

**TEACHER STRATEGIES
IN FACILITATING STUDENTS' INTERACTIONAL
COMMUNICATION THROUGH SEATING ARRANGEMENT**

THESIS

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



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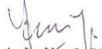


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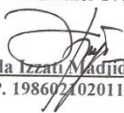
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ABSTRACT

Rinda, Nuvia Nur F. (2019). *“Teacher Strategies in Facilitating Students’ Interactional Communication Through Seating Arrangement”* An Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Drs. Muhtarom, M.Ed, Grad, Dip. TESOL and Siti Asmiyah, S.Pd, M.TESOL

Key Word: Teacher Strategy, Seating Arrangement, Interactional Communication.

Classroom interaction is such crucial thing in any education level. It is interaction between the participants in the classroom. International communication theory suggests that seating arrangement can give impact to the teacher how to communicate with the students, how students interact each other, impacting engagement and focus. This qualitative study aims to investigate the teachers’ strategy in facilitating students’ interactional communication through seating arrangement at MAN Surabaya and the problems in facilitating interactional communication through seating arrangement. This study used classroom observation and interview to obtain the data with 2 English teachers in. The result of the study shows that there are two kinds of seating arrangement used by the English teacher to facilitate classroom interaction during English teaching and learning process. Those are orderly row and modular seating arrangement. The finding shows that out of three common of seating arrangements suggested by James and Rod. Furthermore, the interactions mostly happened in both seating arrangements are teacher-students and student-student. Moreover the study highlighted the problems both seating arrangement are increasing noise level, uneven distribution interaction among class, increasing discipline problem, hard to handle spread all over and decreasing classroom discussion. So, the teachers should consider to use kinds of seating arrangement in facilitating students’ interaction in English classroom.

ABSTRAK

Rinda, Nuvia Nur F. (2019). *“Teacher Strategies in Facilitating Students’ Interactional Communication Through Seating Arrangement”* An Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Pembimbing: Drs. Muhtarom, M.Ed, Grad, Dip. TESOL and Siti Asmiyah, M.TESOL

Kata Kunci: Strategi pembelajaran, Pengaturan Tempat Duduk, Interaksi Komunikasi

Interaksi didalam kelas sangat peting di setiap jenjang pendidikan. Interaksi ini antara seluruh anggota didalam kelas. International Communication menyarakan bahwa pengaturan tempat duduk siswa didalam kelas dapat membantu guru berkomunikasi dengan siswa, membantu siswa berinterkasi dengan teman lainnya, mempengaruhi keikutsertaan dan mempengaruhi konsentrasi. Penelitian kualitatif ini bertujuan untuk menyelidiki strategi guru dalam memfasilitasi interaksi siswa dengan menggunakan pengaturan tempat duduk didalam kelas selama proses pembelajaran bahasa inggris serta masalah dihadapi guru selama memfasilitasi interaksi siswa dengan cara mengatur tempat duduk didalam kelas selama proses pembelajaran Bahasa Inggris. Penelitian ini menggunakan observasi kelas dan interview dengan 2 guru Bahasa Inggris dalam pengambilan data. Hasil dari penelitian ini menunjukkan bahwa ada 2 macam pengaturan tempat duduk yang digunakan oleh guru didalam kelas selama proses pembelajaran yaitu tempat duduk tradisional atau baris, dan tempat duduk dalam kelompok kecil. Adapun hasil dari penelitian ini diluar dari 3 macam tempat duduk yang di uraikan oleh James dan Harmer. Selanjutnya, interaksi yang terjadi selama penggunaan tempat duduk diatas adalah interaksi antara guru dan siswa, dan siswa dengan siswa. Penelitian ini juga menggarisbawahi 5 masalah yang muncul yaitu, meningkatkan keramaian, kontribusi interaksi yang tidak merata, meningkatkan masalah kedisiplinan, kesulitan dalam pengawasan seluruh kelas, dan mengurangi adanya diskusi dalam kelas. Jadi, guru disarankan untuk mempertimbangkan tempat duduk yang cocok dalam memfasilitasi interaksi di dalam kelas selama proses pembelajaran bahasa inggris .

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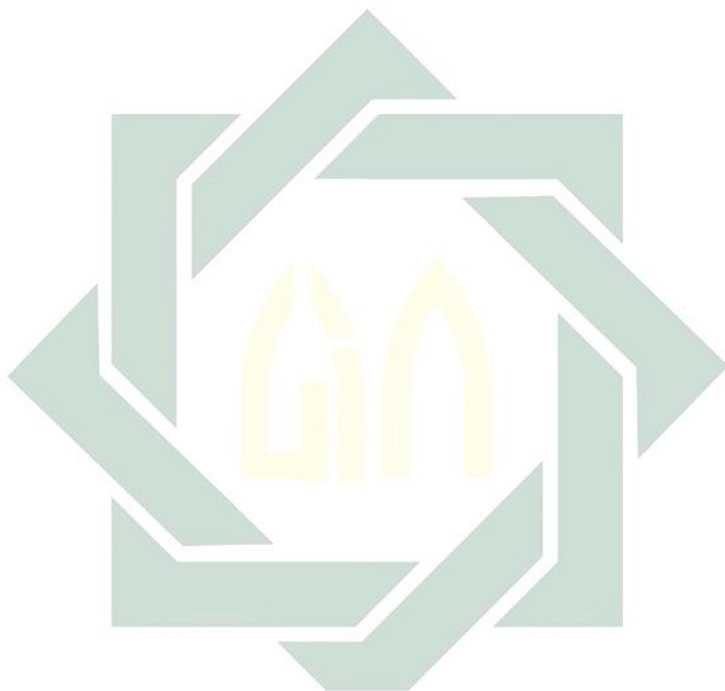


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LIST OF ABBREVIATIONS

1. MAN : Madrasah Aliyah Negeri
2. ELT : English Language Teaching
3. IRF : Initiation, Respons, Feedback



CHAPTER I

INTRODUCTION

This introductory chapter provides some information that consists of six sections, namely background of the study, research question, the objective of the research, significant of the study, scope and limitation, and definition of key term will be defined at the end of the chapter.

A. Background of the Study

Classroom interaction is such a crucial thing in any education level. It is an interaction between students and teachers in the class during teaching and learning process. McCroskey stated that effective communication is such a basis to the success of both students and teachers in the classroom.¹ Effective communication has two implications. The first is concerning a pleasant atmosphere in the classroom with friendly relationship among students and teacher of the teaching and learning process, while the second is engaging students to gain effective communication in the use of foreign language. This can be achieved through vary ways; by implementing different students and teachers role, by employing variety of activities, and by helping students to express themself. If the two implications are joined, we could get a good atmosphere in which the students are trying to communicate in the foreign language². Therefore, teachers could offer some strategies to promote the effective interactio in the classroom. Those are interaction, classroom behavior, managing time, and seating arrangement³

Seating arrangement is one of main principles completely under teacher control to begin an interaction with the students inside the classroom.⁴ Seating arrangements are very important to the

¹ James C. McChorskey. *Communication in The Classroom* (Reading, Mass:Addision-Wesley Pub. March 1978).

² Mateja Dagarin, “ *Classroom Interaction and Communication Strategies In learning English as Foreign Language*”. University of Ljubljana: 2005

³ Siti Nurmasita. *Study of Classroom Interaction Characteristics In Geography Class Conducted in English: The Case at Year Ten of An Immersion Class In SMAN 2 Semarang*. Semarang:Diponegoro Uneversity. Linguistic Desertation. (2010)

⁴ Jones Vernon F, and Lois S Jones. *Comprehensive Classroom Interaction: Creative Positive Learning Environment*. Boston:Allyn and Bacon Inc, 1981

classroom's atmosphere, behavior and interaction. Knowing this, the teachers are demanded to have ability to apply classroom design especially students' seat to build good interaction so that the students can gain such a mutual bond. International communication suggest that seating arrangement can give impact for the teacher how to communicate with students and how the students interact with others, impacting engagement, motivation, focused.⁵ Meanwhile, managing physical environment where teaching and learning process take place is very crucial because a good progression and effective interaction both teacher and students cannot take place without good atmosphere and well managing environment. In this situation, teachers want to see the students clearly, teachers also sometime need to move from one place to another place which requires some free space in class. Seating arrangement has several models in which can be used in the classroom. They are traditional, horseshoe, and modular.⁶ Traditional row typically consists of about five to six perfectly straight rows, and all the students face to the board, while the Horseshoe or semi-circular arrangement formed as letter U, the teacher position be at the open end of the arrangement since that may well be where the board. Furthermore, modular is where the students are seated in small group while the teacher could walk around to the each group. Those types of seating arrangement can be applied in classroom based on the need and its teaching and learning purposes.

