of separate corners of seating arrangement to facilitate the interaction between students and teacher in speaking activity by used observation checklist based on Jeremy Harmer, Emma, Ramsden, H. Douglas Brown theory about seating arrangement and interaction also the researcher making field note when observe the classroom. The description explained the stages and activities then compares it with the theory. The researcher also concluded the area that matched with the theories.

For answering the second research question the researcher used observation too and used interview to answer the researcher question that cannot just looking classroom activities.

## **I. Validity of The Data**

The researcher conducted this classroom observation in four times to observe the implementation of separate corners of seating arrangement to facilitate the interaction between students and teacher in speaking activity and the interaction between students and teacher use separate corners of seating arrangement in speaking activity. The researcher also had a helped from the

teacher for checking the result of classroom observation. The researcher would compare the data based on the observation, interview and documentation. Documentation for make sure the accuracy of classroom observation and interview result.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes and analyzes the data, which are obtained during the research. The researcher describes the data result in finding part. In discussion part, the researcher deduces the finding about the implementation of separate corners of seating arrangement to facilitate the interaction between students and teacher in speaking activity and types of interaction between students and teacher along the class in speaking activity use separate corners of seating arrangement.

#### **A. Research Findings**

In this chapter the researcher would to talked about the researcher experience when did research in SMP NEGERI 27 SURABAYA. The researcher was conducted the research from March 21, 2018 – April 11, 2018. The researcher used three instruments for analyzing the data and also answering the research question in this research. Based on the result of conducted the classroom observations, did the interview and also documentation for make sure the data for conducted the observation and interview is right and didn't has any mistaken.

#### **1. The implementation of Separate Corners of Seating Arrangement to Facilitate The Interaction Between Students And Teacher In Speaking Activity at SMP NEGERI 27 SURABAYA**

Based on how the teacher implemented separate corners of seating arrangement to facilitate the interaction between students and teacher in speaking activity, the researcher had collected the data concerning with the teacher's implemented separate corners of seating arrangement to facilitate the interaction between students and teachers in speaking activity at seventh grade of SMP NEGERI 27 Surabaya. The researcher found the details for collected the data used documentation to make sure that the researcher didn't mess up the data.

To found out the data about how the teachers' implementations separate corners of seating arrangement to facilitate the interactions between students and teacher in speaking activity, the researcher identified the data by looked the teacher's step in speaking activity in the class by checklist

observation sheet and also documentation that record all of activities in the class. Observations checklist that the researcher used based from Harmer and Ramsden theory to make sure the teacher's step when implemented the seating arrangement is clear.

The researcher categorized the finding, which are consist of describing the implementations of separate corners of seating arrangement in speaking activity to facilitate the interaction between students and teacher, that must to measure with implementations of separate corners of seating arrangement and the step of implementations of seating arrangement in speaking activity. The researcher made a table of the result from classroom observation in first meeting until third meeting to make it simple for the readers and the researcher will gives more explanation in each meeting with table that explain points of the result based on observation checklist (*see appendix 1*) and more description of the table below.

Table 4.1  
The Result of Implementation of Separate Corners of Seating Arrangement

No	Questions	Yes	No
1	Does the teacher start the class with separate corners?	✓	
2	Does the teacher use another seating arrangement?	✓	
3	Does the teacher divide the seating arrangement by High, Medium, Low interaction? (students active in the class, students active with the friend's, students just keep silent)		✓
4	Does the teacher help the students when the students change their seating arrangement?	✓	
5	Does the teacher ask the students to move and go around to other group?	✓	
6	Does the teacher have a space to move around and go around?	✓	



7	Does the teacher give explanation to students before giving the tasks?	✓	
8	Does the teacher come to every group and give more explanation?	✓	
9	Does the teacher monitoring each group when doing the tasks?	✓	
10	Does the teacher keep her eye contact with the students when using separate corners?	✓	
11	Does the teacher change student's group?	✓	
12	Does the teacher start the class by stimulate the students?	✓	
13	Does the teacher evaluate the material in the last activities?	✓	


For the complete result of classroom observation about implementation the step of separate corners of seating arrangement to facilitate the interaction between students and teacher in speaking activity (*see appendix 4*).

a. First meeting


(March 21, 2018) in every meeting there were differences between first meeting, second meeting and third meeting. Based on observation checklist that the researcher adapted from Harmer and Ramsden (*see appendix 1*) the researcher would like to make a table that explain each points of the result from classroom observation and would to gives more explained as the description on the bellow of the table.

Table 4.2  
The Result of Classroom Observation for Implementation of Separate Corners of Seating Arrangement

No	Step of teaching	Classroom activities	Instruction
1	Lead in activity	a. The teacher gives the students stimulate while start the	<ul style="list-style-type: none"> <li><i>Okay guys I want to ask you apa yang sudah kita pelajari minggu lalu?</i></li> </ul>

