

CHAPTER IV

RESEARCH FINDING

In this chapter, it presents and discusses the findings of the research based on the data that the researcher got through research instrument. In line with the research problems, it explores the research finding concerning: models of seating arrangement, and how models of seating arrangement affected students' interaction in speaking class.

A. Data Presentation

This table below are the models of seating arrangement and how interaction-influenced by in speaking class at BEC.

Models of seating arrangement	Methods to get the data through:		Interaction-formed
	Observation	Interview	
Orderly rows	The researcher saw this model firstly in conducting observation at 1 st April, secondly at 6 th , thirdly at 8 th , fourthly at 13 th , fifthly at 15 th and sixthly at 20 th April 2015. Orderly rows applied in the first class meet in speaking class at BEC on everyday lesson. First time of class almost sit in	Mrs. Yuni (teacher) she stated that in every day of teaching and learning in speaking class applied row model "in row, very simple in row". See appendix1 orderly row datum1. Azizah (member of D class) "Mostly in every lesson of speaking class applied row model". See appendix1 orderly row datum4. Abdullah and Ovi, (member of D class) when they were asked about the model of seating	In this model, the interaction which was created was student-teacher interaction or teacher-student interaction. It was caused by the seat in such was specially used only for explaining the lesson. So not too much student-student

	orderly rows. But, letter on when the topic of lesson is about activity the seat would change to another seat appropriately.	arrangement that used in speaking class firstly they answered “row model”. See appendix1 orderly row datum3 and 5. Abid (member of D class) also stated that one of model of seating arrangement that applied in speaking class was row model. See appendix1 orderly row datum7. Atika and Andi (member of D class) stated that she felt comfort in row model. See appendix1 orderly row datum 2 and 8.	interaction happened.
Models of seating arrangement	Methods to get the data through:		Interaction-formed
	Observation	Interview	
Letter U or horseshoe and circle or around	This model was found by the researcher at 15 th and 29 th April 2015. Letter U and circle were the next model of seating arrangement applied in speaking class at BEC. At 15 th April Such model was not immediately held on class. But, in first time meeting they were placed in orderly rows to get the instructions. Next, after 10-15 minutes to get instruction, they rearranged the seat in letter U or circle	Mrs. Juni stated that beside she applied row model she applied letter U and circle. See appendix1 circle and letter U datum1. Abdullah stated that in the first meeting at speaking class was discussed about greeting; he and his friends were placed in circle model. See appendix1 letter U and circle datum3. If there was a certain program or lesson in speaking class sometime Atika was placed in circle model. See appendix1 letter U and circle datum2. Azizah and Abid stated that when they had speaking activity like game or lesson about greeting she and he sat on circle model. See	Letter U or horseshoe and circle or around were designed to get teacher-students interaction and students-students interaction were more than previous model. Because in this model, students could face to others friends directly. In addition in this model, the classroom space was shown. So that’s why, students

	as teacher's instructions. At 29 th April the seat directly set as letter U to have farewell class of speaking class. for the reason, today was the last meeting of speaking class.	appendix1 letter U and circle datum4 datum7. Ovi, Rizky and Andika stated that one of seat model on speaking class was circle and letter U. See appendix1 letter U and circle datum5,6,8.	perceived comfort in studying or practicing the lesson in such model.
Models of seating arrangement	Methods to get the data through:		Interaction-formed
	Observation	Interview	
Separate table	This model was found in observation held at 6 th , 8 th and 15 th April 2015. Firstly, students were placed as orderly rows to get lesson about what they would study at the day. In that day was debate activity. As my view, before sitting per group, students had to conduct debate one by one together with his friend in a plastic chair neatly length. After 5-10 minutes, students rearranging the seat into group. Each of group consisted of seven students which one of them became moderator. Students were free to set their own seat	Atika, Abdullah, Ovi and Rizky stated that in debate activity, they were placed in group (separate table). See appendix1 separate tabe datum1, 2, 4 and 5. Azizah and Abid stated that firstly in debate activity, students sat face to face with others friends to have debate. Secondly, students were placed in group to have debate performance. See appendix1 separate table datum3 and 6.	Separate table or well known as seat per group was the last model in speaking class at BEC. This model created interaction among students. It was caused by models of such seat was in group. So the students-students interaction was effectively happened.

	<p>group. It depended on their wants about condition of their own seat. All groups for separate table were conducted in garden hall outside of the class. After 30 up to 45 minutes, teacher started to walk around for each group to control them.</p>		
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B. Data Finding

1. Models of seating arrangement

a. Orderly row

Class in the form of a row is very commonly used by the teacher. Seating in row seems to be the most widely used by teachers. In addition, seating in row is also known as traditional seating arrangement because it has been using from many years ago up to now.

