

**A STUDY ON CLASSROOM SEATING ARRANGEMENT IN
SPEAKING COURSE AT BASIC ENGLISH COURSE PARE**

THESIS

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MOTTO

YOUR SEAT TODAY WILL BE WHERE YOUR FUTURE IS

“al-katib”

DEDICATION

I would like to dedicate for:

1. My blessed and beloved parents (Mr. H.Ishomudin and Mrs. Hj.Sholihah) who always pray on day and night for my study and their support for my success.
2. My family such as my old brother and old sister and their daughters Najwa, Rika, Hilya and Lubna who have supported me by their smile.
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States that thesis “A STUDY ON CLASSROOM SEATING ARRENGEMENT IN SPEAKING COURSE AT BASIC ENGLISH PARE” is truly my original work, it does not incorporate any material previously written or published by other person except those indicated in quotation and bibliography. Due to the fact, I’m the only person responsible for the thesis any injections claim from other.

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ABSTRACT

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Keywords: speaking class, seating arrangement, class interaction

Teaching and learning English especially in speaking skill is not as easy as it looks. Teachers should consider how they manage the speaking class be effective. One of those considerations is classroom management. Teacher should be able to manage a class as effective as possible. To do so, teacher may have many ways to create suitable classroom to be placed by students to learn. Seating arrangement becomes one of factor to have suitable classroom. Yet, some teachers do not pay attention to see and consider this factor. Whereas, seating arrangement has positive impact in students' progress in producing words to speak up. Basic English course is English course which is famous by its good quality. As preliminary study, the researcher saw that this course had been activated a suitable seating arrangement in teaching and learning process.

Therefore, researcher is interested to study about classroom management especially in seating arrangement by proposed research problems: 1) What are the models of seating arrangement applied in speaking course at BEC? (2) How does each models of seating arrangement influence the class interaction at BEC?

The purposes of this study are: 1) To see kinds of seating arrangement which is applied in speaking class at BEC. 2) To know how each of models seating arrangement are able to influence class interaction.

Methodologies in this study are: 1) descriptive qualitative as design in this study. 2) Speaking class teacher as primer data source then students became secondary data source. 3) Those data were gotten through observation, interview, and documenting followed by research instruments were observation note, interview guide, document note taking. 4) Technique data verification used data triangulation. 5) Technique analysis data was done through familiarizing and organizing, coding and reducing, interpreting and presenting, and then concluding was the last process of this methodology.

After finished study, the researcher found the answer of research problems those are 1) the researcher found four models of seating arrangement which is applied in speaking class at BEC. Those are orderly rows, letter U, circle and separate table. 2) Interaction in each model is different. Firstly, when students are placed in orderly rows model, all eyes and ear are pay attention to the teacher's

explanation. So, when students do not understand about lesson material, they just raise their hand and ask question. Thus interaction in this model is teacher-students interaction. Secondly in letter U, students were more relax than previous model. Students are able to see their friend freely then teacher sat in the middle. Thus, interaction was created in this seating arrangement was students-students and also students-teacher interaction. Thirdly, model separate table is used in a certain activity such as debate. Therefore students-students interaction is more dominated in such model.

ABSTRAK

Umur, Muhammad Azmil. Nomor Induk Mahasiswa. 3213113099. *A Study on classroom seating arrangement in speaking course at Basic English Course Pare*. Program Pendidikan Bahasa Inggris. Institut Agama Islam Negeri Tulungagung (IAIN). Pembimbing : Muh. Basuni, M.Pd

Kata Kunci : Strategi guru, Kelas Transaksional Speaking, Respond siswa

Mengajar dan belajar bahasa Inggris khususnya dalam keterampilan berbicara tidak semudah seperti yang terlihat. Guru harus mempertimbangkan bagaimana mereka mengelola kelas *speaking* menjadi efektif. Salah satu pertimbangan adalah pengelolaan kelas. Guru harus mampu mengelola kelas seefektif mungkin. Untuk melakukannya, guru mungkin memiliki banyak cara untuk membuat kelas yang cocok untuk ditempatkan oleh siswa untuk belajar. Pengaturan tempat duduk menjadi salah satu faktor untuk memiliki kelas yang cocok dan nyaman bagi murid. Namun, beberapa guru tidak memperhatikan untuk melihat dan mempertimbangkan faktor ini. Sedangkan, pengaturan tempat duduk memiliki dampak positif dalam kemajuan siswa dalam memproduksi kata-kata untuk berbicara. Basic English Course adalah kursus bahasa Inggris yang terkenal akan kualitasnya yang sangat baik. Berdasarkan pra-peninjauan oleh peneliti, kursus ini telah lama menggunakan pengaturan tempat duduk yang baik serta cocok untuk murid dalam proses belajar dan pembelajaran.

Oleh karena itu, peneliti tertarik untuk mempelajari tentang pengelolaan kelas terutama di pengaturan tempat duduk dengan membuat masalah penelitian: 1) Apa model-model pengaturan tempat duduk yang diterapkan di lapangan berbicara di BEC? (2) Bagaimana setiap model pengaturan tempat duduk berpengaruh pada interaksi kelas di BEC?

Tujuan dari penelitian ini adalah: 1) Untuk melihat jenis pengaturan tempat duduk yang diterapkan dalam berbicara kelas di BEC. 2) Untuk mengetahui bagaimana masing-masing model pengaturan tempat duduk dapat mempengaruhi interaksi kelas.

Metodologi dalam penelitian ini adalah: 1) deskriptif kualitatif menjadi desain dalam penelitian ini. 2) guru kelas *speaking* sebagai sumber data primer maka siswa menjadi sumber data sekunder. 3) Data tersebut didapatkan melalui observasi, wawancara, dan dokumentasi di lengkapi dengan instrumen penelitian yakni catatan observasi, panduan wawancara, dokumen pencatatan. 4) Teknik verifikasi data yang digunakan adalah triangulasi data. 5) Teknik analisis data dilakukan melalui mengakrabkan dan pengorganisasian, pengkodean dan memilah

data, menafsirkan dan menyajikan, dan kemudian menyimpulkan adalah proses terakhir dari metodologi ini.

Setelah selesai meneliti, peneliti menemukan jawaban dari masalah penelitian diantaranya adalah 1) peneliti menemukan empat model pengaturan tempat duduk yang diterapkan dalam kelas speaking di BEC. Diantaranya adalah barisan teratur, huruf U, bundar/melingkar dan group. 2) Interaksi dalam setiap model berbeda-beda. Pertama, ketika siswa ditempatkan dalam model baris, semua mata dan telinga tertuju kepada penjelasan guru. Jadi, ketika siswa tidak mengerti tentang materi pelajaran, mereka hanya mengangkat tangan mereka dan mengajukan pertanyaan. Dengan demikian interaksi dalam model ini adalah interaksi guru-siswa. Kedua dalam huruf U, siswa lebih rileks dibandingkan model sebelumnya. Siswa dapat melihat teman mereka secara bebas sedangkan guru duduk di tengahnya. Dengan demikian, interaksi diciptakan pada pengaturan tempat duduk ini adalah interaksi antar siswa serta interaksi siswa-guru. Ketiga, Model group digunakan dalam kegiatan tertentu seperti debat. Oleh karena itu interaksi siswa-siswa lebih mendominasi dalam model tersebut.

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Finally, the writer realized that this thesis is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

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The Writer

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