

SEATING ARRANGEMENT IN IMPROVING STUDENTS' SPEAKING SKILL AT IQRA BURU UNIVERSITY

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ABSTRACT

Speaking is one of the problems which is faced by anyone who learn English. In this research, the implementation of classroom management in this case seating arrangement aimed to find out to what extent seating arrangement improve students' speaking skills at the second semester students of English Department of Letters Faculty at Iqra Buru University. The participants of this research were the English speaking lecturer and 30 students of Iqra Buru University. This research employed quasi experimental design, which consist of two groups namely control group and experimental group. Control group were treated by implementing orderly rows seating arrangement while for experimental were treated by implementing circle seating arrangement. The data were collected by using two kinds of research instruments namely test and recorder. The data were analyzed by statistical analysis SPSS program, version 20.0. The result shows that the implementation of seating arrangement can improve students' speaking skill in term of accuracy, fluency and comprehensibility. It is supported by the mean score of the students' posttests (74.48) was higher than pretests (56.07). on the other hand, there is also significant correlation among accuracy, fluency and comprehensibility.

Salah satu masalah yang sering dihadapi oleh seseorang dalam belajar bahasa inggris yaitu keterampilan berbicara. Manajemen ruang kelas yang berfokus pada pengaturan tempat duduk dalam penelitian ini bertujuan untuk mengetahui sejauh mana pengaturan tempat duduk dalam meningkatkan kemampuan berbicara mahasiswa semester 2 pada jurusan Bahasa Inggris di Fakultas Sastra, Universitas Iqra Buru. Partisipasi dalam penelitian adalah dosen speaking dan mahasiswa semester 2 yang berjumlah 30 orang di Universitas Iqra Buru. Penelitian ini menggunakan bentuk penelitian kuasi experimental, dimana terdapat dua grup yaitu grup control dan grup eksperimen. Pengaturan tempat duduk berbentuk Orderly Rows diimplementasikan kepada grup kontrol sedangkan untuk eksperimen berbentuk Circle. Data di kumpulkan dengan menggunakan dua jenis instrumen penelitiannya knites dan rekaman. Data dianalisis dengan menggunakan program SPSS versi 20.0 Hasil menunjukkan bahwa pengimplementasian pengaturan tempat duduk dapat meningkatkan keterampilan berbicara siswa dalam hal ini akurasi, fluensi dan komprehensi. Hal ini didukung oleh nilai rata-rata posttest (74.48) siswa lebih besar dari hasil pretest (56.07). Selain itu terdapat pula korelasi yang signifikan antara akurasi, fluensi dan komprehensi pada perkembangan keterampilan berbicara.

Keyword : *Classroom management, seating arrangement, speaking skills*

A. Introduction

English is an important language in the globalization era where people from many countries used it as lingua franca to communicate each other in daily activities. People will have an additional skill which can be used to compete in the globalization era if they are able to communicate using this language.

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In Indonesia, the government realizes that English competency has an impact on global development not only for education purpose but also for carrier purpose. English has been playing a major role in many sectors. There are some reasons why learning English is important. The first, students can get high-quality job. In business, language that commonly used is English. The second, learners will be able to communicate with other people around the world. The last, learners will be easy to get the data all over the world. (Tari, *et al.* 2013).

Indonesia had implemented school-based curriculum which accommodates the actual needs and condition of the school. This curriculum provides space to include the local needs as well as the national standard as developed by the department of national education. Among a list of subjects, English is considered as one of the most important subject.

In a university, English is a general course that should be taught in all departments. The objective of teaching English is to provide the students with communicative ability in order that the students are able to communicate. There are four skills that should be mastered by the students in order to be able to speak English well, those are listening, reading, writing and speaking. Among of those, speaking skill perhaps the most important skill for success in learning a language. However, in mastering speaking is not easy as we thought. Mogrovejo and Ayabaca (2013) in Adnyaniet *al* (2013), revealed that speaking is one of the skill which most difficult to be developed by the students because of some factors such as pronunciation, grammar structure, lack of vocabulary, or just because of the low motivation.