Seating arrangement is such a wide way due to the management strategies in classroom has been explored before. Some researches focus in many different contexts (i.e locus, focus) such as (see Natalie Marie R⁷, Riki Bugis⁸, Jowati Juhari⁹, Muhammad

⁵ Harvey EJ, Kenyon MC. (2003) *Classroom Seating Considerations for 21st Century Students and Faculty*. Journal of Learning Spaces 2(1)

⁶ McChorsky. p.99

⁷ Natalie Marie r. 2016. *Effect of Various Seating Arrangement on Disruptive Classroom Behavior*. LSU Doctoral Disertation. 3696

⁸ Riki Bugis. *Seating Arrangement in Improving Students Speaking Skill at Iqra Buru University*.Journal Al-Lisan. Volume 3 Nomor 1-Februari 2018

⁹ Jowati Juhari. *An Assigned Seating Arrangement Based on Students' Performance: A Critical Review*. Language Center, NDUM, Kuala Lumpur Malaysia. 2012

Azmil¹⁰). These previous studies have discussed in different concern of research article about seating arrangement. Through multi-elements single case design, seating arrangements were employed into the class to explore how it lies in students' disruptive behavior. Natalie showed the finding that row arrangement resulted in the largest decrease in disruptive behavior. Differing from Natalie, Riki Bugis carried out the study which focused on to what extent seating arrangement improves students speaking skill. This is the one only university in Maluku where English is a subject represented into 4 semester in which the teacher found some problems that the students lack of opportunity to practice and the teacher are hardly to choose the teaching techniques and teaching activities. Moreover, the finding showed that seating arrangement can improve students speaking skill in term of accuracy, fluency and comprehensibility compare to the control group.

What has been found an issue about seating arrangement arises in the different country, in Malaysia English is being as the necessary subject to the modern educational system today. Jowati conducted the study about an assigned seating arrangement based on student's performance in National Defence University of Malaysia (NDUM). Classroom learning is one of the best times for students to be engaged in learning. As face to face session allows students to ask directly to the teacher, the conducive of learning environment helps to promote students' learning. This study aimed to investigate seating arrangement of students and its potential to improve students learning. The data in this study derived from reviews of relevant documents and preliminary observation in classroom session. Informal semi structured interviews were also conducted with five students who were also involved in the session. Finally, it's argued that seating arrangement based on students' academic record in the previous semester will help to enhance the students participation and learning in the classroom. In addition the study also showed that students have positive views about the assigned seating arrangement. As the process of collecting the data is still going within the next two semesters, the

¹⁰ Muhammad Azmil Umur. *A Case Study on Classroom Seating Arrangement in Speaking Course at BEC English Pare. IAIN Tulungagung. 2015*

researcher aims to present a solid pedagogical approach to teaching of the devence university.¹¹ Furthermore, recent study was conducted by Azmil Umur which investigated model seating arrangement used in the classroom and its effect to the interaction in the classroom. The study was conducted in Basic English Course (BEC) which is informal education that provides English as the one and only subject to be taught. Therefore, this situation is probably different from formal education (i.e University, School). In BEC the students who have been studying after 3 months are obligated to use their English language communication in the institution area. However, it is different from students who are studying in formal school; sometimes they only use English in the classroom. The study data revealed that same model of seating arrangement as theory speaking class at BEC Pare. Those models were orderly row, letter U or horseshoe and or round or circle and separate table or sit in group. Therefore, the study about seating arrangement was also conducted by Letizia who focused on the implementation of separate corner in facilitating interaction to the speaking classroom. She collected the data through observation and interview with 39 grades of 7C class at SMPN Surabaya. The result of the study showed that the teacher only did 11 implementation points of 13 points described. In addition, the students almost fulfilled all point of the interaction between the students and the teacher.¹²

Those previous studies have conducted investigation on different area about seating arrangement. However, they have not explored the challenges faced by teacher when implementing seating display to facilitate interaction in the English classroom. This study takes up the issue by investigating the English teacher strategies and challenges in facilitating classroom interaction through seating arrangement at MAN Surabaya academic year 2018/2019.

¹¹ Jowati Juhari. *An Assigned Seating Arrangement Based on Students' Performance: A Critical Review*. Language Center, NDUM, Kuala Lumpur Malaysia. 2012

¹² Nuzulil, Letizia Adytiara. *The Implementation of Separate Corners to Facilitate Interaction Between Students-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. 2018).

MAN Surabaya is an Islamic state school. This school has unique characteristic in designing the classroom. The classrooms are mostly arranged into traditional rows with the teacher desk's is designed higher than the students' seats. So the teacher position when in front of the class is higher than the students'. This unique characteristic makes the researcher is interested in investigating the seating arrangement used by the teacher in English learning and teaching process and also the problems faced by the teacher in facilitating the classroom interaction through seating arrangement in English classroom.

B. Research Question

The research questions in this study are the following.

1. What are the teachers' strategies to facilitate students-teacher interactional communication through seating arrangement at MAN Surabaya in English classroom?
2. What are the problems faced by English teachers to facilitate student's interactional communication through seating arrangement at MAN Surabaya in English classroom?

C. Objective of the Study

Based on the research question above, the objectives of the study are:

1. to describe the English teachers strategy to facilitate students interactional communication through seating arrangement at MAN Surabaya in English classroom.
2. to explore the English teacher's problems in facilitating students' interactional communication through seating arrangement at MAN Surabaya.

D. Significance of the Study

The significance of conducting this research can be viewed from both theoretical and practical aspect, as describe below.

1. Theoretically, the result of this study is hoped to develop English teaching and learning method used in classroom interaction and seating arrangement in designing classroom

atmosphere. Especially, to have effective interaction between students and teacher by identifying the strategies used by the teachers in facilitating students interaction and also the problems faced by the teacher.

2. Practically, this result of the study is hoped to be contribution for the following parties.

a. English Teacher

The result of this study can be used as reference in facilitating students' interactional communication during English teaching and learning process by using some types of seating arrangement in English classroom.

b. For Future Researcher

This research gives a benefit in academic information for the future research in ELT research especially in the area of classroom interaction and the use of seating arrangement in English classroom.

E. Scope and Limitation of the Study

This research focused on 2 English teachers in 2 at MAN Surabaya academic year 2018/2019 who teach English in classes of 10th grades.

Therefore, in this research, the study is limited on kinds of seating arrangement and also pattern of interaction occurred in each seating arrangement used. The researcher discussed 2 main aspects; those are the strategies used by the teacher to facilitate students' interaction during teaching and learning process. Also the problems faced by the teacher in facilitating classroom through seating arrangement.

F. Definition of Key Terms

The following key terms are used to help the readers to have the same interpretation in understanding the study.

1. Teacher Strategy

Strategies are certain methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and

manipulating specific information.¹³ In this research, teachers' strategies are the ways teachers implement some kinds of seating arrangement in the language classroom to facilitate students' interaction during English teaching and learning process.

2. Problem

Problem is something difficult which requires great effort and determination, something that tests strength, skill or ability. In this research, problem is defined as teacher's difficulties when implementing 2 types of seating arrangement to facilitate effective communication in the English classroom.

3. Seating Arrangement

Seating arrangement refers to how students' seats are arranged inside the class. This research defines seating arrangement as teacher and students position during teaching and learning process in English classroom.

4. Interactional Communication

Communication is the process of transferring information and common understanding from one person to another.¹⁴ In this research, communication is defined as the interaction between teacher-students, and or students-students in the target language during teaching and learning process when employing seating arrangement.

¹³ H. Douglas Brown. *Principle of Language Learning and Teaching*. USA:Longman (2000)

¹⁴ Keyton J. *Communication and Organizational Culture: A key to understanding work experience*. Thousand Oaks, CA: Sage. (2011)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the theoretical framework and previous study. It is aimed to give relevant knowledge underline the study.

A. Theoretical Framework

1. Definition of Teaching Strategies

Teaching strategies refer to the teacher's use of technique, structure, method, system, procedures and processes during instruction.¹⁵ These are the ways that the teacher employs to assist students learning to achieve particular teaching and learning goal.

According to brown strategies are certain methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating specific information.¹⁶ Strategies are as teachers tool to deal with any problems inside the process of learning to promote effective learning outcomes. It would be designed based on among participant and or environment related to the process of teaching and learning. Then strategy is as a remedy the teacher creates in making system area that happened to process teaching and learning. Teachers may have difficulties during their action in making learners understand about the lesson, then they need creatures in which help them overcome the situation in classroom.

Additionally, Harmer shows that a good strategy is by grouping students, this means to make students work on the expected goal.¹⁷ He also stated that there is no real limit to the way in which teachers can group students in the classroom, through certain factors, for instance over-crowded, fixed furniture and entrenched students attitude, may make things problematic. Therefore, it does not mean that by grouping the

¹⁵ Wandberg. *Teaching Health Education in Language diverse Classroom*. (2011)

¹⁶ H. Douglas Brown. *Principle of Language Learning and Teaching*. USA:Longman (2000)

¹⁷ Jeremy Harmer, *The practice English language Teaching*. Fourth Edition (Pearson: Longman. 2001)

students the teacher can reach the purpose of teaching and learning in the classroom, that's why, the teacher can adapt and adopt any strategies regarding to their goals of learning.

For many years researchers have indicates the importance of classroom interaction strategies to promote students language development, Kramsch stated that to achieve students' communicative competence, students should have opportunities to interact with others through turn-taking, to receive feedback, to ask for clarification, and to initiate communication.

2. Seating Arrangements

Classroom management is as the method and strategies an educators uses to maintain classroom environment and classroom atmosphere that is conducive to students success and learning¹⁸. Although there are many pedagogical strategies involved in managing classroom, a common dominator is making sure that the students feel they are in an environment that allows them to achieve. Classroom atmosphere and discourse can be changed significantly when seating arrangements are altered¹⁹. It means that seating arrangement is one of important basis which influence the classroom atmosphere to engage the process of learning.

No matter what seating arrangement is used, it must be flexible²⁰. It means that the types of students' display should be appropriate for any teaching and learning activities and its purposes. In this way the classroom will more readily accommodate the various learning activities planned by the teacher.²¹ Knowing this, the teacher may need to plan classroom seating arrangements to suit the needs of particular students in the classroom.