		<p>lesson there are:</p> <ul style="list-style-type: none"> <li>• Asked about last week material that has relations hip with first meeting.</li> <li>• <u>Divided the students into group and help to make a separate corners shape.</u></li> <li>• <u>Explain the material with gives the notes to each group.</u></li> </ul> 	<ul style="list-style-type: none"> <li>• <i>Please gather up with the groups that I divided in the last week.</i></li> <li>• <i>Satu orang dari masing – masing kelompok maju kedepan untuk mengabil amplop.</i></li> </ul>
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2	While activities	<p>a. <u>The teacher gives explanation to the students about step by step tasked to the students.</u></p> <ul style="list-style-type: none"> <li>• Read the text of descriptive text.</li> <li>• Students write the notes that the teacher gives.</li> <li>• Arrange the sentence into a paragraph of descriptive text.</li> <li>• Move around to the other groups and share the text.</li> </ul> <p>b. <u>The teacher comes to every group and asked and said if the students got</u></p>	<ul style="list-style-type: none"> <li>• <i>Read the text dari amplop nya bersama teman sekelompok yaaa.</i></li> <li>• <i>Re-write the text on your notes</i></li> <li>• <i>Arrange the sentences dari amplop yang tadi menjadi paragraph of descriptive text and jangan lupa untuk jelaskan generic structure disebelah paragraph nya yaaa.</i></li> <li>• <i>Time is up guys, pilih salah satu teman kelompok mu untuk berkeliling menjelaskan paragraph yang kalian dapat.</i></li> <li>• <i>If any difficulties please called me dan kalian bisa bebas bertanya.</i></li> </ul>
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		<p><u>difficulties the students must to ask the teacher.</u></p> <p>c. <u>The teachers keep monitoring the students from teacher's desk and sometimes move around to every group.</u></p> <p>d. <u>The teacher always comes to the students that need a help.</u></p> 	
3	Close activity	<p>a. The teacher share the next material</p> <p>b. <u>The teachers evaluate the students with question and answer, the teacher asked about first meeting</u></p>	<ul style="list-style-type: none"> <li><i>I would to explain the task for next week, pertama pilihlah satu barang favorite anggota kelompok kalian, dan anggota yang kalian pilih harus maju kedepan menjelaskan paragraph yang telah kalian buat bersama sama, setelah itu makes</i></li> </ul>

		<u>material than</u> <u>students</u> <u>answer with</u> <u>open the</u> <u>notes.</u>	<i>your own descriptive text individually dengan barang favorite kalian masing – masing dan untuk yang sudah terpilih kalian bisa membuat dengan buah favorite kalian.</i> <ul style="list-style-type: none"> <li>• <i>Before we are going to close the class I want to ask about our material today, what is descriptive text? , how about the generic structure? And what the difficulties that you got when did the task?</i></li> </ul>
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On first day the teacher start the class with introduce the researcher to the students and also explain what the researcher would like to did in the class when students got the English's lesson,after the researcher introduce to the students. The researcher found that the teacher divide the groups not by High,Medium,Low interaction by looked the groups work, some group can did the tasked clearly and easily but other groups still asked the teacher when did the tasked and need longer time than group that easily to did the tasked. The reason why the teacher not divided the students by High, Medium, Low interaction would be more explained on appendix (*see appendix 5*).

The researcher found that the teacher stimulate the students while start the lesson likes in teaching speaking theories. The teacher asked the students about last week material's some of them answered the teacher questions some of them just keep silent and looked at their friends, the teacher gives responses for students that answer teacher questions and also for students that forget the material and just keep silent,

*“Okay guys I want to ask you what we are already learn in the last week?*

*We are learned about kinds of text mom, like descriptive, narrative hmm banyak pokonya mom.*

*Wuaah, nice for you that still remember the material and for you that forget the material it's okay but please still learned the material in house”*

The teacher asked the students to gather up with student's group and made separate corners shape and the teacher gives explanation what students would learned and gives notes for the students about parts of descriptive text, how to make a descriptive text and what grammar that students need to made a descriptive text, the teacher also gives explanation about step by step tasked that students would to did,

*“Today we learned about descriptive text, yang sudah kita bahas sedikit di jenis - jenis text minggu lalu, who still remember what kinds of descriptive text?*

*“Itu mom text yang bahas tentang menjelaskan atau mendeskripsikan sesuatu, good job bintang descriptive text adalah text untuk mendeskripsikan sesuatu seperti hewan kesayangan atau benda - benda yang kalian suka”*

*“Now please gather with your groups and made shape that we used for speaking activity (separate corners) and one of your member in group please take this paper and this envelop too, kalian bisa saling share dan tulis dibuka catatan kalian tentang descriptive text yang ada di kertas itu satu group satu yaaa, after you all write the notes and shared with your group mates please arrange (ditata) menjadi text yang benar dan jelaskan dan generic structure disebelahnya”*

After write the teacher notes, read examples of descriptive text and arrange the example of descriptive text and read the text that students already arrange to the other groups. The researcher found that the teacher asked the students to move around to other groups, the teacher always

monitoring the groups one by one and came when student asked about material that confused by the student. The teacher can move easily because the space large.


*“time’s up guys, choose one of your members to share and explain the descriptive text that you get to other groups, perwakilan dari group satu ke group dua, group kedua ketiga dan seterusnya, you can read the text so don’t get nervous guys is just read to your friends, okay? Yes mom, terus benda kesayangannya buat apa mom? Okay I would explain about the next tasked for next week, first choose one of your group mates favorite things, bisa pilih yang paling gampang atau pilih salah satu teman dari group yang akan maju kedepan untuk mendeskripsikan tenang saja kalian bisa baca textnya nanti setelah itu baru kalian mendeskripsikan benda kesayangan kalian masing - masing”*

In the last activities the teacher did question and answer, the teachers asked about descriptive text than the students answer it with open the notes for evaluate the material of today’s lesson. Furthermore in first meeting the teacher just use 11 points from 14 points from implemented the step of seating arrangement the teacher didn’t did all of the steps implemented the seating arrangement and separate corners.


b. Second meeting

(March 28, 2018) in the second meeting there were differences between first meeting and second meeting. Based on observation checklist that the researcher adapted from Harmer and Ramsden (*see appendix 1*) the researcher would like to make a table that explain each points of the result from classroom observation and would to gives more explained as the description of the table below.

