

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of literature related to the present study. The study was designed to explore a classroom management especially at seating arrangement in speaking course at Basic English Course Pare

A. Review of Related Theories

1. Speaking and its function

In the success of language teaching in general it would be seen when it is disclosed or discussed. In other words, one can be called as mastery of language if he or she could speak the language. It is also with the English in speaking, it will be determined how he or she expressed by speaking. Jack C. Richard (2008:19) stated that

“The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.”

Speaking becomes one of the main keys to obtain information. Anne Burns & Helen Joyce (1999:2) almost all of us learn to speak and in fact speaking is so much a part of daily life that we tend to take it for granted.

However learning to speak involves developing a number of complex skills and different types of knowledge about how and when to communicate.

Speaking has many functions, including talk (speaking) as interaction, as transaction and as performance. Richard, (2008:24) stated that three functions of speaking:

Talk *as interaction* refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. So, talk as interaction by means someone usually has interaction to others they have conversation in their daily life without any preparation.

Talk *as transaction* refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. So, talk as transaction means the speaker have several preparations before he or she start to communicate with others, for instance the communication atmosphere between teacher and student.

The third type of talk that can usefully be distinguished has been called talk *as performance*. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations,

public announcements, and speeches. As the name of performance, it means that the speaker has some purposes to speak up such as speeches and etc.

Speaking has several functions above. Yet in the other hand, teachers need to consider how they transfer the knowledge to students. Maybe some teachers have different ways to do so. But at least teachers have to set the class effectively. One of effective class can be achieved by having a good class atmosphere.

Jeremy Harmer, (2007:345) Getting students to speak in class can sometimes be extremely easy. In a *good class atmosphere*, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task.

To make students are interested in the learning process and express more confidence in speaking English, one of way is the need for good atmosphere which is created in the class. Classroom management became one of the factors to create a good class atmosphere. Therefore, teachers must necessarily be able to create an atmosphere that supports the activities in speaking class by implementing effective classroom management.

2. Classroom management

The most important job as a teacher is perhaps to create the conditions in which learning can take place. The skills of creating and managing a

successful class may be the key to the whole success of a course. An important part of this is to do with teacher's attitude, intentions and personality and the relationships with the learners. However, the teachers also need certain organizational skills and techniques. Such items are often grouped together under the heading of 'classroom management'.

Johanna, (1979:5) Classroom management is the orchestration of classroom life: planning curriculum, organizing procedures and resources, *arranging the environment* to maximize efficiency, monitoring student progress, anticipating potential problem. Jones (...: 4) Key component of effective classroom management:

- a. Understanding students' personal and psychological needs.
- b. Creating an affirmative classroom climate and a community of support by establishing positive teacher–student and peer relationships and maintaining constructive involvement with students' caregivers.
- c. Involving students in developing and committing to behavior standards that promote on-task behavior and help support a calm, *safe learning environment*.
- d. Using instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group.
- e. Implementing responses to unproductive student behavior that treat students respectfully and help them develop skills for working effectively in the classroom and school settings.

Jones stated that one of the key of the effectiveness in classroom management is to safe learning environment. It is known that, in applying classroom management teacher needs to save learning environment. The

environment which is comfortable and suitable will help both of student and teacher in the teaching and learning process effectively.

Harvey and Melaine (2013: 1) also reinforce Jones' statement, they stated that

“Learning environments symbolize an institution’s vision of educational philosophy. *Learning spaces* should represent, too, the inclusivity of learners and educators in planned decision making to foster attainment of learning goals for all constituents, yet too often these decisions are made by those far removed from the classroom.”

Therefore, seating arrangement is one of class environment that should be considered by the teacher when they are in the process of teaching and learning.

According to Espey (2008) adopted by Harvey and Melaine (2013:3) stated that student learning may be affected by various physical characteristics of a classroom, not the least of which is the chair or seating style. So that’s why seating arrangement should be the list of teacher consideration to conduct the effective teaching and learning. Espey added that in fact, ergonomically correct chairs and seating styles are an important element in the physical learning environment, especially as the present student population changes in terms of body shapes and sizes.