As happened at Iqra Buru University, the only one university which is located in Buru Island, Maluku Province where English speaking subject is presented into four semesters. However, the students at Iqra Buru University still have problem with speaking. Based on the observation at English and Literature Department of University of Iqra Buru

(UNIQUBU) in Buru Island, Maluku Province, researcher gets some problems occur, such as: (1) many students cannot communicate each other in English either in the classroom or outside the classroom. They are frequently vacuum and passive in English communication; (2) many students are not interested in joining the speaking class. The students' lack of opportunity to practice, and some lecturers are hardly to choose and to create teaching techniques and teaching activities.

Rasyid in Jabu (1995), states that the factors that cause the English teaching failure are: (1) the big number of students in each class more than 20, (2) the minimum of meeting frequency, (3) the unavailability of learning source center, the library which prepares authentic materials for the students, (4) the unavailability of multimedia, (5) the low motivation of students, and (6) the unprofessional English teacher.

In solving those problems, teacher should provide effective plans or strategies to fulfill students' needs, whose general purposes to communicate using the language being learnt. It means teacher have responsible to make students speak English by employing suitable teaching strategies. The means of teaching strategies in this research is not only refers to teaching methodology but also classroom management, or how the teachers manage their classroom.

Generally, classroom management refers to the process where a teacher organizes and controls students' movement, behavior and interaction during a lesson. Teacher's job in the classroom is to create the conditions in which effective learning can take place. In order to make a course effective, a teacher should have the skill to manage the classroom, and it can be done through teacher's positive attitude, intentions, personality and a good relationship between teacher and the students. It also requires certain organizational skills such as task organization, lesson organization and techniques, Wright (1987:51)

Oliver and Reshchly (2007:44) define classroom management as the ability of teacher to organize classrooms and manage the behavior of their student to achieve positive educational outcomes. In addition, effective teaching and learning cannot take place in a poorly managed classroom. In contrast, well managed classroom provide an environment in which teaching and learning can flourish. (Marzano and Pickering 2003:1)

Tsui (2003:138) assumed that classroom management is refer to aspects of classroom organization, such as conducting individuals, pairs, or group work , maintaining order; dealing with disruptive behavior, and handling daily business, such as collecting

assignment and taking roll class. Paramita (2013), states that when the teacher does not have any sufficient knowledge about classroom management, they could not easy to maintain their class and give a good model for students for their learning. She also added, if the classroom is not managed properly, ineffectiveness of learning will become disadvantage for the teacher's achievement.

Classroom management includes grouping and seating, setting up activities, time management, teacher's control, proper start and end the lesson, maintaining discipline, using proper tool and techniques, giving instruction, monitoring, etc.

When managing the classroom, it is important for teacher to manage all the aspects that refers to the right circumstances which will help them in developing teaching and learning process. Bachar (2010: 3) outlined that there are four aspects in managing classrooms. They are Physical environment, managing learning, procedures and rules, and managing discipline.

Managing physical environment where teaching and learning process take place is very important because a good progression and effective interaction of both students and teachers cannot take place without appropriate atmosphere and well managed environment. Ming Tak and Wai-Shing (2008:47) outlined that physical environment involves the management of floor space, wall space, countertop space, shelf, cupboard and closet space and the general ambience.

Managing learning is the teachers' responsibility and it is the main role can any teachers play. Teachers are required to prepare validity lessons with the necessary materials and audio-visual aids in addition to assessing both students' progression and material used as well as the good planning for the sequences of the lessons' parts in the allotted time. Managing learning can include managing activities which are the main issues that make students involve and interact in the classroom.

Teacher must set up their principle from the beginning to do not let the students go out of their control and disturb the learning process. Oliver and Reschly, (2007:07) claim that teacher should be aware of the students' negative and positive behavior and must prepare the right feedback for each behavior. These expectation deal with any kind of behaviors allow teachers to get the respect of the students and to decrease disruptive behavior that could have a bad impact on the development of the students' learning.

Rules and procedure are very important to be applied. Brophy and Evertson (1986:16) asserts that teachers' achievement could be reached by the explanation of the objectives of the rules and the objectives behind using them, so students will acknowledge and respect them. Discipline is about the rules teachers apply in order to decrease students' misbehavior and make the classroom environment suitable for the smooth running of the teaching and learning process. Every teacher has their own procedures and rules which they are not acceptable to be broken by the students. However if the students did not obey the teacher's rule, teachers may have them warm.