Table 4.3  
The Result of Classroom Observation for Implementation of Separate  
Corners of Seating Arrangement

No	Step of teaching	Classroom activities	Instruction
1	Lead in activity	<p>a. <u>The teacher gives stimulate almost same with first meeting but the teacher add question about tasked that teacher already shared last week.</u> There are activities in second meeting :</p> <ul style="list-style-type: none"> <li>• Asked about last week material that has relationship with first meeting.</li> <li>• Give instruction for student's task.</li> </ul> 	<ul style="list-style-type: none"> <li>• <i>Okay guys we have learned about descriptive text, who still remember structure and characteristic of descriptive text?</i></li> <li>• <i>Kalian sudah memilih barang siapa yang akan kalian gunakan untuk membuat descriptive text berkelompok?</i></li> </ul>
2	While activities	<p>a. <u>The teacher comes to every group when the teachers realize the students got confused.</u></p> <p>b. <u>The teachers keep monitoring while communication with the headmasters and the teacher still move around to every group.</u></p>	<ul style="list-style-type: none"> <li>• <i>Any question guys? Sorry saya mempunyai tugas yang lain dari kepala sekolah jadi tidak bisa focus dengan kalian.</i></li> <li>• <i>Guys jangan lupa anggota</i></li> </ul>



		<p>c. The teacher wrote some vocabularies on black board.</p> <p>d. The teacher remind the students about :</p> <ul style="list-style-type: none"> <li>Who will be the representative of the group come forward and said that they can read the text.</li> <li>Next task about made descriptive text individually.</li> </ul> 	<p><i>yang kalian pilih must to come forward, kalian bisa bawa kertas nya dan membacanya tidak harus dihafalkan</i></p> <ul style="list-style-type: none"> <li><i>Okay guys now you can make your own descriptive text with your favorite things yang sudah kalian bawa dan untuk barang yang terpilih untuk dikerjakan bersama kelompok kalian bisa menggunakan buah favorite kalian.</i></li> </ul>
3	Close activity	<p>a. <u>The teachers evaluate students with different way, the teacher just monitoring and the students would give question to the group mates alternately.</u></p>	<ul style="list-style-type: none"> <li><i>Okay guys know you can ask your group mates about descriptive text kalian jawab satu persatu dan bertanya</i></li> </ul>

			<i>kembali satu persatu.</i>
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The students already used separate corners when start the class without the teacher instruction, the students' just divide the group like in the first meeting and start the class with separate corners, because the students already seat used separate corners the teacher didn't helped the students to made separate corners shape and just open the class with pray and asked about descriptive text to make sure that the students still remember about descriptive text and asked about what tasked that students did in this lesson,

*"Okay students we are still learned about descriptive text, who still remember characteristic of descriptive text? Saya mom, yaa dit apa saja ciri – cirri dari descriptive text dan juga structure dari descriptive text?, descriptive text hanya memiliki dua structure mom yaitu identification and description, the characteristic of descriptive text pakai present tense mom, focus pada one thing, pakai verb to be am, is, are dan pronoun yang digunakan adalah pronoun subjek mom. Wuah good job adit, gives applause for adit. Buat yang masih lupa – lupa ingat kalian bisa lihat catatan kalian. Semuanya juga masih ingat apa yang akan kita kerjakan hari ini? Yes mom. Okay did you already choose one of your representatives? tapi kalian bikin descriptive textnya sama – sama yaaa, yes mom"*

The students did the tasked with the group mates and the teacher monitoring each group while communication with the headmasters, sometimes the teacher come to the group that confused did the tasked, the teacher given some vocabulary that students didn't know to help students more easily when did the tasked. After all the groups finished the tasked the teacher asked the representative of the groups come forward and read the text, the teacher also gave a chance for students who wants asked to the other group like *why the representative like those thing or how long the representative has it, etc*" the teacher said who that asked to

the representative in front of the class get the point different with other,

*“Guys, times up whose groups want to come forward first? I’m mom, oh good dinda, guys give applause for dinda from fourth group”*

All of groups finished the first tasked, every groups already presentation the text that students made it with the groups and some of students given the question for the representative than the teacher said that all of the students must to made they own descriptive text based on student’s favorite things and for students that be a representatives they used favorite fruits to made their own descriptive text, the last tasked is about individual tasked but still seat as separate corners, the teacher add more vocabulary on whiteboard to help students that had some vocabulary. Students start the tasked with ten minutes, after all of students did their own descriptive text, students would to presentation their own descriptive text to the other members of group,

*“Times up guys please one by one presentation your own descriptive text to yours member guys, you can read the text, okay mom”*

After all of the tasked is done, the teacher evaluate today’s lesson, the teacher did evaluate same likes the teacher did in the last week used question – answer. Today question and answer with different way if in the last week the teacher asked the students than students answer the teacher’s question today students would to asked member of the group than one by one answer the question, the teacher just monitoring and sometimes help the students that difficult to answer used English. Furthermore the researcher founds a new method that the teacher used to evaluate the material of the lesson today but based on the step by step of implementation of seating arrangement and separate corners for speaking activity the teacher just fulfilled 6 points from 14 point the step. The teacher didn’t give more explanation to each group and didn’t checking each group while did the task because the teacher had called by the headmaster


moreover the teacher had a new style for the researcher that is how to evaluate the material.

c. Third meeting


(April 4, 2018) in the third of meeting the teacher said that day is timed for take students' score the teacher would takes students' writing score by student's descriptive text and also students' speaking score with descriptive text too, the student's would to presentation student's own descriptive text about student's favorite things without read the text, the students must to speak the descriptive text orally and these are the result that the researcher would like to make a table that explain each points of the result from classroom observation and would to gives more explained as the description of the table below like in first and second meeting.