As it is so in BEC, such model also applied in this course include in speaking class. Abdullah (member of D class) stated that model of seating arrangement in speaking class firstly he stated was “*model baris*” “row model”. See appendix1 orderly row datum3. As mostly in speaking class applied row model as Azizah (member of D class) stated “*Interviewer: Seringnya dikelas mis yuni baris gitu? Interviewee: Iya*” means that in

Mrs. Juni's class (speaking class) was often applied row model. See appendix1 orderly row datum4.

Every election models in the seating arrangement had some weaknesses and strengths, likewise seating in row. But based on researcher observation firstly at 1st April 2015 saw the models in speaking class in Basic English Course, it can suppose that the weaknesses in seating in row a little bit would be never there. It was caused there is a stage on the teacher's desk. For about 70cm high teacher's desk, that made higher than students' seat. As it is seen, the teacher could see students in a class all over. In another words, teacher was able to control students' activity in a whole teaching and learning process. See appendix3 observation note 1st April.

It would be different if model of seating arrangement in row is not modeled in such a way. In seating in row or traditional arrangement often make students do not pay attention to the class. It was caused the seating position was parallel between students and teacher. It was also difficult for teacher to control students one by one. Moreover, students who sit in the back row would difficult to be controlled. Therefore, in Basic English Course designed a special class for speaking class where the teacher's desk is higher than the student's seat.

Andika (one of member of D class) stated that *"Iya, ini sangat nyaman sekali. Pertama apa kita duduk dengan teratur, tertib. Kemudian terpisah"*

antara laki-laki dan perempuan. Itu juga kalau bagi saya sangat membantu konsentrasi” means that he felt very comfortable when he was seating in row. For the reason firstly, he sat on well-ordered and well-regulated. Second, such seat was separated among boys and girls. By seating such as like this he could focus and concentrate more about lesson. See appendix1 data1 orderly row datum8.

When Atika (member of D class) was asked about her feeling when she placed in orderly rows, she stated that “*Nyaman-nyaman aja sich, mau kaya gimana aja biasanya aku tu selalau pengen didepan.*” It means that she felt comfort, however the seating model was. She was used to sit in front. See appendix1 orderly rows datum1.

That is why, although most of the time used in row seating but the students could enjoy and feel suitable in such model of seating arrangement in speaking class. Thus, the process of learning and teaching could be run well.

b. Letter U or horseshoe and circle or around

Most students feel bored when just sitting in row position. Based on researcher point of view, those who sit in second row annoyed because obstructed views towards teachers by those sitting in the first row next row as well as the third and fourth row. Yet learning in speaking class requires having direct eye contact with his interlocutor that is the teacher. Azizah (member of D class) stated that “*emang lebih efektif kalau letter U karena*

nggak ada yang tertutupi misalnya baris kan yang belakang nggak kelihatan, yang depan nggak bisa lihat yang belakang.” Means the class was more effective when used letter U model. It was caused no one annoy students’ view. If in row model students who sat in front could not see students in back and the opposite. See appendix1 circle and letter U datum4.

When faced on teacher any trouble, how about to create students-teacher talk. It is so hard happened, there was only a student-student talk but it is unknown what they are talking about for reason the teacher cannot control them one by one. So the process of teaching and learning cannot be run well. Azizah (member of D class) stated that *“Lebih menegangkan yang baris karena raasanya semua mata tertuju kepada satu orang yang sedang berdiri speaking didepan”* it means that in row model all eyes focused to one stand speaking in front. See appendix1 orderly row datum4. In addition, Atika (member of D class) said *“Iya, kalau di row itu kan masing-masing lihat kedepan gitu. Kalau di row itu kan lagi focus kedepan, jadi jarang ngobrol.”* It means that when all students sat in row each of them face in front. She also stated that when in orderly row model she and friends focused on teacher explanation so rarely to speak up. See appendix1 orderly row datum2.

Thus, it may cause students bored. Therefore, the English speaking teacher in BEC tried to gave something different as usual. She let students

to make-around, sometime horseshoe or letter U in the class. Mrs. Juni Andjarwati (speaking teacher) stated that another models except orderly rows were letter U and circle. In letter U or circle, students were instructed to sit such letter U and then teacher stand or walk around to see students' activity. See appendix1 circle and letter U datum1.

In addition Atika (member of D class) state that "*tapi kalau ada program untuk cicrcle gitu kan biasanya harus aktif untuk semua ngomong gitu.*" means when she was placed in circle, she and her friends were obligated to speak up actively. See appendix1 orderly row datum2. Azizah (member of D class) in some certain activities she was placed in circle model such as introduction and games. See appendix1 circle and letter U datum4.

Andika (member of D class) added that in circle model, he placed in seat where he could face to face toward interlocutors then it made him more active to speak up. See appendix1 letter U and circle datum8. By arranging seat such this, students more active in producing conversation, so not only teacher-student interaction but also students-students interaction in form of speaking class was created.

c. Separate table

In a certain speaking activities, there was an activity which was used in separate table arrangement model. This activity was named debate. In debate activity, teacher let them to have a group. If the weather condition is

favor the students let proceed to the garden hall to perform debate activities.