¹⁸ Randin Mccreay, *Classroom Management*. In EHowRetrieved February 26 2013

¹⁹ Wrigt cited in SitaNurmasitah. Ibid.

²⁰ Jim Scrivener. *Classroom Management Techniques*.(Cambridge: Cambridge University Press. 2012)

²¹ Denton:1992 cited in Nurmala "The Effect of U-Shape Seating Arrangement on Speaking Ability of Tenth Grade Students at SMK TI AirlanggaSamarinda". Undergraduate Thesis; Samarinda 2014

In addition, the seating arrangement also can affect the classroom interaction. As stated by McChorskey that effective communication is the basis of the success among the participant in classroom. Every interaction occurs in classroom has long to be partially a function of the students' position.²² More than that rearrange seating arrangement in the classroom can help students interact with other people²³ Because the seating arrangement in which the students will feed that suitable with a positive impact for students to increase its activity in communicating.

Seating arrangement refers to how students' seats are arranged inside the class. Pickering said that classroom seat should be arranged in way that allows all of the following: the teacher can see the students easily and clearly, students can understand how the teacher demonstrate and presents the material in clear way, frequently used materials are easily accessible, pathways facilitate traffic flow, it is easy to organize students into pairs, triad, and small groups, also the room does not provide or highlight unnecessary distraction.²⁴ It can be interpreted that having several types seating arrangement in the classroom can reduce uncomfortable situation in the class.

According to Harmer students' seat could be arranged in regular rows, columns, circle, or U-shape. Furthermore, McCorskey and McVetta divided seating arrangements in the three most common form display; traditional row, horseshoe, and modular.

a. Row Seating arrangement

Row or traditional seating arrangement consists of about five or six straight rows, each containing four to seven chairs equidistant from each other.²⁵ In this position the students face where the board position and the teacher face all the students.

Based on Denton, this arrangement with the tables in rows is convenient and simple.²⁶ However, in large class

²² McChorskey. p.99

²³ Jim Scrivener, Ibid

²⁴ Pickering (2003) cited in Nurmala.

²⁵ McChorckey. p.99

²⁶ Denton. Ibid

some students are seated a long way away from the board and other activities at the front of room. Hurt, Scott and McCorskey also said that traditional straight-row arrangement is predominate in most educational setting, particularly in college and upper elementary through high school setting. There are 2 types in traditional seating arrangement, those are single and paired. In single, each student sits alone on their chairs but in paired one table consists of two students or three are two tables which placed neighboring. Traditional row model of seating arrangements is mostly used in every high school during teaching and learning process. According to Harmer there are many classrooms around the world that place the student in orderly row arrangement.²⁷ It means that this model may be as teacher reference to place their students in mostly classroom.

More than that, row seating arrangement gives some advantages in learning purposes. Traditional rows can minimize students-students interaction.²⁸ This statement gives benefit for specific teaching purpose in which students-students interaction is avoided. So the students cannot frequently talk each other while the teachers teaching the lesson. It is better used when the teachers are the prime focus. It means that when the teachers need students focus such as when teaching lesson content of linguistic this model is recommended.

²⁷ Jeremy Harmer. p.18

²⁸ James and Rod. p. 100

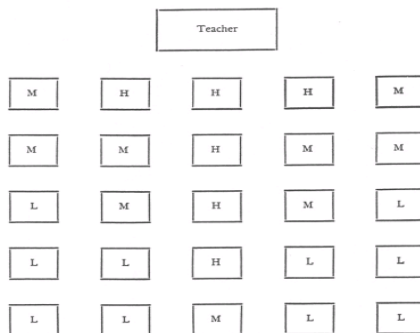


Figure 2.1 *Model of orderly row seating arrangement (adopted from James and Rod)*

b. U-shape/Horseshoe Seating Arrangement

In U shape/horseshoe seating arrangement, the tables and chairs are arranged in shape of U.²⁹ The teacher is positioned at the open end of the arrangement. This type of display is frequently employed in smaller classes, such as seminars. It is very informal way in teaching but often used in the classroom to have relaxed atmosphere. U-shape seating arrangement consists of single and double where in single arrangement only consists of one layer and in double consists of two layers. In small classes it can be used while if it is not enough, the teacher usually chooses to use double layer.

Therefore, this type of seating arrangement promotes advantages in some learning purposes. Horseshoe model is suggested used when students-teacher and students-students interaction are important to the learning in the class. The social interaction was improved, and the questions were asked more by the students. This type of seating arrangement is better used in discussion activities.

²⁹ James and Rod. p.101

Teachers can see all the students and easy to monitor the students, also the students can see the teacher clearly.

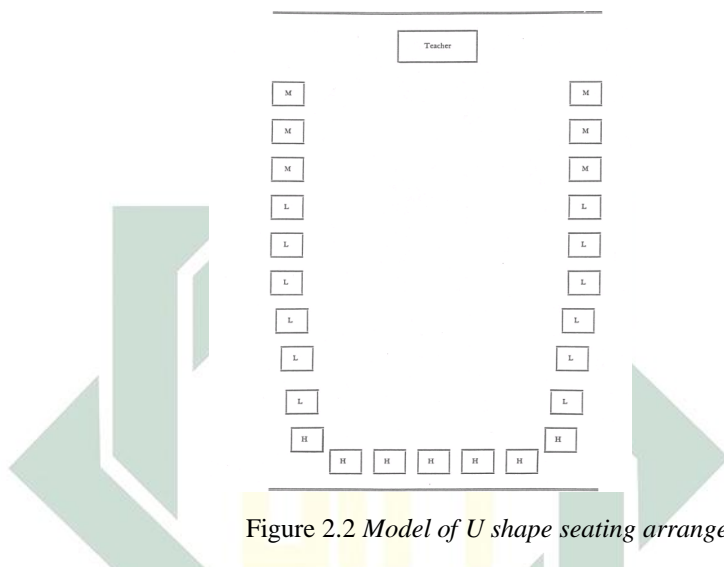


Figure 2.2 Model of U shape seating arrangement

c. Modular

The modular seating arrangement is seated for classes in which students-student interaction is most important.³⁰ If task group provided in the class, this type of seating arrangement permits maximum interaction among those group. Because, students-students are placed closer than other model of seating arrangement, so they could interact easier to their friends. This arrangement is also recommended when the teacher required work closely to the individual all small group rather than a class or a whole class. Therefore, modular seating arrangement brings much less hierarchical atmosphere inside the classroom than other seating arrangement.³¹ It means the teacher get easier to work at one table while other gets on with their own

³⁰ McChorskey, p.99

³¹ Jeremy Harmer. *How to Teach English*. First Published (Pearson Education Limited, 1998)

work. Many teachers consider to this seating arrangement in their class, besides it may help group work among the participant in the classroom. However, it may need agreement among them to set their sit into this model.

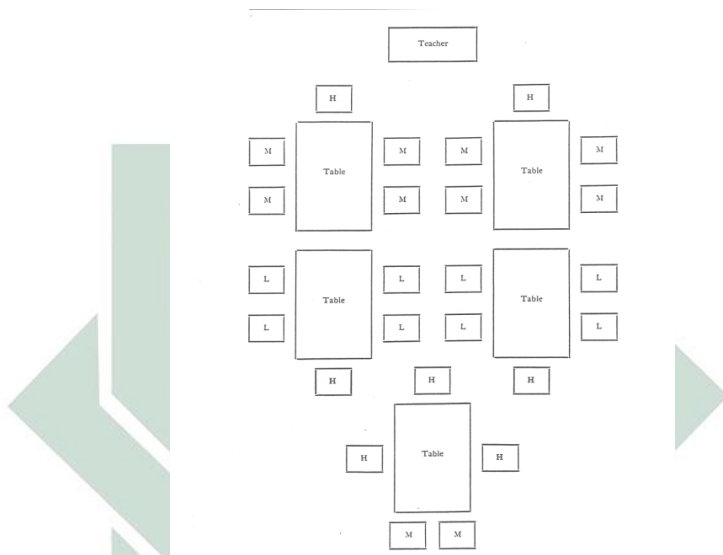


Figure 2.3 Model of modular seating arrangement

3. Problems in Implementing Seating Arrangement

Teachers' designing classroom management play a large part in creating pupil working atmosphere in the class- how the class feeling to be with the teachers.³² So, the teacher should concern to manage classroom environment to make the students feel comfort during English teaching and learning process and it could run well. However, kinds of seating arrangement seated in term of specific activities go gain the purpose of teaching and learning. Sometimes teachers face

³² Jim Scrivener. *Classroom Management Techniques.* (Cambridge University Press, 2012)

difficulties in employing some kinds of seating arrangement inside the classroom.

Therefore, problems may occur during applying seating arrangement as follows:

a. Problems in row display seating arrangement

There are some disadvantages in applying row seating arrangement in certain activities; rows do not allow for much discussion between classroom members.³³ It means that this could be a problem in the interaction of teacher-students or students-students process during learning. Student-student will have less opportunity to interact among classes.

In addition, the problem may occur to this seating arrangement that is just some of students pay attention to the teacher when the teacher taught because there is a huge distance between the teacher and the students who sit in the back. Furthermore, students focus could be distracted by playing with their friends even themselves. In other hand, the teacher focused was limited to front until middle seat so the students who sit in back row get less attention. Moreover Ho stated that the students seated toward the back of the rows tend to have discipline problems or evade the teachers' attention.³⁴ Because of this, the students become disengage and most will find other activities to entertain themselves.