As mentioned above that one of the classroom management is physical environment. One of the most parts of physical environment is seating arrangement. Seating arrangement is a very important factor in the process of beginning a lesson smoothly and promptly (Laslett & Smith, 2008). It also plays an important role to make the learners more involved in the class and also can help students in interacting with different people. Moreover, students who are weaker have less chance of hiding themselves and the students who are stronger have less chance to dominate in the classroom.

B. Literature Review

Seating arrangements are the main part in teaching plan for classroom management. Baron (1992:13) believed that seating arrangement should be treated as a priority when thinking of classroom with maximum on task behavior.

Teacher's position in the classroom is very important factor of classroom management. To communicate with all students in the classroom, teacher sometimes need to move from one place to another place which requires some free space in class. Jones (2000) in Ming-Tak and Wai-Shing,(2008:49) stated that leaving sufficient space in the classroom is very important to give teachers easy and efficient access to different groups of the students. He added that movement areas of the classroom should be free from congestion to avoid disruptive behavior.

Harmer (1998:31-32) suggest three types of seating arrangements. Those are:

1. Orderly Rows

In orderly rows seating arrangement, both teacher and students can see each other clearly and can have eye contacts. Maintaining discipline is easier in this seating arrangement. Teacher can also walk up and down if there is an aisle and can have personal interaction with the students. This type of arrangement is suitable for watching a video, using

the board, explaining a grammar point, demonstrating text organization etc. where the teacher can work with the whole class. Teacher needs to engage the whole class while working with them in this arrangement and for this teacher must move round. Orderly row is best suited for medium to large classrooms. However, there are some disadvantages of this seating arrangement. In this kind of seating arrangement, the teacher could not maintain the students' behavior. Besides, the teacher could not move easily from one place to one place to watch the students' movement or attitude during the lesson given.

2. Circles and Horseshoes

In smaller classes, many teachers and students prefer circles or horseshoes. In a horseshoe, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector and/or computer are situated. In a circle, the teacher's position - where the board is situated - is less dominating. Classes which are arranged in a circle make quite a strong statement about what the teacher and the students believe in. The Round Table in the British and French legends about King Arthur was specially designed so that there would not be arguments about who was more important than who - and that included the king himself when they were in a meeting. So it is in classrooms. With all the people in the room sitting in a circle, there is a far greater feeling of equality than when the teacher stays out at the front. This may not be quite so true of the horseshoe shape where the teacher is often located in a commanding position but, even here, the rigidity that comes with orderly rows, for example, is lessened. If, therefore, teachers believe in lowering the barriers between themselves and their students, this kind of seating arrangement will help. There are other advantages too, chief among which is the fact that all the students can see each other. In an 'orderly row' classroom, you have to turn round - that is, away from the teacher - if you want to make eye contact with someone behind you. In a circle or a horseshoe, no such disruption is necessary. The classroom is thus a more intimate place and the potential for students to share feelings and information through talking, eye contact or expressive body movements (eyebrow-raising, shoulder-shrugging, etc) is far greater.

3. Separate Tables.

Even circles and horseshoes seem rather formal compared to classes where students are seated in small groups at individual tables. In such classrooms, you might see the teacher walking around checking the students' work and helping out if they are having difficulties - prompting the students at this table, or explaining something to the students at that table in

the corner. When students sit in small groups at individual tables, it is much easier for the teacher to work at one table while the others get on with their own work. This is especially useful in mixed-ability classes where different groups of students can benefit from concentrating on managing the classroom different tasks (designed for different ability levels). Separate table seating is also appropriate if students are working around a computer screen, for example where students are engaged in collaborative writing or where they are listening to different audio tracks in a jigsaw listening exercise

However, this arrangement is not without its own problems. In the first place, students may not always want to be with the same colleagues; indeed, their preferences may change over time. Secondly, it makes 'whole-class' teaching more difficult, since the students are more diffuse and separated.

Ramsden (1999:3), proposed five common types of seating arrangement which can be used by the teachers. Those are:

4. Cluster

Clusters are scattered in different places of the classroom and there is enough space between two clusters so that the chairs do not smack each other and the teacher can easily move from one place to another. This seating arrangement consist of four to five desk together facing each other.