Table 4.4

TheResult of Classroom Observation for Implementation of Separate Corners of Seating Arrangement

No	Step of teaching	Classroom activities	Instruction
1	Lead in activity	<p>a. <u>The teachers stimulate the students like in first and second meeting.</u></p> <p>b. <u>The teacher help students to arrange separate corners shape.</u></p> <p>c. <u>The teachers explain the task for third meeting.</u></p> 	<ul style="list-style-type: none"> <li>• <i>Guys, who wants to write down on board about descriptive text without see on your notes?</i></li> <li>• <i>Okay guys today is speaking skill test and also test for writing skill, for writing test tumpuk your descriptive text that you made in last week on my desk in the end of the class, untuk speaking test kalian harus</i></li> </ul>

			<p><i>mem presentasikan descriptive text yang sudah kalian buat tanpa melihat kertas.</i></p> <p><i>I will give you 15 minutes to menghafal dan memplajari pengucapannya dan cek lagi apakah descriptive text yang telah kalian buat sudah benar atau masih a yang salah and you can change your group sesuai dengan anggota pilihan kalian sendiri but still each group has 5 members.</i></p>
2	While activities	<p>a. <u>The teacher monitoring with comes to each group</u></p> <p>b. The teacher helps students to speak it clearly.</p> <p>c. <u>The teacher keep on eye contact to all the students because the environment more</u></p>	<ul style="list-style-type: none"> <li>• <i>Guys if you got difficulties to pronounce it you can ask me how to pronounce correctly, okay?</i></li> <li>• <i>Guys, I will called you randomly tapi ketika ada teman kalian maju kedepan kalian</i></li> </ul>

		<p><u>calm than last week.</u></p> <p>d. The teacher started the test</p> <ul style="list-style-type: none"> <li>• The teacher called the students randomly</li> <li>• If one of student come forward and speaks about student's descriptive text other students must to pay attention and didn't allow to study.</li> </ul> 	<p><i>harus memperhatikan jadi adil waktu untuk belajar sama semuanya tidak ada bedanya maju pertama dan terakhir.who got caught that study or didn't attention for your friend in front of the class you got minus on your score, get it guys?</i></p>
3	Close activity	<p>a. <u>The teachers evaluate students same like in first meeting</u></p>	<ul style="list-style-type: none"> <li>• <i>Okay guys know who wants to explain about descriptive text tanpa membaca buku catatan.</i></li> </ul>

These day the teacher divide the students by students' chooses or student's close friend like the researcher explain the reason in the first meeting that's helped students to feel more comfort with the group because the students prepared

student's test for speaking test. The teacher test the students with asked the students present students descriptive text about student's favorite thing and bring that stuff too, the teacher just called the students to come forward and present the descriptive text randomly. The teacher still help the students seating arrangement even the student's start the class with separate corners shape because students need to move with the group that student's close friend be the members. the teacher stimulate the students first with descriptive text material after that the teacher said that these day is times for speaking test and students can move to the group that students wanted student's closed friend be the members,

*"okay guys today is speaking skill test and writing skill test, for writing test gather your descriptive text paper in my desk in the end of the class, for speaking test just come forward and presentation your descriptive text with your favorite things too without your paper so you can't read the text guys. No mom, gabisa. You can guys, the vocabularies so simple and use simple present, okay? , yes mom. You can change the group member with your friend guys, biar kalian lebih gampang belajar sebelum maju kedepan. 15 menit untuk belajar yaa. Yes mom"*

Even the teacher didn't give more explanation for each group the researcher think it's okay because the lesson just made students had a partner to study before the teacher took student's score. The teacher still monitoring the groups one by one even the groups just learn for the speaking test and remember the text. The researcher found that when the teacher asked the student to come forward and present the descriptive text other students just keep silent and pay attention to the student in front of the class that's made students not jealous to other students that perform in the middle or last because the timed for students studied same. The teacher not closed the class without evaluating, the teacher still evaluate the material to made students still remember about the material for along timed. Furthermore

the researcher thing these days is different with research that researcher need however the teacher still do the step that researcher used for this research based on the theory too, the teacher stimulate the class before the test and evaluated the class, helped the students to move with other groups and helped the students to arrange the chair is not last week maybe because last week the teacher comes late and the students ready with separate corners. The teacher implemented the step of seating arrangement and separate corners 11 points from 14 points.

d. Fourth meeting

(April 11, 2018) these days is last day of the researcher did research, before the teacher already said that these days researcher hasn't did the research because the teacher has another schedule from the school in 2<sup>nd</sup> floor there are events that other teacher from others school comes, the teacher give the researcher chance these days is for researcher did interview with students because researcher already interview the teacher but the researcher would showed the result on research question two because this is found for research question one moreover the researcher would showed the teacher result when the interview with the researcher.

Table 4.5  
Interview guideline with teacher

Question	Answer
1. Why does the teacher choose separate corners as seating arrangement for speaking activity?	Because students condition, in the first meeting they are scared with English, they are didn't communicate with right in English class and they are feel scared to asked with me when they got difficulties to did the tasked that's why I choose separate corners for speaking activity and separate corners as good as I hope students more confident to did the tasked with friends and I used another



	seating arrangement for another skills material.
2. Why the teacher does use different seating arrangement to start the class in each meeting?	Because before speaking activity is not used separate corners so that's why there is a different seating arrangement with first and second, third meeting.
3. Why the students have differences seating arrangements to start the lesson in first and second meeting?	Because when we started to use many kind of seating arrangement in the first, I has tell that if today we use separate corners so next week we will use separate corners until the material finish.
4. How does the teacher divide the students? Why the teacher does use that method?	In the past I'm used H, M, L interaction to divided the groups but a months after that some of students said that they already uncomforted with the group because the student more confident with English said bad words for students in low knowledge of English so I'm divided them by high interaction with high, medium with medium interaction and low with low interaction and sometime I'm divided by their own chooses.
5. How are the students score is after the teacher used separate corners?	All of them had higher score than last semester now.
6. How are the step that teacher used? Does the teacher made it or adapted the step by theories?	I'm just used step that I thing is good and match for them because sometimes they would protest if what I'm do is not same with what they wanted.

**2. Types of interaction between students and teacher along the class in speaking activity use separate corner of seating arrangement.**

After answered how is the teacher step to implemented separate corners of seating arrangement to facilitate the interaction between students and teacher in speaking activity as first research question in this research. The researcher founding the answer for the second research question in this research by observation the class and use observation checklist based on Brown theories than the researcher developed the observation checklist based on Brown theories. The point of this founding is types of interaction between students and teacher along the class in speaking activity use separate corners of seating arrangement likes how way teacher made interaction with the students, how students interact each other, how students interaction with the teacher, how students feel when they cannot supposed their feelings etc. The researcher would to answer the found same like answer the first research question, the researcher would to share the founding in each meeting.