The result of the previous research shown that rows seating arrangement could make the students get difficulty to interact with other students.³⁵ Therefore, behavioral problem may occur to this seating

³³ Jeremy Harmer . *How to Teach English*. (Edinburgh Gate: person education limited, 1998)

³⁴ Ho. D.D. *Various seating style in the classroom*. Retrieved on 12th of December 2018

³⁵ Fatmawti, HudiAgung, "A Case Study Of Students' Performance Through Seating Arrangement At Xii S-4 Class Of Sman 4 Sidoarjo". A thesis. English Teacher Education Department, Faculty Of Tarbiyah and Teacher Training, SunanAmpel State Islamic University, Surabaya (2015)

arrangement such as discourage interpersonal communication, less participate and less interaction.

b. Problems in U-shape seating arrangement

U-shape may probably useful in some activities during teaching and learning process to build good communication and interaction. According to James and Rod U shape seating display is best for both students-students and students-teacher interaction to the learning in the class. However, it may take some problems in some classes, such as it is frequently employed in small classes, it takes up a lot of space, it suits only in small population. It can be issue of distraction because the students will have less respect to the teacher.³⁶ Harmer said that it is difficult for the teacher to get students attention.³⁷ It is caused the students seat closer between students, and better visibility for students and it is also more appropriate each other.

Additionally, for social interaction, U-shape seating provides good working environment, better interaction if there is a visual and audio presentation. However, this type of arrangement cannot be applied for large number of students.³⁸ In addition when the teachers want to have a meeting with students one by one, she/he can have difficulties because of the seating units are very close to each other.³⁹ Furthermore, U-shape seating arrangement causes the difficulties to enter to desks and it can affect the isles badly while moving inside the classroom.⁴⁰ Finally it is claimed

³⁶ Nurmala, “*The Effect of U-Shape Seating Arrangement on Speaking Ability of The Tenth Grade Students at SMK TI Airlangga Samarinda*”; Thesis Journal; Mulawarman University Samarinda (2014)

³⁷ Jeremy Harmer. *How to Teach English second edition*. Edinburgh Gate: person education limited (1998)

³⁸ Hammond, n.d Cited in U. SelinHilal “*Effect of different seating arrangements on learning experience: the case of medium sized lecture settings in BilketUnevercity*; 2014

³⁹ Ammaranas, (2010) Cited U Selin Hilal

⁴⁰ Hammond, n.d Cited in U Selin Hilal

that attention of the students to presented material can be distracted easily.

The teacher also has big role to create teaching and learning process become effective. Teacher must be able to attract the students' interest in interaction and need to response the students' idea well, so they are encouraged to clarify their meaning.

However, U shape seating arrangement is not always suitable for all teaching learning purposes. This arrangement can lead to discipline problems if it used in long periods of time.⁴¹ Here are some problems of U shape; students have to turn to face the board, it may create opportunities for students to have task discussion in the corners, it's not good for test taking, it would take up almost the entire classroom so there isn't much space for activities outside the desk area.

c. Problems modular seating arrangement

This type seating arrangement is especially useful in mixed ability classes where different group of students can benefit from concentrating on different task.⁴² (designed for different ability levels). However, this seating arrangement is not without its own problems. In the first, students might not be with the same person or people; they are probably changed over time. Students are in phase of adaptation, sometimes they prefer to sit with their friends who are very close, but sometimes they feel bored if they have to be with the same people for long. Secondly, it makes "whole-class" teaching more difficult, since the students are more diffuse and separated⁴³. Students may set along with the teacher, when the teacher gives instruction in front the classroom, students may not

⁴¹ Anita Woolfolk, *educational psychology tenth edition, USA: Pearson Education, 2007, p454*

⁴² Jeremy Harmer, *How to Teach English second edition*. Edinburgh Gate: person education limited(1998)

⁴³Jeremy Harmer... p. 20

hear the instruction, and it could be difficult for teacher to control. Moreover, sometimes it becomes difficult to manage all the students when the students need teacher's help at time. As James and Rod stated that modular seating arrangement is advocated for class where the interaction between student to student is the most important thing. If task group are formed in the class, modular arrangement permits maximum interaction among those groups while minimizing the interference of one group to another. Modular arrangement is also recommended when the teacher need to work closely to the individual or small group rather than primarily with the class as a whole.

4. Interactional Communication

Interaction is the heart of communicative competence.⁴⁴ It means that when classroom participant interact each other, they receive input and produce output through language which they acquire as their communicative competence. Classroom interaction is a term used to analyze what goes among participant in classroom when language is involved. It defines as the interaction between students-teacher and students-students in term of language use during teaching and learning process. Interaction becomes a central in teaching and learning process. It can be caused exchange of feeling, thoughts or ideas as result of input and output of language which is acquired through interaction.

The quality of interaction is determined by the teacher.⁴⁵ It is how they communicate with the students in the classroom. 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 the lesson, but also discuss about the material that the students do not understand is one of example of classroom interaction. In addition, classroom interaction can be in the form of sending message, receiving

⁴⁴ Brown (2001. p. 167)

⁴⁵ Walsh. *Investigating Classroom Discourse.*(New york: Routledge. 2006)

message, interpreting message or negotiating meaning⁴⁶. It means that having the same information both the speaker and the listener.

Classroom language and interaction are even more important because language is the subject of the study as well as the medium of learning. When students listen to the teacher's instruction and explanation, when they express their view, answer the question and carry out task and activities, they are not only learning about language but putting to use the language that they are learning.

Communication probably daunts most students who find hard to open their mouth, especially in front of the whole class.⁴⁷ In this situation, facilitating students to communicate using target language is an important part of classroom work and it is serious to get ways in facilitating interaction in the classroom. In increasing the interaction in English lesson is to realize what kind of interaction the teachers already have, yet it is not easy to know.

Communication is done because the interactions have some goals to achieve. In classroom, communication takes place because the teacher has something to transfer to the student, for example, new knowledge. Likewise, the students communicate with their teacher or their peer because they want to get new knowledge and share ideas. In this regard, the communication achieve through the interactive communication students-teacher or students-students.

Classroom interaction needs pattern for making the teacher success in achieving the aims 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. Teacher can change the pattern of classroom interaction to look for the best pattern to accomplish the goal of the lesson.

The dominant patterns of interaction in the class are teacher's questioning, the student's response and teacher's feedback. This is commonly found in all classrooms and the

⁴⁶ Brown, H.D Teaching By Principle: *An Interactive Approach to Language Pedagogy*. (Pearson ESL: 2007).

⁴⁷ Jim Scrivener *ibid*

typical of classroom exchange.⁴⁸ Classroom interaction cannot be separated from the teacher and the students. It has a certain pattern one of them is IRF pattern. This pattern stands for *initiation, response, feedback*, is a pattern of discussion between teacher and students. The teacher initiates, the students respond, the teacher gives feedback.⁴⁹ The definition of three patterns is traced through the following explanation.

Firstly is initiation (*I*) the movement in which teacher initiates an interaction, as stated by Dayag et al. Initiation is the teacher asks question or action to initiate students to do interaction in classroom.⁵⁰ It is the effort of the teacher in pushing the students to drop their selves in a communication or interaction. According to Harmer, it is the stage “when the teacher has to do something is to get the students involved, engage and ready”.⁵¹ It is also believed that important way to create the interactive language classroom about it provides to stimuli for the students to interact continually.

Secondly response moves (*R*), what is actually performed by the students following the initiation which produced by the teacher. Dayag, et al stated the response is represent the teacher initiation in response of initiation move by participant act. It means that the students do interact to respond the teacher stimuli.

The last is feedback/follow up (*F*), the last exchange of a turn which aims to give feedback to students response. Dayag, et al that feedback completes the cycle as it provides closure to the initiation and response. It means the students get immediately the correction or evaluation for their response.

M. L. Tickoo mentioned that there are four patterns of classroom interaction. The first is the teacher interacts with the whole class, the second is the teacher interacts with a group, a

⁴⁸ AzmilUmur .A Case Study on Classroom Seating Arrangement in Speaking Course at BEC English Pare.IAIN Tulungagung. 2015

⁴⁹ Andi Rustandi (cited in Sinclair and Coulthard. 1975) *Analysis of IRF (Initiation, Response, Feedback) on Classroom Interaction In EFL Speaking class*. Galuh University.Ciamis. 2017

⁵⁰ Dayag Cited in Andi Rustandi *Analysis of IRF (Initiation, Response, Feedback) on Classroom Interaction In EFL Speaking class*. Galuh University.Ciamis. 2017

⁵¹ Jeremy Harmer. *The Practice of English Language Teaching*.(4th edition). 2007

pair or individual student, the third is pupils interact with each other: an individual pupil, in pairs, as individuals or as a class, while the last is pupils work with materials or aids and attempt the task once again individually, in group, and peers.⁵² In addition, all the patterns of classroom interaction have the same meaning of interaction between teacher and students.