Colin and Robert (2002) also stated that one of rules of classroom management:

Rule one: “get them in”

This rule emphasizes the point that a lesson which makes a brisk start will avoid the difficulties which can arise if pupils are not promptly engaged in useful activity. The process of ‘getting them in’ can be seen to involve three phases: greeting, *seating* and starting.

Seating is stated in rule of ‘get them in’. So it means that teacher should determine their model of seating arrangement before or in the process of teaching and learning. There will be less effective in the class when seating arrangement is ignored. Harvey and Melaine (2013: 1)

If ignored or left unchecked, these spaces become misaligned to student and faculty expectations, resulting in, minimally, frustration with classroom spaces while, at worst, posing as true barriers and impediments to learning and teaching.

Thus, seating arrangement is supposed to be one of classroom management components that teacher is suggested to consider.

3. Seating Arrangement

To achieve the level of effective learning, teachers and students should get the facilities that are able to support the teaching and learning process. One of them is by creating and conducting a good learning environment. Johanna (1979:149)

The physical environment of the classroom affects the dynamics of learning. The formally *arranged classroom* with chairs and desks facing forward and students sitting neatly in rows staring

at the head of the individual in front is a familiar schoolroom arrangement.

Therefrom, the class environment should be considered important to note its presence in the success of learning. One of class environment is the seating arrangement. It seems somewhat underestimated by some, but the seating arrangement has a significant influence on learning. Moreover especially related to the learning in speaking class, seating arrangement is considered to have a big hand in it. Because the seating arrangement in which students will feed that suitable with a positive impact for students to increase its activity in communicating. (Johanna, 1979:150) The classroom can be arranged so that is appealing to students by having areas of activity interestingly equipped with materials and resources. Dunbar (2004:3) as Fred Jones, a noted classroom management expert, explains: "A good classroom seating arrangement is the cheapest form of classroom management. It's discipline for free."

In addition, the seating arrangement also can affect the interaction that occurs in the classroom. James and Rod (1978:99) stated that

Effective communication in the classroom is essential to the success of both the student and the teacher. The kind of communication as well as the amount of communication that occurs in the classroom has long been thought to be partially a function of the seating arrangement of students.

Furthermore, to see the models of seating arrangement, they are: orderly rows (traditional arrangement), horseshoe, circle, separate tables (moderate arrangement). (Harmer, 2007: 41).

a. Orderly rows (traditional arrangement)

Having the students sit in rows can appear somewhat restrictive, but there are advantages to this arrangement. The teacher has a clear view of all the students and the students can all see the teacher- in whose direction they are facing. It makes lecturing easier, enabling the teacher to maintain eye contact with the people he or she is talking to. If there are aisles in the classroom, the teacher can easily walk up and down making more personal contact with individual students and watching what they are doing. (James and Rod, 1978:103)

Orderly rows imply teachers working with the whole class. If the purpose of the class is primarily one of information dissemination, the traditional arrangement is probably best because it minimizes student-student interaction and places the primary interaction focus in the classroom on the teacher. But, if seating is discussed at all in a teaching methods course, the traditional arrangement is virtually always attacked as less desirable than other alternatives.

When we are teaching a whole class of students who are sitting in orderly rows, it is vitally important to make sure that we keep everyone involved in what we are doing. So if we are asking the class questions, we must remember to ask the students at the back- the questions, perhaps- rather

than just ones nearest with us. We must move around so that we can see all the students and gauge their reactions to what is going on. In such circumstance, orderly rows may well be best or only solution- seating arrangement. In many classrooms around the world, students sit in orderly rows.

b. Horseshoe and Circle

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 student believe in. The round table in 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 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.

Therefore, teachers believe in lowering the barriers between themselves and their students, this kind of seating arrangement will help. Other advantages are all the students are able to see each other. In orderly row classroom, students have to turn around – that is, away from a teacher – if students want to make an eye contact with students else behind. In a circle or horseshoe, no such disruption is necessary. The classroom is thus s 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. James and Rod (1978:103)

...with regard to the horseshoe arrangement, they suggest this arrangement would be the best if both student-student and student-teacher interaction are important to the learning in the class. Classes such as those concerned with higher-order cognitive or affective goals, particularly where there are few "right" or "wrong" answers, would be benefitted most by this arrangement.

c. Separate tables (moderate arrangement)

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 the table in the corner.