**a. First meeting**

(March 21, 2018) in the first meeting the researcher found so many kinds or types that the teacher used to interact with the students because in the class there are two students that inclusion and many students feel worried with English but that's in the last semester when the students be new students now the students feel normally when the students in English class because the teacher did many approach to interaction with the students that's made students not scared with English even sometimes some of the students still feel worried when the teacher asked students to come forward. There is the researcher found when did classroom observation uses observation checklist based on Brown theory (*see appendix 2*). The researcher would to explain each point that the teacher did and which the teacher didn't do it of the table below.

Table 4.6  
Interaction observation checklist

No	Questions	Yes	No
1	Do the students speak politely to the teacher?	✓	
2	Does the teacher speak politely to the students?	✓	
3	Do the students keep their eye contact to the teacher while talks?		✓
4	Does the teacher keep her eye contact to the students while talks?	✓	
5	Does the teacher deliver the material clearly?	✓	
6	Do the students asks the teacher when get the difficulty?		✓
7	Does the teacher ask the students first when students get difficulty?	✓	
8	Do the student listen the teacher carefully while the teacher explains material?	✓	
9	Does the teacher listen the students carefully when talk/ask?	✓	
10	Do the students discussion nicely with the groups?	✓	
11	Does the teacher help students when get difficulty while do the task?	✓	
12	Does the teacher give response when students tried to answer the question?	✓	

In the class when students interaction with the teacher, students speak politely both of the students and teacher speak politely each other that's great because made environment in the class nice and both of the students and teacher can interpreting and also receiving the material clearly, the students got the material as fast as students can and the teacher didn't need to explain the material repeated, the teacher not waste the times for repeated the material and students had more times to did the tasked. Even

when the students did the task some of students asked the teacher or the teacher recognized who need help to did the task.

In the class the teacher look tried to always listen the students carefully when speak to the teacher that's why the teacher always made eye contact with the teacher when they speak or asked the teacher's helped and student's feel comfort with it. Based on interview with the students many of students said that they didn't feel worried at all when asks to the teachers and need more explanation or vocabulary to helped students did the tasked. Students felt worried when students got English class in first semester but that's just two months ago because the teacher found the way to made students not felt worried with the teacher.

The researcher found that the teacher did more interaction to the students to make sure that students can believe the teacher to teach students and would to help the students when students need their teacher. The students that not make an eye contact with the teacher because students asked with did the task and when students didn't asked to the teacher even they confused or get difficulties when did the task because they felt shy and felt like "aku bisa kalo yang lain bisa" Based on observation checklist interaction between students and teacher is the students deficient interaction with the teacher even the teacher always tried to made the students comfort with teacher, the teacher always said *wuah great give applause guys, ahh nice, hmm okay okay good etc* to response the students who tried to answer the question. The teacher fulfilled all of interaction the teacher must to do in the class even the students did not all interaction in first meeting but the teacher said student's interaction changed based on student's felt.

From above explanation, the researcher can present two types of interaction there are teacher ask every students and students felt more attention from the teacher.

b. Second meeting

(March 28, 2018) in second meeting the researcher found the teacher deficient interaction with the students not same likes first meeting but the students more speak or asked to the teacher. The result based on observation checklist adapted from Brown

theory. The researcher would to explain each point that the teacher did and which the teacher didn't do it of the table below.

Table 4.7

Interaction observation checklist

No	Questions	Yes	No
1	Do the students speak politely to the teacher?	✓	
2	Does the teacher speak politely to the students?	✓	
3	Do the students keep their eye contact to the teacher while talks?	✓	
4	Does the teacher keep her eye contact to the students while talks?		✓
5	Does the teacher deliver the material clearly?		✓
6	Do the students asks the teacher when get the difficulty?	✓	
7	Does the teacher ask the students first when students get difficulty?		✓
8	Do the student listen the teacher carefully while the teacher explains material?	✓	
9	Does the teacher listen the students carefully when talk/ask?	✓	
10	Do the students discussion nicely with the groups?		✓
11	Does the teacher help students when get difficulty while do the task?	✓	
12	Does the teacher give response when students tried to answer the question?	✓	

In second meeting the teacher didn't had good communication as the first meeting, the teacher missed to explain the material properly the teacher explain what the lesson would to did but not clear likes in first meeting because many of students still confused and asked the teacher to explain again in every group maybe because the teacher get called from the headmasters of school so the teacher explain as fast as teacher's can but that's

be a bad situation for the students. When all of group chooses who would to present in front of the class students tried to made student's own descriptive text with the groups, all groups debate about who would present and how to made descriptive text first strongly but when the teacher back and tried to helped every groups class calm again not crowded as before. The teacher gives vocabulary in white board for helped the groups that just know some vocabulary. The students more active in this meeting not as last meeting, many students asked the teacher and students speak with the teacher and made an eye contact but because many groups called the teacher alternately the teacher didn't made an eye contact with students who speak with teacher because the teacher tried to listen all of group questions.

Based on second meeting the interaction between students and teacher just did eight points of the type of interaction, the researcher think that's because the teacher not explain the material and tasked properly than made students confused and wanted more explanation to every groups that's made teacher more confused and tired. The researcher also found that the student would more interactive in the class by seen the condition like when the teacher busy with administration task from the headmasters the students more interactive than the teacher different with the first meeting that the teacher more interact with the students.