B. Review of Previous Study

A number of researches have discussed issue about seating arrangements before. For instance, a study finished by Riki Bugis. The study which focused on to what extent seating arrangement improves speaking skill of University students of Iqra Buru Maluku by conducting quasi experimental design. The data were collected through test and record as the instruments, while the data was analyzed using SPSS. The study showed that in experimental group which employing circle arrangement can improve students speaking skill in term of accuracy, fluency and comprehensibility compare to the control group in which implementing orderly row arrangement.⁵³

In Malaysia beside English as second language used in major communities, English is also as instruction language in School. English is being as the addition necessary subject to the modern educational system today. The issue of seating arrangement arises due to the different country, in Malaysia seating arrangement is missing from the other higher institution. Jowati conducted the study about an assigned seating arrangement based on student's performance in National Defence University of Malaysia (NDUM). Classroom learning is one of the best times for students to be engaged in learning. As face to face session allows students to ask directly to the teacher, the conducive of learning environment helps to promote students' learning. This study aimed to investigate seating arrangement of students and its potential to improve students learning. The data in this study derived from reviews of relevant documents and preliminary observation in classroom session. Informal semi structured interviews were also conducted

⁵² Tickoo cited in NaimahSusani. *The Importance of Classroom Interaction in The Teaching of Reading in Junior High School*. Universitas Negeri Malang.

⁵³ Riki Bugis, Ibid.

with five students who were also involved in the session. Finally, it's argued that seating arrangement based on students' academic record in the previous semester will help to enhance the students participation and learning in the classroom. Additionally, the study ended with argument that students' seating arrangement had helped the process of teaching and learning, and both teachers and students gained benefit from this practice.⁵⁴ The data of this study were derived from relevant document, preliminary observation classroom sessions and semi- structured interview with 5 students who were also in the classroom session.

Furthermore, another study which investigated model of seating arrangement conducted by Muhammad Azmil, the qualitative study observed seating arrangement used in speaking class at BEC. Through observation and interview with the English teachers was conducted to collect the data. The result of the study revealed that same model of seating arrangement as theory speaking class at BEC Pare. Those model are sit in row, letter U or horseshoe and or round or circle and separate table or sit in group and also types of interaction that happened to the each kind of seating arrangement is found⁵⁵. Similar study to Azmil was conducted by Letizia who focused on the implementation of separate corner in facilitating interaction to the speaking classroom. She collected the data through observation and interview with 39 grades of 7C class at SMPN Surabaya. The result of the study showed that the teacher only did 11 implementation points of 13 points described. In addition, the students almost fulfilled all point of the interaction between the students and the teacher.⁵⁶

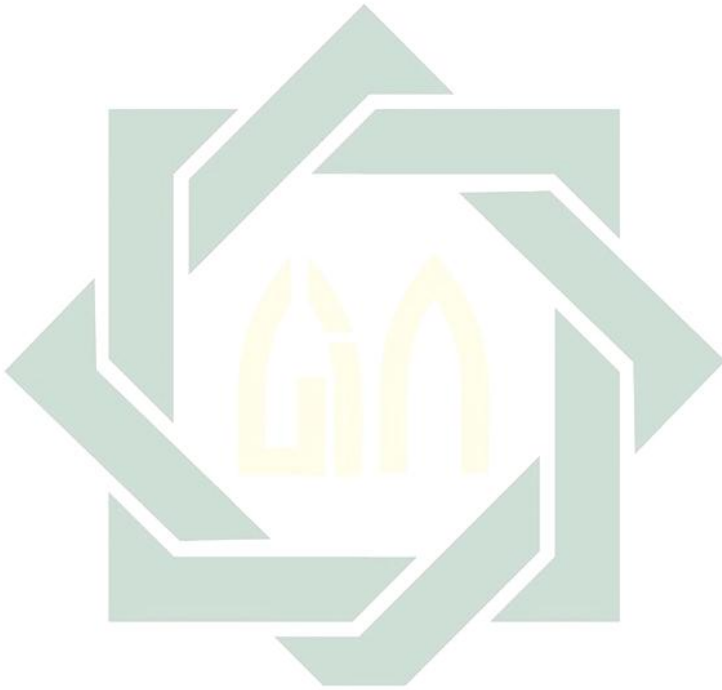
Those previous studies have conducted investigation on different area of seating arrangement In English classroom

⁵⁴Jowati Juhari. *An Assigned Seating Arrangement Based on Students' Performance: A Critical Review*. Language Center, NDUM, Kuala Lumpur Malaysia. 2012

⁵⁵ Muhammad AzmilUmur. *A Case Study on Classroom Seating Arrangement in Speaking Course at BEC English Pare.IAIN Tulungagung*. 2015

⁵⁶ Nuzulil, Letizia Adytiara. *The Implementation of Separate Corners to Facilitate Interaction Between Students-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. 2018).

especially. However, this paper focus on another area of seating arrangement which is the strategies used by the teacher to facilitate interactional communication and problems which the English teachers faced during the implementation of seating arrangement in facilitating students' interactional classroom communication.



CHAPTER III

RESEARCH METHOD

This chapter explains the method of the research. There are research design, research setting, research subject, data and source of data, data collection technique, instrument of research, and data analysis technique.

A. Research Design

This study needs to select what kind of method is appropriate with this study in this step. This research was designed in qualitative descriptive to describe the strategies used by English teachers and the problems faced by the teachers when applying certain of seating arrangement to facilitate classroom interactional communication. Descriptive method is kind of method which tries to describe and interpret the object just the way it is⁵⁷. This descriptive study is also able to provide the data in the form of written words.

Thus, this study described the related phenomenon of the seating arrangement used by the English teacher as teaching strategy to facilitate classroom interaction and also the problem which faced by the teacher in facilitating students' interactional communication through seating arrangement.

B. Research Setting

This research was conducted at MAN Surabaya. The English teachers teach in 10 grades in academic year 2018/2019.

C. Research Subject

The subject of the study was 2 English teachers in 10th grade at MAN Surabaya, they taught in different classes. The English teachers used a certain seating arrangement in their English classes.

⁵⁷ Best. *metode Penelitian Pendidikan*. Usaha nasional Surabaya.p. 119. (1982)

D. Data and Source of the Data

The data of this research were the teachers' strategies to facilitate interactional communication and teachers' problems during the implementation of seating arrangements in English classroom. The data was collected from English teachers when teaching English in the classroom and teacher reflection in interview section as the source of data.

E. Data Collection Technique

This study used the data collection technique to make the process of collecting the data more clearly. The data collection aims to gain the data which are relevant and needed to accomplish the research. To support the data for answering the first research question that is the teachers' strategies to facilitate interactional communication, this research used observation checklist. Observation checklist is in which the researcher takes field notes on the behavior and activities of the individuals at the research location.⁵⁸ In this case, the researcher observed the whole process of teaching and learning English. Therefore, the second research question was searching the problems faced by the English teachers when applying certain seating arrangement to facilitate the interactional communication. In this case, the data was obtained through interview.

To gain the data, the researcher asked the information to the two English teacher regarding to the problems they faced during the used of seating arrangement in facilitating classroom interaction.

There were 2 different English teachers who were observed and interviewed in this study.

F. Research Instrument

In this study the instrument used are the following.

1. Classroom Observation Guideline

The observation is done during the actions of the English teachers in teaching the English lesson in the classroom. Note was written based on the activity and situation to the

⁵⁸ Jhon W Creswell "Research Design: Qualitative, Quantitative and Mixed Method Approach". 3rd Edition. Sage Publication: United Kingdom. (2008)

observation checklist. This study used observation sheet as an observation instrument that contains the list of activity which may appear in the language classroom (see appendix I). The observation checklist was in the form of (Yes/No).

2. Interview Guideline

This interview guide was created in this research in order to help and guide in conducting interview section. There are three common types of interview in qualitative research include: Structured interview, semi-structured and unstructured interview.⁵⁹ Structured interview is fully controlled by the interviewer.⁶⁰ The interviewer is the main controller in what is being looking for from the interviewee within having a set of guidelines which must be clearly observed by the researcher. While Semi-structured is similar to structured interview which an outline of topic and question are prepared by the researcher but it is within no rigid adherence, the atmosphere is depend on the response of the interviewee to the question laid across by the researcher.⁶¹ The last is unstructured interview is controlled conversation that bend toward the interest of the researcher.⁶²

Based on the description above, this study used semi-structured interview. This study prepared some question related to the topic and then the followed up questions were depended on the interviewee responded. In making the question sheet of interview guide, this study referred of the foremost point inside the classification of teaching strategy and challenges in implementing seating arrangement in the classroom that have been described above. This study held the interview to the 2 English teachers in MAN Surabaya. It is also to answer the second research question. Some of the questions are: (1) How is your way to create good atmosphere?, (2) Why do you use a certain seating

⁵⁹ Edward and Holland, 2013; Stuckey, 2013; Gill et al., 2008 cited in Essa Adhabi & Christina, Literature Review for the Types of Interview in Qualitative Research. International Journal Of Education. Vo. 9, No. 3. 2017.

⁶⁰ Stuckey cited in Essa & Christina *ibid*.

⁶¹ *ibid*

⁶² Jamshed cited in Essa & Christina *Ibid*

arrangement?, (3) How do you give opportunities to the students to talk?. The overall interview questions were represented in appendix II.

3. Recorder

This study used two kinds of recorder to help the process of collecting the data. The first was video recorder, it was used in observation section during teachers teach in English classroom to record all activities and situation happen in the class during the observation while the second was audio recorder, it was used when interview section with the English teacher to record the answer of the questions. The purpose of using this recorder is to gain the strong evidence in transcription the teachers' answer of the questions.