When students sit in small groups at individual tables, it is much easier for teacher to work at one table while 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 different tasks (designed for different ability levels). Separate table seating is also appropriate if students are working around 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.

James and Rod (1978:103)

‘The modular arrangement is advocated for classes in which student-student interaction is most important. If task groups are formed in the class, this arrangement permits maximum interaction among those groups while minimizing the interference of one group with another. This arrangement is also recommended for classes which require that the teacher work closely with individuals or small groups rather than primarily with the class as a whole.’

4. Class interaction

Teaching is an interactive act. In the classroom, communication between the teacher and pupils goes on constantly as initiatory or responsive acts. This communication is called “interaction”. Naemah (2013:859) Classroom interaction is a form of institutional talk which is locally managed

but cooperatively constructed speech exchange system (quoted from Markee and Kasper, 2004).

Classroom language and interaction are even more important because language is the subject of study as well as the medium for learning. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry out tasks and activities, they are not only learning about the language but also putting to use the language that they are learning.

The dominant pattern of interaction is that of the teacher's question, the student's response and the teacher's feedback. This is commonly found in all classrooms and is typical of classroom exchange. Teacher's talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important component of classroom interaction. (Mateja, 2004:128) stated that

Effective classroom interaction has two implications. The first one concerns *a pleasant atmosphere in the classroom* with friendly relationships among the participants of the learning process. The second one, which is mostly described in the article, encourages students to become effective communicators in a foreign language.

A pleasant atmosphere in the classroom is considered by the teacher to have effective classroom interaction. James and Rod (1978:99) stated that

Effective communication in the classroom is essential to the success of both the student and the teacher. The kind of

communication as well as the amount of communication that occurs in the classroom has long been thought to be partially a function of the seating arrangement of student.

To see the study result of James and Rod (1978:100-102) had shown that effective communication can be caused of seating arrangement. So there is a relation between seating arrangement and class interaction. James and Rod had researched that some of seating arrangements have different intencity of class interaction. There are 25 students in teaching and learning in a class. Here the result of some models of seating arrangement.

Models	High interaction	Moderate interaction	Low interaction
Traditional/rows arrangement	6 students	9 students	10 students
Horseshoe arrangement	7 students	6 students	12 students
Separate/modular arrangement	7 students	10 students	8 students

by this result of study, the researcher has assumed that seating arrangement can influence the interaction of the class in speaking course.

B. Previous Studies

Study about classroom seating arrangement had been conducted by some researchers:

Harvey and Melaine (2013) conducted a study talked about seating arrangement entitled “Classroom Seating Considerations for 21st Century Students and Faculty”. Harvey and Melaine were going to see the effect of using some models of table seat in teaching and learning process. As the result of their study, firstly students preferred to trapezoid table (seat in a group). Secondly students comfort in rectangle (circle or letter U). Thirdly students seat in table arm chairs (row). Literature suggests seating arrangements are important for student satisfaction and academic achievement. However, movable furniture may create learning disruptions to students who prefer seats in the back or front of the classroom. Being told to move into groups in a different part of the classroom may create feelings of ill will for some students with alternative preferences. Although seating may be only one element among a multitude of design considerations, it is one of the most easily changeable variables in classroom learning environments, and one that may be more important than people think.

Lotfy (2012) had conducted a researched about seating arrangement entitled “Seating Arrangement and Cooperative Learning Activities: Students’ On-task/Off-task Participation in EFL Classrooms”. Lotfy were observing students’ participation in two different seating arrangements, rows and

columns and circles. The results of this paper show that classroom seating arrangements could affect student on task/off-task participation when working on group activities.

Based on previous study above, Harvey and Melaine (2013) held on a research about classroom seating consideration. In this study, Harvey and Melaine tried to see classroom seating model which is considered by some institution to have appropriate design in setting classroom seat. As the result of this study, students preferred sit in a model of seat in a group than the others. Lotfy (2012) stated seating arrangement could affect students' participation in teaching and learning. In addition that students sit in a circle model were more active than in row.

Finally, the researcher interested to study about classroom seating arrangement. Firstly in this study, not only study about seating arrangement but also classroom interaction which is caused by seating arrangement. Secondly, to complete Lotfy's study that about to see others models of seating arrangement.