From above explanation, the researcher can presents three types of interaction there are the students more focused and talk active when the situation needed the students to do that, the teacher didn't make her eye contact with the students when the teacher busy and the students can read the situation of the class.

c. Third meeting

(April 4, 2018) in the third meeting both of the teacher and students made more interaction, in first meeting teacher made more interaction in second meeting the students made more interaction but in third meeting the interaction is balanced both of teacher and students made interaction. Maybe because in the last of meeting in last week some students that didn't teach like before and students got confused than this is the result of classroom observation in third meeting based on observation checklist adapted from Brown theory. The researcher would to

explain each point that the teacher did and which the teacher didn't do it of the table below.

Table 4.8  
Interaction observation checklist

No	Questions	Yes	No
1	Do the students speak politely to the teacher?		✓
2	Does the teacher speak politely to the students?	✓	
3	Do the students keep their eye contact to the teacher while talks?	✓	
4	Does the teacher keep her eye contact to the students while talks?	✓	
5	Does the teacher deliver the material clearly?	✓	
6	Do the students asks the teacher when get the difficulty?	✓	
7	Does the teacher ask the students first when students get difficulty?		✓
8	Do the student listen the teacher carefully while the teacher explains material?	✓	
9	Does the teacher listen the students carefully when talk/ask?	✓	
10	Do the students discussion nicely with the groups?	✓	
11	Does the teacher help students when get difficulty while do the task?	✓	
12	Does the teacher give response when students tried to answer the question?	✓	

In the third meeting both of the teacher and students made interaction each other, the students asked when got difficulties and teacher explain the tasked clearly and all of interaction that the researcher knew based on theory happened in the class.

Based on classroom observation in third meeting interaction between students and teacher is almost fulfilled all of the interaction that must to happen in the class likes in the first

meeting is 10 from 12 points of interaction from interaction that students and teacher must to do in the class but this is the higher than other meeting. However, the students speak impolitely with the teacher by the condition too, the students got shock therefore the students speak impolitely different with first and second meeting.

From above explanation, the researcher can present one types of interaction that is the students didn't speak politely with the teacher when they got shocked or felt nervous.

d. Fourth meeting

The researcher already in first research question the fourth meeting the researcher just interview with the groups in last meeting. The interview guideline adapted from Brown theories that the researcher didn't found when did classroom observation and the researcher got teacher's help after did interview with the students the researcher showed students answer and the teacher said that the answer almost same with students answered when the teacher interview in every months. The teacher said that every month the teacher did interview about the material, environment the class and group for discussion and did the task with the students.

Table 4.9  
Interview guideline with the students

Question	Answer
1. Why do the students feel worry or scary with the teacher in the first meeting?	Many of the students answer that because they felt scary with English class in elementary school and they felt worried with the teacher if they cannot do the task and didn't want help them.
2. How do students feel when the teacher uses separate corners that make you do the task with your friend?	Many of the students answer uncomfortable in the first activities when used separate corners but after used separate corners in every speaking activity they feel happy because they can do the task with the friends and can speak longer than other activities.



3. How are the student interaction between your group mates when the teacher divided the group by H, M, L, in the first tried used separate corners?	Many of them answered that in first they comfort with the group that had different ability but after first semester many of students feel uncomfortable with friend that had different ability with their group
4. How do the students start interaction with the teacher like asked when got difficult?	Many students answered because the teacher always asked the students first “adakesulitan guys?” so we feels more comfortable with my teacher.
5. Do the students more comfort to interact with teacher used separate corners or traditional arrangement?	Many students answered they loved with separate corners seating arrangement than traditional arrangement because when used separate corners feels like more informal situation that made students feel freely.
6. How students had more interaction used separate corners?	Many students answered because they are feeling comfort, they can talk more than other activity.

## B. Research Discussion

In this discussion, this part the researcher discuss those findings by reflecting on some theories related to each problem that are implementation separate corners of seating arrangement to facilitate the interaction between students and teacher in speaking activity and also the interaction between students and teacher in speaking activity use separate corners of seating arrangement.

### 1. The Implementation of Separate Corners of Seating Arrangement to Facilitate the Interaction between Students and Teacher in Speaking Activity at SMPN 27 Surabaya

According to the findings, there are 14 points step of implemented separate corners of seating arrangement that are used by the teacher in teaching speaking activity, each of points have some aspect but not all points implemented

by the teacher in the class. Therefore the discussion of the findings as follows:

**a. Useful and not waste the time**

The researcher adapted from Ramsden and made three points from the theory. There are does the teacher starting the class with separate corners, does the teacher use another seating arrangement and does the teacher help the students when change the seating arrangement. In first meeting the teacher used two different seating arrangement for a day that's waste the teacher times to changing the seating arrangement even the teacher help the students to change the seating arrangement that's still waste each minutes of the lesson. In second and third meeting the teacher used separate corners orderly that's was good even in second meeting the students change the seating arrangement by its self without teacher help. In third meeting the teacher didn't waste any times because the teacher used separate corners orderly, help the students and didn't used different seating arrangement. Sometimes it became difficult for the teacher to manage the whole class when allthe students wanted teachers' help at a time. The teacher have a good way to against the time.<sup>1</sup> Use one shape of seating arrangement and help when established separate corners shape help the teacher to not waste the time.

**b. Divide by High, Medium, Low interaction**

Based on Hamzah and Ting theory interacting in small group makes students confidence,students were able to learn how to ask and receive help from their classmates, dividing the group by high, medium and low interaction more students to help the learning.<sup>2</sup> The researcher found that the teacher didn't

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<sup>1</sup>Ramsden, Alexandra. "*Seating Arrangements*" 1999.

<sup>2</sup>Hamzah and Ting.*Teaching Speaking Skills through Group*.Hue University, 2009.

used high, medium and low interaction to divide the groups. Actually in the first tried separate corners the teacher already use High, Medium, Low interaction but the teacher got students responses that students didn't allowed that the teacher divide the groups by High, Medium, Low interaction. The teacher change how divide the group be high with high interaction, medium with medium and low with low interaction and the students more better.