G. Data Analysis Technique

In data analysis technique, this research used descriptive analysis. It means that the data as analyzed and described narratively. After collecting the data from both instrument, then data will be analyzed. Creswell said that there some steps in analyzing the data which collected from observation and interview.⁶³

The first is organizing and preparing data for analysis. In this step involves transcribing interview and typing up field notes and or sorting and arranging the data into different types depending on the sources of information. In this step, data from classroom observation were rearranged the data based on the research problem while the record of the interview was transcribed into summary. After collecting the data through observation interview, the result of both instruments were transcribing and then typing up the result depending of the sources.

The second is data reduction. This step is to obtain general sense of the information from the data which has been organizing. After generalizing the data from the source, the data was selected regarding to the relevant information and discarded the irrelevant

⁶³ Jhon W. Creswell. *Research Design*. Third Edition. Sage Publication. (United Kingdom. 2009). p. 184

information. Then the data were concluded into general information about seating arrangement and classroom interaction.

The third is coding process. In this step the data was into the aspect concept of each seating arrangement that used and also the problems happened in it. The result of classroom observation was coded based on the topic and the idea of the study, while the result of interview was code from general to the specific of the topic and or idea. And then the result of the findings is represented in the form of qualitative narrative. The result of the findings were collected from both interview and classroom observation.

The last step is making interpretation or meaning of the result of the finding. The result of the study will confirm past information or diverge from it. In this step, the result of the findings were compared or against to the related theory that the study used in the theoretical framework as the final result.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes and analyzes the data which are obtained during the research. This study describes the result of the data in the finding part. In discussion part, the study discusses the finding related to the theory described in previous chapter. The discussion is about the teachers' strategies in facilitating students' interactional communication through seating arrangement and the problems in facilitating students' interactional communication through seating arrangement.

A. Findings

This study conducted the research at MAN Surabaya. This research was conducted from 6th of May-10th of May 2019. On 6th of May 2019, it was making appointment with the English teacher before doing observation and interview section. For obtaining the data this research held observation, interview, and video record as the instruments of the study and then the data were analyzed to answer the research questions.

1. Teachers Strategies in Facilitating Students Interactional Communication Through Seating Arrangement

To find out the data about the teachers' strategies in facilitating students' interactional communication through seating arrangement, the researcher obtained the data by looked at the process of teaching and learning in the English classroom and recorded all activities in the classroom during the teaching and learning process and used checklist observation sheet as the guideline in this classroom observation.

The researcher categorized the findings which consist of kinds of seating arrangement used by the English teachers in the process of teaching and learning and also the interaction happened when the seating arrangement was implemented.

Model of seating arrangement and classroom interaction

1) Orderly row

Class in the shape of orderly row is very commonly used by the teacher in the classroom. In addition, seating orderly row is also known as traditional row arrangement because it has been using for many years ago up to now.

As it is on MAN Surabaya, especially in 10th grade, such model also used in this class include in English class. The English teacher (T1) and teacher (T2) used orderly row arrangement in their class in teaching English (see appendix 3). In three times during observation the teachers mostly used orderly row arrangement in their classes. In two meetings, those were first and second meeting, the English teacher implemented orderly row from beginning until the end of the lesson. While in the third meeting the English teacher only used orderly row in the beginning of the lesson because in the middle of the lesson the teacher asked the students to rearrange the seat into modular seating arrangement.

The number of students in the class were 40 students, there were 4 lines, and each line consisted of 4 desks, then each desk consists of 2 students, while the teacher was in front of the class faced all of the students. This situation was when the students sat in orderly row.

In the first and the second meeting on 7th and 8th of May 2019 in 10 IPA 2 and 10 IPA 3 classes, the English teacher implemented orderly row from beginning until the end of the lesson (pre, while, and post activities). The material of the meeting was about narrative text. While in the third meeting on 9th of May 2019 in 10 IPA 3 class, the English teacher applied orderly row seating arrangement only in the beginning of the lesson because in the while of the activities the English teacher changed the students' seat into certain model of seating arrangement. This meeting discussed about narrative text to continue the lesson in previous meeting.

In the first meeting and the second meeting, the teacher began the lesson with orderly row position. The teacher position was in front of the students. In the

beginning of the lesson, the teacher was standing in front of the class and opened the lesson by reciting doa together. After that the teacher checked the students' attendance list by calling their names. Afterwards, the teacher asked the students condition directly through a whole class.

In the middle until the end of the lesson the teacher did not ask the students to change the model of seating arrangement, it meant that the seating arrangement was still orderly row. In the middle of the activities, the teacher was explaining the materials to the students with using projector, because the material was about narrative text so the teacher showed a video about legend story.

After explaining the materials to the students the teachers instructed the students to do the task in the students' work sheet individually. While in the end of the lesson, the teacher summarized the lesson together with the students, and then the teacher gave feedback before closing the lesson.

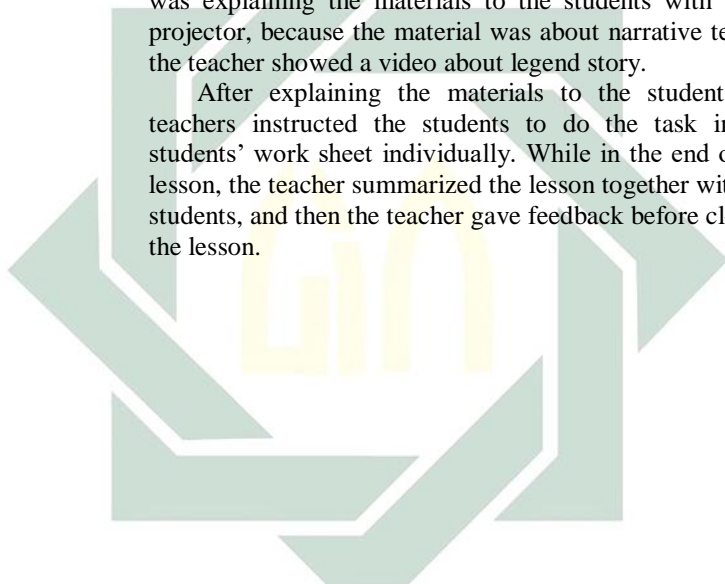




Figure 4.1 *Model of orderly row arrangement in English classroom.*

In addition, based on the classroom observation, there were some classroom interaction occurred during the implementation of orderly row seating arrangement. The classroom interaction happened from beginning, middle and the end of the lesson (pre, while, post activity) during the teacher used orderly row arrangement in English class, the interaction happened between teacher to students (as whole class) when the teacher asked condition and greeting in the beginning of the lesson, the teacher directly asked students' condition after checking attendance and greeted the students in front of the classroom. Afterwards the teacher explained the materials to the students about narrative text and past tenses used in narrative text. After that the teacher gave question to the students about materials that the teacher has explained instructed the students to do the task in student work sheet individually about narrative text and past tense. Afterwards, in the end of the lesson the teacher gave

feedback and highlighted the structure of the narrative text together, and then the teacher gave home work to the students and continued with reinforcement (giving motivation for students).

The interaction was between teacher and student (as individual). In the classroom observation, it was found after the teacher explained the material to the students, and then the teacher gave a view minutes for students to ask something related to the lesson. Some students asked to the teacher about the pattern of past tense in detail and the teacher came and responded to the students' question by giving detail information.

The last was interaction between student-student, it was found in the classroom observation, when the English teacher instructed the students to finish the task, some students asked their friends next to them (left and or right side) about the question in the work sheet about narrative text and past tenses they did not understand yet, and they asked their friends help to finish the task, because the students were sat in the model of orderly row so they were only close to some their friends.

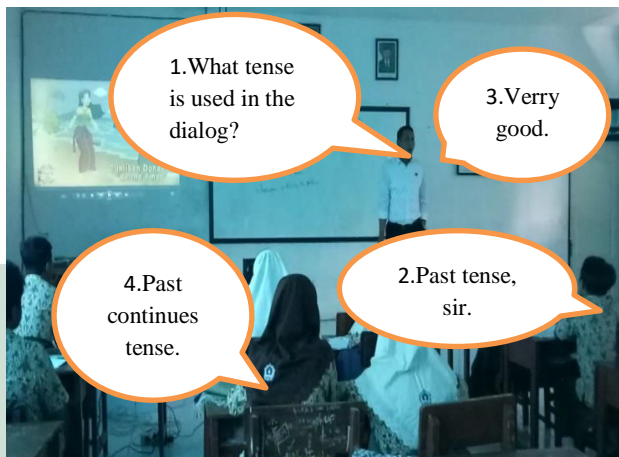


Figure 4.2 *Interaction between teacher and some students in orderly row arrangement.*

The picture above described the interaction between the English teacher with the students (some). It happened after the teacher played the movie or story about legend and the teacher asked to the students, and some students answered the teacher question. In this time the teacher did not limit how many students tried to answer his question, he tried to give the students opportunity to share their idea and or opinion.



Figure 4.3 *Interaction between teacher and students (as a whole) in orderly row arrangement.*

2) Modular seating arrangement

Modular arrangement is one of common used seating arrangement which is applied in the classroom, because it is concerned on students' group activity. This model usually applied for certain lesson in the classroom. The classroom observation found that the English teacher used modular seating arrangement in the while till the end of process teaching and learning in the classroom in the third meeting on 9th of May 2019 in 10 IPA 3. This arrangement also found in the fourth meeting, the teacher asked the students to sit in modular seating arrangement from the beginning until the end of the lesson. In the third meeting, the English teacher instructed to the students to change the model of students' seat from orderly row into small groups in middle of process of teaching and learning, each group consisted of 8 students, the teacher chose the 8 students based on students seat, and the students sit in their own group. However, each group consisted of both female and

male students. After that the teacher asked the students to discuss about the material that the teacher gave. The material was about narrative text continued in the previous meeting.