5. Desk Rows

Desk rows are the traditional seating arrangement. In this seating arrangement, desk are placed in several rows facing towards the front of the classroom. There is a gap between each desk so the teacher can walk back and forth without moving anything.

6. Table Rows

Long tables are placed in rows vertically from the front to back of the room. Students sit next to each other. It is suitable for group work because the purpose of this seating arrangement is collaborative learning.

7. Semi-circle

Semi-circle seating arrangement consists of few desks touching each other placed in semi-circle shape. All desks are faced in front of classroom. In this arrangement, both teacher and students can see each other.

8. Pairs

Pairs consists of two desks are placed together. Each pair of desks is away from other pairs. Students are faced towards the front of the class in this seating. Teacher in this seating arrangement, can walk around the whole class and monitor the students easily.

C. Research Method

This research aimed to determine existence of casual relationship between two research variables. The research was designed in quasi-experimental type in which there were a control and an experimental group.

As in this research, the circle seating arrangement was treated to the experimental group, while the control group had orderly rows seating arrangement of teaching. At the end, the result of pre-test and post-test from control and experimental groups were compared to seek the significant difference.

The population of the research was English Speaking lecturer and English department students of Letters faculty in Iqra Buru University, Buru Island, Maluku Province. The students consisted of one class and the number of the students was 30 students. In this case, the researcher chose the sample by using purposive technique sampling in which one class acted as the control group, while the other class was the experimental group, and each class consisted of 15students. To ensure that the sample of this research was in the same level of competence, the researcher did small talk with a lecturer who taught speaking subject and the lecturer gave information about the students' level of ability. Furthermore, in choosing sample, the researcher took from the studentspre-test' score. Here the researcher steps in choosing the sample:

1. The first step, the researcher scored the students' writing narrative text from pre-test score and put them from the highest to the lowest score.
2. After that, the researcher chose the students who had odd number as a sample.

In collecting the data, the researcher employed two kinds of research instrument, speaking test and recorder. Speaking test was used to assess the students' speaking skills in term of accuracy, fluency and comprehensibility. It was applied in pre-test and post-test. The pre-test was intended to find out the prior level of the students' speaking skills before giving treatment, while post-test was aimed to find out the improvement of the students' speaking skills after giving treatment. And Recorder was used to record the students' speaking. In this

case, according to Heaton (1988: 88), recorder functions to provide accurate analysis based on information that is expressed by the speaker.

Independent variable was the variable that causes a change, and in this research it referred to the kinds of seating arrangement. While dependent variable was the variable that changes as the effect from independent variable itself. Students' achievement in speaking was the dependent variable of this research.

In avoiding the subjectivity in assessing students' speaking score, the researcher used three inter-raters to score the students' speaking. The scoring of the tests (pretest-posttest) can range from an impression mark to a mark arrived at on the basis of a fairly detailed marking schemes in present day use. The students' speaking on several pretests and posttests will be recorded, transcribed, and rated them. The transcription and score are subject to analyze using the following criteria level introduced by Heaton (1988: 100).

The final scores of the students' speaking skill convert by using the score from Heaton score 1 up to 6 and the Depdiknas score of students divided by the top of Heaton's band score (6) multiplied by the two of depdiknas's score (100).

In calculating the mean score and standard deviation of the students speaking skill (accuracy, fluency, and comprehensibility), the researcher used SPSS program version 20.0.

In calculating the correlation score, the researcher used Jonathan's interval correlation to find out whether the data are correlated each other or not

D. Finding and Discussion

The students' Speaking Achievement

Deals with seating arrangement, the lecturer applied two kinds of seating arrangement for two groups. They were circle and horseshoes for experimental group and orderly rows for control group. The result shows that students under the guidance of experimental group which applied circle and horseshoes performed significantly better than students in control group which applied orderly rows. The experimental group shows score of post-test was greater than control group by gaining mean score 74.48 and control group gained mean score 72.20. The data also computed and analyzed by using Statistical Package for Service Solution (SPSS) version 20. The normality test of the data shows that it was normally distributed where ($p > 0.5$). Thus, parametric was used which covered Independent T-Test to analyze for a statistically significant difference between control group and experimental group, and Pair T-test to look for a statistically significant difference in a pre-

test and post-test. Furthermore, the result of independent T-test in pre-test shows that the significance gained was 0.604. The data indicates that there was no significance different between control and experimental group in pre-test. It means that H₀ is accepted since $p > 0.5$. In contrast with the result of independent T-test for post-test in which, it shows that the significance gained was .000. The data indicates that there was a significant difference between control and experimental group in post-test. It means that H₁ is accepted and H₀ is rejected because $p < 0.5$.