**c. Teacher's help**

The researcher found that the teacher always help the students every times. The teacher give more explanation about the material for all of the groups but more intense for low interaction group and medium interaction group but for medium group not as intense as low group. Even the teacher didn't in second meeting because called from headmasters but in first and third meeting the teacher did it. The teacher always checked every group while did the task but in second meeting the teacher didn't do that because of called from the headmasters, the teacher also have a space to move around while used separate corners because the classroom pretty big even used separate corners the teacher still had a space to move around and checked the students also helped the students who is need the teacher. Teacher needed to move a lot from one student to another because the students always need teachers help. Separate corners arrangement was good for the class since there was enough space in the classroom for teacher to move and work with the students. Students ever could do other activities such as dancing, singing etc in the aisle of the room.<sup>3</sup>

**d. Monitoring and eye contact**

The teacher still can make an eye contact with the teacher. Eye contact here means the teacher can see all of the students from the teacher desk to help the teacher more knew that who is students need teacher's

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<sup>3</sup>Ramsden, Alexandra. "*Seating Arrangements*" 1999.

help, if the teacher can make an eye contact with all of the students that means the teacher can monitoring the students easily. Even the teacher deficient attention to the students in second meeting but the teacher did in first and third meeting. Both of teachers and students could keep eye contact with each other which was very important for the teachers to monitor the elementary level students. Even, the students who were seated at the back of the room cannot hide themselves from the teachers because they were clearly visible even from the front of the classroom.<sup>4</sup>

**e. Teaching speaking and activities**

The researcher must not to forgot about how to teaching speaking because the theme of this this research in speaking activity. Harmer said teaching speaking not as simple, all of abilities has a same method to does pre activity – post activity.<sup>5</sup> The researcher already made three points of pre activity, while activity and post activity and the teacher did it all the time from first meeting until third meeting. The teacher always stimulate the material first before did while activity, the researcher always explain the material clearly and when closed the class the teacher always evaluate the material and had different way to evaluate the material in the second meeting.

**2. Types Of Interaction Between Students And Teacher Along The Class In Speaking Activity Use Separate Corner Of Seating Arrangement.**

As stated the theories that researcher use to found types of the students and teach interaction in speaking activity use separate corners adapted from Brown theory there are sending messages, receiving messages, interpreting messages or negotiating meaning.<sup>6</sup> The theory interpreted about classroom interaction and classroom communication almost same.

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<sup>4</sup>Ramsden, Alexandra. “*Seating Arrangements*” 1999.

<sup>5</sup> Harmer, Jeremy. *The practice of English language teaching* : third edition, England: Pearson Educated Limited, 272, 2001

<sup>6</sup>Brown H. Douglas, *Teaching by Principles: An Interactive Approach to*

### **a. Sending Message**

First type of interaction that must be in classroom is sending message, the teacher send the message clearly in first and third meeting because in the second meeting the teacher showed some interaction different with first and third meeting. Sending message here means how clearly the teacher explain and teach the material, give the step of the task, talked with the students, ask the question and answer the student's question when students confused about the task. Even the teacher had low interaction with the students in the second meeting the teacher still answer the student's question clearly and the students can continue the tasks. The students has great sending message too, students not to be shy to asked and some of the students gave response when the teacher asked. The originator, encoding, transmission, message and channel have exactly same meaning with sending message that is deliver the material of the lesson based on movement and intonation of sound.<sup>7</sup>

### **b. Receiving Message**

The teacher has great receiving the message because the researcher found that the teacher knew how students feel when got the difficulties or confused about the job by faced student's expression moreover the students, the researcher found the students can did like the teacher did, in the second meeting when the teacher asked the students to made students own descriptive text students asked the teacher one by one because the student faced that the teacher busy because called from the headmasters than students wait until student time to asked the vocabulary and etc. The researcher looked both of the students and the teacher can interaction use receiving message even they are didn't did it every times but it's great to start it. Reception have same meaning with receiving meanings that is how both of the students and

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*Language Pedagogy*. 2<sup>nd</sup>ed. New York: Addison Wesley Longman, Inc.

<sup>7</sup>Ibid

teacher receive the message of interaction and communication based on eyes, nose, lips.<sup>8</sup>

**c. Interpreting Message**

Interpreting message has same meaning with receiving and also sending the message. Interpreting can be receiving the message by faced the expression and interpreting message can be sending message like how clearly the teacher send the material, how clearly the students answer the teacher question and how clearly both of the students and the teacher to talked each other.

**d. Negotiating Meaning**

Interface have same meaning with negotiating meaning that is how students and teacher has different meaning when the class noisy.<sup>9</sup> Both of the students and teacher can interaction in the middle of discussion they didn't get any mistaken meaning that showed how great to build the interaction between students and teacher even students and students has great negotiating meaning when discussion to do the task did.

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<sup>8</sup>Ibid

<sup>9</sup>Ibid

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter explains the conclusion of the research result and suggestion for the next researcher related to the research findings.

#### A. Conclusion

The results of the research are implementation of separate corners of seating arrangement to facilitate the interaction between students and the teacher in speaking activity and the interaction between students and teacher in speaking activity use separate corners of seating arrangement. The conclusion of the research can be explained as follow:

1. The implementation of Using Separate Corners of Seating Arrangement to Facilitate the Interaction between Students and Teacher in Speaking Activity at SMP NEGERI 27 SURABAYA

There are 5 points of implementation separate corners of seating arrangement in speaking activity as follow:

- a. Useful and not waste the time the researcher developed be  
Does the teacher starting the class with separate corners, Does the teacher use another seating arrangement, Does the teacher help the students when the students change their seating arrangement. Based on the theory the teacher must to manage the time in classroom to make sure all of the material useful for the students and students understand the material clearly because students understanding the material is the most important in teaching speaking and other activities or abilities. If the teacher uses one seating arrangement each meeting that's more useful and not wastes the times at all, help the students to manage the seating arrangement effectively to didn't waste the time.
- b. Divide by H, M, L interaction as the follow H, M, L interaction is high, medium and low interaction, interaction means student who is active in the class, active to ask, active to answer and easily to do the task. The teacher just divide by same ability or by the students selection if the students wants to make a group with student's close friend

the teacher do not mind teacher thing most important students comfort with the group. In the first tried the teacher divide by H, M, L interaction until some students complain to the teacher than the teacher change the dividing method.