In this type of seating arrangement, students were also asked to do the task individually even they were in a group. The students were able to ask the teacher or their friends inside the group when they got something difficult or something they did not understand yet. During the activities the teacher often came to each group even only to control the students work or to answer students' questions. Through modular seating arrangement the teacher tried to give opportunity to the students to communicate with their friends inside the group (see appendix 3).



Figure 4.4 *Model of modular seating arrangement in English classroom.*

In this modular seating arrangement, the classroom interaction happened between teacher to students (as whole class), in the classroom observation found in the middle or while and the end of activities the interaction were between

teacher and students (as whole class), for instance, when the teacher explained the materials to students while walking around over the group. After that the teacher instructed the students in front of the class to do the task in the students' work sheet, therefore the students should finish the task individually. In addition, in the end of the lesson, the teacher asked the students to summarize the lesson together and the teacher continued with reinforcement (giving motivation for students) and the end closed the class by reciting doa together.

The next was the interaction between teacher to students (as a group), it was found in the classroom observation when the teacher come to the each group to control the students work. In this situation, the teacher asked to the students inside the group about the difficulties that the students found and some students responded the teacher question. Hence, the teacher did this activity continually to the all groups even only to control the progress of the students' work.

While the interaction between teacher to student as individual also happened in this modular arrangement. Based on the classroom observation, this interaction happened, for example, when the teacher came to the student who called him to ask something difficult about the task the student did not understand then the teacher answered to the question, and it mostly happened when the teacher walked around the classroom. Then the last was interaction between student to student (as individual) it was found in classroom observation during English teaching and learning process when the student got difficulty in doing the task the student asked their friend inside the group such a discussion to finish the task. In addition, when the student was called by the teacher to submit the task but he did not finish it yet, then he asked his friend to help him, not only inside the group but also there was a student asked to her asked to her friend in other group.

It tells that students also have opportunity to interact with their friends during finishing the task by asking clarification about something difficult related to the lesson.



Figure 4.5 *The interaction between teacher and students (as a group) in modular arrangement.*

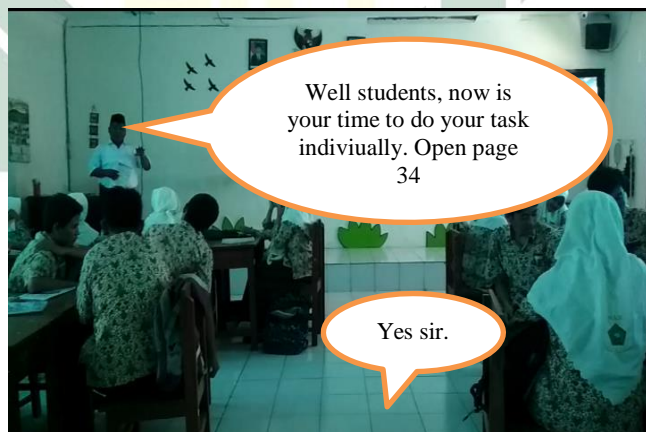


Figure 4.6 *Interaction between teacher and students (as a whole) in modular arrangement.*



Figure 4.7 Interaction between student and student in group in modular arrangement.

2. Problems in Stimulating Classroom Interaction Through Seating Arrangement

After doing classroom observation about the English teacher's strategies in facilitating interactional communication through seating arrangement, this study tries to find out the problems which may occur during the use of seating arrangement to facilitate classroom interaction during the process of teaching and learning by conducting interview with 2 English teachers at MAN Surabaya who teach English in 10 IPA 2 and 10 IPA 3 class. Therefore, the result of observation and interview are combined to find the result. The detail explanation is as follow.

a. Increasing noise level

For the first problem is increasing noise level. The result of the interview from the English teachers, the teacher stated that the students got more crowded when teacher designed the students' seat into modular seating arrangement. The reason is because the situation was semi-formal and the students face their friends closer so they have opportunity to talk more. The teacher added the statement that not only inside the group but also the students could scream their friends who were in other group, it made the classroom get noisier. In addition, the English teacher stated, it was found in middle of activities the students came to another group to offend their friends when the teacher come to other group. It was because the teacher could not control all the students in a time when they asked for help. Then, when the teacher called the student's name to remind him with the wrong name the situation of the classroom was more crowded. It was also stated by T2 in the interview section.

“Usually, they get more crowded if they sit in a group, because they gather with their friends, and then they talk everything when I come to their group” (see appendix 4).

b. Uneven distribution interaction among class

The second is uneven distribution interaction among class. In the interview section, the teacher stated that students will be more focus on the teacher in front of the class. It is happened when the students are arranged in orderly row (see appendix 4). The teacher said that when the teacher was explaining the lesson the students only focused on teacher in front of the class, in this case the students had little chance to interact with other because object they focus was only the teacher. Therefore, the students cannot see all their friends when they were in orderly row arrangement.

“The students focus to the teacher, because orderly create teacher-centered not students

centered where students focus only to their teacher in front of them, because the teacher spent time to talk”

However, according to teachers’ response in the interview section, the teacher stated that not all students got the same opportunity to talk or interact with the teacher or other students when the classroom seating was in orderly row arrangement. Students who sit in behind seldom asked and or answered question as the students in front of the line did. However, in classroom observation found that the students only talked with friends next to them or in front of them, the students had limited access to talk with their friends more and or friends who sit far away from them.

“The students get difficult if their friends sit far away from them, so they only talk to their friends next to them or students in front of them”
see appendix 4.

c. Increasing discipline problem

The third is increasing discipline problem. According to the teacher, the teacher spent much time when the teacher needed to come from student to student, it was amount of students of the class. This problem was found when the students’ seats were arranged into orderly row display and modular. The teacher said that in orderly row, he spent the time more only in front of the class, the teacher seldom came to the students who were set in the back line or middle line. So, the students who sit in back line or row did something that the teacher could not pay attention. It mostly happened there were some students operate their cell phone during the teacher explained the material in front of the class, and then students in the middle of row were sleeping without teacher attention.

“One of the difficulties if students sit in the back row, they will play their cell phone when I explained the materials in front of the class”

Therefore, in modular arrangement, the thing happened when the students got task, the students got easier to copy their friends’ work in their group, because they have more opportunity to cheat their friends’ works when they sit closer. As it was stated by the teacher

“If the students sit in small group, they have more chance to copy their friends’ work because they sit closer” see appendix 4.

d. Hard to handle spread all over

The next is hard to handle spread all over. Based on the teachers’ answer, when the lesson is in the last time (after praying Dhuhur) students were lazier to follow the lesson, they had been tired for joining the whole lesson from early morning. This problem happened in both modular and orderly row arrangement. When the class was arranged into modular seating arrangement, when the teacher tried to explain the materials, there were some students who put their heads on the table, and then some students had a chit chat with their friends. So the teacher should give their attention to their students who are separated.

“Yes, some students feel sleepy if the lesson after praying dhuhur, moreover when they are seated in group, the situation was comfort for them to sleep, because some students are separated away from me”.

While in orderly row display, the teacher stated that students who sit in the middle and in the back row ignored the teacher in front of the class because they are far away. Students also were blocked by their friends in front of them, so the teacher sometimes cannot see what the students were doing. It was also when the teacher talk

with students in the first line, the students in the back line talked to the friends next to them, when the teacher come to the back row, the students in front of at the corner sleep, so the teacher need to come as soon as possible to remind the students.

e. Decreasing classroom discussion

The next is decreasing classroom discussion. What has been stated by the English teachers in interview section that in orderly row arrangement students did not have opportunity to discuss with their friends among class, except student next to them (right, left or in front of them). Therefore, if they want to discuss with their friends they need to move to the other students. The teacher said that there was no students came to the others students for discussing the material or the lesson, because sometimes the students are lazy to move from their position or seat. That statement was as the teacher's response in interview section.

“If the students want to discuss with their they need to move from their sit, and the students need to bring their own chair to sit where they go” see appendix 4.

In this situation, the students had no chance to interact with their friends, because the students were set in peer or in couple.

B. Discussion

In this research part, this study discusses the findings which have been described above by reflecting on the related theories in chapter II to the each problem stated. Those problems are teacher strategies in facilitating students' interactional communication through seating arrangement and also the problems in stimulating students' interactional communication through seating arrangement.

1. Models of Seating Arrangement used in Facilitating Students' Interactional Communication Through Seating Arrangement

The first research question asked about teachers strategies in facilitating students' interactional communication through seating arrangements. According to the definition of strategies that has been mentioned in key term, strategies mean certain method of approaching a problem or task for achieving particular end and or manipulating specific information, while in this research, strategies meant teacher's effort, way, tool to facilitate classroom interaction during English teaching and learning process through seating arrangement. This study identified three common seating arrangement used in educational classroom stated by Harmer and James & Rod, those are orderly row or traditional row, modular or separate table and U shape seating arrangement.

However, the findings showed there were 2 seating arrangement used in 2 classes during classroom observation those are orderly row and modular seating arrangement. According to James and Rod, seating arrangement probably can increase classroom interaction.⁶⁴ That is why, one of the reasons seating arrangement applied is to make interactive classroom atmosphere.