The data also was computed to know the result of pair T- Test for control and experimental groups where control group shows that the significance gained was 0.000. The data indicates that $p < 0.5$. For experimental group also indicates that $p < 0.05$ by gaining .000, which means that H₀ is rejected and H₁ is accepted. There was significant different between pre-test and post-test for both of control and experimental groups.

The finding showed that there was significance improvement of the students' speaking skills at English and Literature Department of University of Iqra Buru in aspect of accuracy, fluency, and comprehensibility through seating arrangement. It is proved by α (0.05) value of the students' posttests are higher than P-value (0.00), it supported by Gay (2006: 358) stated that there is significant between pretests and posttests if the P-value or sig. (2-tailed) is less than or equal to α (0.05).

The description of the data collected through the test as explained in the previous section shows the students who are treated by circle seating arrangement perform better than the students who are treated by orderly rows. It is supported by the mean score of the students' pretest in orderly rows was 54.70 and posttest was 72.15. While the mean score of students' pretest in circle was 56.07 and posttest was 77.73.

In this research, there are three items that researcher try to find out, they are accuracy (74.47), fluency (75.60), and comprehensibility (82.53). The highest score was comprehensibility. Comprehensibility in speaking means that people can understand what we say and we can understand what they say. Harmer (1998: 107) says that if two people want to make communication to each other, they have to speak because they have different information. If there is a 'gap' between them, it is not a good communication if the people still confuse with what they say. To avoid from the gap, the speaker should pay attention to the process of constructing meaning.

An interactive process of constructing meaning involves producing, receiving and processing information (Burn and Joyce, 1997: 63). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, an acceptable level of language, and the purposes for speaking.

Even though comprehensibility was the highest score but most students get problems in speaking to express their ideas so that the speaker can understand their intention and those caused of inhabitation, lack of vocabularies or nothing to say, and the influence of mother tongue or first language (Ur, 1996). Therefore, to solve students' inhabitation, lack of vocabularies, and mother tongue, the teacher should pay much attention in teaching and learning activities such as monologue, dialogue, question and answer, and speaking game.

Another problem faced by the students in expressing their ideas was pronunciation. Pronunciation is one of the important components that a good English speaker uses when he/she expresses his/her ideas in an interaction in order to have a good communication. In fact, the students made some mistakes in pronouncing some English words. They found it hard to pronounce some English words because mostly they were influenced by the use of their mother tongue. This is in line also with Wenden (1987) said that to be successful language learner, one should use the language as often as possible, think with the target language, and live and study in an environment here the target language is spoken. Therefore, to get students' good pronunciation, the teacher should pay much attention in teaching and learning process.

Students' score in term of comprehensibility were higher than fluency and accuracy because fluency and accuracy did not lie totally only on mastering the language system but it also lays on the vocabularies as using the language system communicatively, and without too much hesitation. As Richard and Rodgers (2001: 90) stated that fluency is the ability to produce written or spoken language easily. This indicates that spoken language is produced naturally with hurtles. They also added fluency is the ability to speak with a good but necessarily perfect command of intonation, vocabulary and grammar. So the lack of vocabularies and grammar or mastering language system has become hindrances and obstacles for the students to speak fluently and accuratively. That caused of the students have low achievement in fluency and accuracy.

Although the students got high score in posttests in term of accuracy, fluency, and comprehensibility then in pretests, it did not mean that they are good to communicate in English or it did not show that they were perfect without any deficiencies and mistakes they have done especially in term of accuracy, fluency, and comprehensibility.

E. Conclusions

Based on the research findings and discussion, the researcher comes to the following conclusions:

The implementation of seating arrangement can improve students' speaking skill in term of accuracy, fluency and comprehensibility. It is supported by the mean score of the students' posttests (74.48) was higher than pretests (56.07). The result of finding shows that there are strong correlation among of accuracy, fluency and comprehensibility in speaking. It is proved by the probability value from these three elements were higher than 0.05 with the interval score was 1.

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