- c. Teacher's help these point the most important because if the teacher didn't help the students as good as the teacher can, the class will be have bad environment. In this point the researcher developed into 3 points there are Does the teacher have a space to move around, Does the teacher comes to every group and give more explanation and Does the teacher check every group while do the task. The teacher do all of the points in first and third meeting even in the second meeting not as good as the teacher teach in first and third meeting but the classroom still have a nice environment because the students knows the teacher condition in that day.
- d. Monitoring and eye contact. The teacher always monitoring the class and the teacher didn't have any difficulties when teaching speaking use separate corners because the teacher has a space to move around and can make an eye contact to the all of the students even by looking in the teacher desk that's made teacher more easier to monitoring all of the students in the class. (e)Teaching speaking and activity. These point developed by the researcher be three points there are Does the teacher ask the students move and go around to other group, Does the teacher give explanation for students before giving the task, Does the teacher start the class with stimulate the students, Does the teacher evaluate the material in the last activities as follow the teaching speaking activity by harmer the teacher do like harmer said that make the students to move around in discussion activity. The teacher also does stimulate, explain the material clearly and evaluate the material in the last of the lesson.



## 2. Types of Interaction between Students and Teacher along the Class in Speaking Activity Use Separate Corner of Seating Arrangement

Types of interaction in the classroom between students and teacher that the researcher found and will talk more intense each point as follow:

- a. In first meeting the researcher found two types of interaction between students and teacher there are teacher ask every students and students felt more attention from the teacher in this situation the students didn't interact with the teacher. In first meeting the teacher almost did all points of types of interaction on brown's theory.
- b. In second meeting the researcher found three types of interaction between students and teacher there are the students more focused and talk active when the situation needed the students to do that because the teacher busy with her administration task, the teacher didn't make her eye contact with the students when the teacher busy and the students can read the situation of the class and make interaction more active than the students. In second meeting the students almost did all of points of types of interaction.
- c. In third meeting the researcher found one type of interaction between students and teacher that is the students didn't speak politely with the teacher when they got shocked or felt nervous because the teacher gives the information to the students suddenly moreover the students did the task clearly. In third meeting both of the students and teacher did all points of types of interaction.

### B. Suggestion

The researcher proposes some suggestions to the English teachers and next researchers. They are as these following points:

- a. In first meeting the researcher found two types of interaction there are the students will need more attention

and didn't make interact with the teacher when the teacher focused in the class. The students will not make eye contact when interact with teacher in this situation.

- b. In second meeting the researcher found three types of interaction there are the students more focused and talk active when the situation needed the students to do that because in the second meeting the teacher busy with her administration task from the headmaster, the teacher didn't make her eye contact with the students when the teacher busy and the students can read the situation of the class, the researcher found that students different with first meeting that's because the situation that make students to know the situation and they got it.
- c. In third meeting the researcher found one types of interaction that is the students didn't speak politely with the teacher when they got shocked or felt nervous, the students felt shocked and nervous in the same time because the teacher give information about the test suddenly, the students do that unconscious because of the situation.

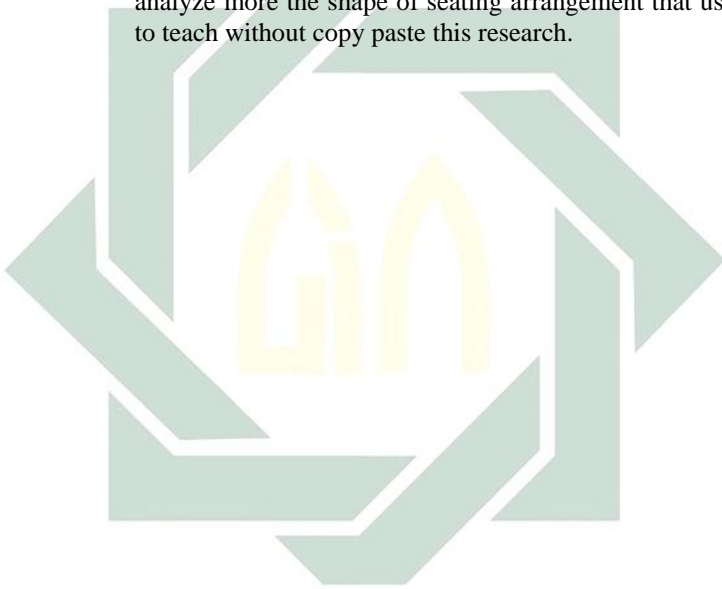
#### 1. For English teacher

It will be better if the teacher do the all the step of implementation separate corners of seating arrangement continuously not different in each meeting for a long time that make students confused and more great if the teacher do all of the step continuously. However the interaction that the teachers build as good as the teacher do because the teacher always tried to have interaction with the students that in the first feel shy or worried to interact with the teacher. The teacher must to keeping on the interaction with students by looking student's expression like the teacher always do before to makes teacher more easily to realize the students condition.

#### 2. For the next researcher

The researcher had known that step of implementation of separate corners of seating arrangement should more attention because one of step didn't explain with a good all of the implementation useless. Actually separate corners has so many relation with classroom interaction that very useful

if that's use in good way all of the step must to fulfilled than both of the teacher and students fulfilled of the classroom interaction. Beside the researcher found the difficulties step of implementation in separate corners of seating arrangement to match up. As next researcher know the researcher just focused on implementation of separate corner of seating arrangement moreover suggestion for next researcher is research about how important to arrange the seating arrangement in the class match with students need and analyze more the shape of seating arrangement that use full to teach without copy paste this research.



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