The first model is orderly rows, this type of seating arrangement is one of seating arrangement mostly used in education level. According to Harmer there are many classrooms around the world that place the student in orderly row arrangement⁶⁵. As it is so in MAN Surabaya especially in

⁶⁴ Jeremy Harmer. *How to Teach English*. 1998

⁶⁵ Jeremy Harmer. p. 17

10th grade use orderly row as the common seating display. This study found that the classes mostly used this type of seating arrangement in the beginning of the lesson, and or from beginning until the end of the classroom activity. This result also related to the previous study “A Study on Classroom Seating Arrangement in Speaking Course at Basic English Course”. The result of the study revealed that the teachers in BEC implemented orderly row arrangement in their speaking classes.⁶⁶ Meanwhile, according to James & Rod that seating arrangement can effect classroom interaction.⁶⁷ As it is found in the findings that classroom interaction happened when orderly row was used. Therefore, from orderly row arrangement the types of the interaction are between teacher to students (as whole class) in term of explaining materials, asking question, responding students question and giving feedback, teacher to student (as individual) answer or respond the question, and give feedback, teacher to student (some), student-student in term of asking question and answer the question. According to Sinclair, He stated that pattern of interaction are in in term of initiate, students respond, and teacher gives feedback⁶⁸. It is different from the field that the interaction happened are not only in form of initiation, response, and feedback but also there are instruction and explanation. From the findings above, this seating arrangement leads teacher as the centered. Furthermore, According to James traditional row can minimize student-student interaction.⁶⁹ It is the same with the result of the study by Azmil that showed if orderly row created teacher centered.⁷⁰

The second type of seating arrangement is modular. Modular seating arrangement is one of model which is best for group activity. James and Rod stated that this arrangement is recommended when the teacher required work closely to the

⁶⁶ Azmil Umur. *A Study On Classroom Seating Arrangement In Speaking Course At Basic English Course*. An Undergraduate Thesis.

⁶⁷ James and Rod *ibid*. p.99

⁶⁸ Andi Rustandi (cited in Sinclair and Coulthard. 1975) *Analysis of IRF (Initiation, Response, Feedback) on Classroom Interaction In EFL Speaking class*. Galuh University.Ciamis. 2017

⁶⁹ *ibid*

⁷⁰ Azmil Umur. *ibid*

individual or small group rather than a class or a whole class.⁷¹ The findings showed that the teacher placed the students' seat into modular seating arrangement during in the process of English teaching and learning from orderly row into small groups. The teacher changed the students' seat into group even the task is individually. Furthermore, In this modular seating arrangement, the interaction happened are between teacher-students (in group) in term of giving detail explanation, giving response, and giving feedback after the students finished the task. Student-students interaction also occurred in this model of seating arrangement (in group, other group) in term of asking question, giving response. It was reinforced by James and Rod stated that the modular seating arrangement is seated for classes in which students-student interaction is most important⁷². Implementing this model of seating arrangement can minimize members of partners to speak up. For the reason, they focus on their friends. As the study which was conducted by Azmil, the result state that in modular seating arrangement interaction between student-student is intended to be the main aim as in the English speaking class.⁷³

In sum, the way teacher used certain of seating arrangement in English classroom effect classroom interaction. The result of the study is similar to the statement of James and Rod who stated in their research that seating arrangement probably can increase classroom interaction.⁷⁴ While the types of seating arrangement used in the classroom are different from the result of the study conducted by Azmil that in his study all three common seating arrangement were used in the English speaking class, those are orderly row, U shape and modular seating arrangement.⁷⁵ Whereas in this study the seating arrangement used in the English classroom were orderly row and modular seating arrangement.

⁷¹ Ibid

⁷² James C. McChorskey and Rod W. McVetta. *Classroom seating arrangement : Instructional Communication Versus Students Preferences.*

⁷³ Ibid Azmil Umur

⁷⁴ James and Rod. p.99

⁷⁵ Ibid Azmil

2. Problems in Stimulating Classroom Interaction Through Seating Arrangement

The finding showed that the problems were increasing noise level, uneven distribution interaction among class, increasing discipline problem, hard to handle spread all over and decreasing classroom discussion. As it was stated by Harmer that seating arrangement may be useful for the process of teaching and learning process. However, it may bring its own problems.⁷⁶

The first problem is increasing noise level. This problem is was found in the modular seating arrangement during in the middle activities since the teacher asked the students to do the task. It was because the students were separated, the students get more opportunity to talk more or even offend their friends, so it may create the level of noise. According to brown that modular arrangement makes “whole-class” teaching more difficult, since the students are more diffuse and separated.⁷⁷ Besides, the result of the study might be different from the study conducted by Azmil, He stated that modular seating arrangement or separate table used in English speaking class could minimize member or partners to speak up, because the students ‘ focused with their friends in group.⁷⁸

Uneven distribution interaction among class, this problems was found when the students were seated in orderly row. Students only focused in an object only that was a teacher. A teacher who explained and instructed in front of the lesson, so the interaction among the classroom participant was uneven. According to Harmer, orderly row is allowed teacher as centered.⁷⁹

The next problem is increasing discipline problem. Since the students sit in row there will be little space for the teacher to move within amount of the number of the students, it spent much time to come to the students one by one. So the teachers were not really maintain to all the students, in other word, the teacher should spread their attention. According to Ho stated

⁷⁶Jeremy Harmer. p.19

⁷⁷Jeremy Harmer. p.19

⁷⁸Azmil Umur. (2015)

⁷⁹ Jeremy Harmer. p.20

that the students seated toward the back of the rows tend to have discipline problems or evade the teachers' attention.⁸⁰ However, it was not only for students who sit in back row but also students who seat in certain place, for instance in the middle and in the corner of the classroom.

Hard to handle spread all over. Since the students' position was far away from the teacher, the teacher may get difficulty in handling over students. It was found when the classroom seating arrangement arranged into orderly row and modular seating arrangement. As stated theory from James and Rod that modular arrangement makes "whole-class" teaching more difficult, since the students are more diffuse and separated.⁸¹ However, according to Harmer, this situation or the use of orderly row is appropriate for presentation or teacher-centered.⁸² Whereas, this problem happened when the teacher implemented orderly row arrangement.

Decreasing classroom discussion is to be one of the problems in stimulating classroom interaction through seating arrangement. The English teacher said that this problem was found when the students were sitting in form of orderly row. The students were not doing any discussion among classroom participant. According to James and Rod orderly row is better used when the teacher are the prime focus. In fact, during the process of teaching and learning process the students get bored because only focused on the teacher. Harmer also added the statement that in certain activity, rows do not allow for much discussion between classroom members.⁸³

To sum up, the result of this study is as the same with related theory from Harmer that seating arrangement may have advantages and also its own problems or disadvantages in using of each type of arrangement in the classroom.⁸⁴

⁸⁰ Ho. D.D. *Various seating style in the classroom*. Retrieved on 12th of December 2018

⁸¹ Jeremy Harmer. p.20

⁸² Jeremy Harmer. p. 20

⁸³ Jeremy Harmer *.How to Teach English*. (Edinburgh Gate: person education limited, 1998)

⁸⁴ Ibid

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. The conclusion is covered from the statement of the research problems while the suggestion is intended to give information to the English teacher and or next researcher who are interested in conducting the similar research.

A. Conclusion

To see what the study found in previous chapter, the study needs to conclude those two. Here are the conclusions of the study.

1. The strategies that the English teacher used in facilitating interactional communication in English classroom at MAN Surabaya are by implementing types of seating arrangement. Those are orderly row seating arrangement and modular seating arrangement. In addition, the researcher also found out kind of interaction during the implementation of certain model of seating arrangement. Firstly is in orderly rows, such model applied in most beginning of the lesson. The interaction happened in this model were teacher-students (as a whole) in term of explanation, instruction, initiation, response and also feedback, and then teacher-student (as individual) in term of initiation, response and feedback, and the last is student-student as the findings found almost there was no student-student interaction happened in the classroom because the students who placed in rows orderly model was focus on teacher explanation, they were busy to pay attention to the teacher in front of the class, while in letter modular or well known as seating in group. This model was particularly for having discussion among students inside small group. Based on the findings of observation there were 4 groups consisted of 8 students each group. In this model of seating arrangement the interaction occurred were teacher-students(as a group) in term of response (answer students question, giving detail explanation), student-teacher in term of initiation (asking question) and also student-students (as a group) in term of giving detail information.

2. The problems which the teachers faced in stimulating classroom interaction through certain seating arrangement at MAN Surabaya were increasing noise level, uneven distribution interaction among class, increasing discipline problem, hard to handle spread all over and decreasing classroom discussion. Those four problems arise when the teacher applies orderly row arrangement, except increasing the noise level in which happened only in modular arrangement, and hard to handle spread all over also arise in modular seating arrangement.

B. Suggestion

1. Suggestion for the teacher

The teachers need to consider what type of seating arrangement used in the classroom. It is regarded the purpose of teaching and learning. It will be better if the teacher used orderly row when the teacher need to explain something to the whole students inside the class, because the students will only focus on the teacher in front of the class, and it can minimize the students talk when the teacher need the students' attention. It will be easy to handle. While if the teacher has certain activities to the students to talk more, it is better the teacher used modular arrangement in the classroom, because the students will have more opportunity to interact each other both in group and or with other friends.

2. Suggestion for next researcher

This result of the study might be as the references to have the same study. Yet, the researcher suggests that the next researcher who interested in having the same topic, they may study deeply about the students' perception when having certain seating arrangement for particular activity. Therefore, the topic which can be deeply researched is dealing with the problems in stimulating interactional communication through seating arrangement.

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