Atika (member of D class) stated that “*Contohnya kalau ada, mmm per kelompok dikelas Mis Yuni itu, ee debate berkelompok gitu.*” Means that when debate activity, she placed in a group or separate table. See appendix1 separate table datum1. Changing students seat is depend on what lesson activity today was. Abdullah (member of D class) stated that “*Iya ya tergantung kondisi juga biasanya kaya pas waktu yang debate itu ya per group beberapa orang gitu.*” It means that changing seat depended on condition (lesson) such as debate activity students sat in a group consisted of some people like that. See appendix1 separate table datum2. Ovi (member of D class) added that “*kalau misalnya debate kita bikin bangku yang group*” for instance debate activity, they sat in a group. See appendix1 separate table datum4.

In arranging separate table, students were not directly sat in such model. But firstly they sat in orderly row to have instruction about debate. Later on, students rearranged the seat. Before they did in separate table, the placed as one neatly row chairs then face to face with their friends. Azizah (member of D class) stated that “*Iya, awalnya kalau debat hadap-hadapan kemudain dibuat group. Kan awal-awalnya satu lawan satu kemudian group*” she means firstly in debate activity, they face to face then in group.

It means they conducted debate one versus one then in group. See appendix1 separate table datum3

After 5-10 minutes students had face to face for debate, they rearranging their seat to have a group to held debate activity. A group consisted seventh students. Abid (member of D class) stated that “*Semisal kaya debate itu dibagi per group, satu group tujuh orang.*” For instance such debate students were divided per group, a group was consisted seventh students. See appendix1 separate table datum6. Having debate activity for about 30-40 minutes, then teacher started to walk around to control students learning process.

2. Class interaction in each models of seating arrangement

Each models of seating arrangement has different outcomes of interaction in the class. They are:

a. Orderly rows

In this model, orderly row applied everyday in speaking class at BEC. This model has strength that students sit in the orderly seat. So, it looks like neatly arrangement and comfort seat to study. This model is also easy to apply in class. In the other hand, orderly rows is also called traditional arrangement which is easy to make student perceived bored in the class. But, BEC tried to give something different. Especially in speaking class, the class by the orderly rows is designed a stage for teacher desk. So,

students are able to see the teacher whether they sit on the back and so teacher. See appendix3 observation note data1.

By this condition made the teacher easy to see, to know, and to control students' activity. Students-teacher or teacher-students talk had covered. Yet, the weaknesses one was that it had small chance to find the interaction between students-students talk in practice. Atika (member of D class) said "*Iya, kalau di row itu kan masing-masing lihat kedepan gitu*" means in such model students focused on one way in front. That was teacher explanation. See appendix1 orderly row datum2. So that is why students-students interaction decreased. Thus, speaking class at BEC applied other kinds of seat.

b. Letter U or horseshoe and circle or around

Letter U is another kind of models of seating arrangement in speaking class at BEC. Letter U is similar with horseshoe and circle in the same function. This model was often used in practicing a certain lesson such games, make conversation in practice, greeting and introduction. See appendix3 observation note data 5 and 7.

Through interview, Andika (member of D class) stated that "*Maksudnya kita bisa langsung face to face. Bisa langsung bicara dengan lawan bicara*" in letter U model they can directly face to face with the interlocutors. See appendix1 circle and letter U datum8.

The main point in this model that students were placed in the form of face to face to others friends. And then teachers sit in the middle sometimes walk around to control students' activity. Mrs. Juni Andjarwati (speaking teacher) stated that "*nanti ya tutor nya instructor nya walking, berdiri*" means speaking tutor or teacher when in letter U or circle model walk around or stand in the middle. See appendix1 circle and letter U datum1.

So that is why in this model students-students interaction and teacher-students interaction were created. It is caused students placed in face to face with their friends and teacher. No one could annoy students view to teacher. Azizah (member of D class) stated that "*dikelas speaking juga, emang lebih efektif kalau letter U karena nggak ada yang tertutupi misalnya baris kan yang belakang nggak kelihatan, yang depan nggak bisa lihat yang belakang.*" Means the speaking class was more effective when used letter U model. It was caused no one annoy students' view. If in row model students who sat in front could not see students in back and the opposite. See appendix1 circle and letter U datum4.

c. Separate table

Separate table is the last model of seating arrangement in speaking class at BEC which concerned on student group. This model usually used in certain only lesson. That was about practicing debate activity. Abdullah (member of D class) stated that "*Iya ya tergantung kondisi juga biasanya*

kaya pas waktu yang debate itu ya per group beberapa orang gitu.” It means that changing seat depended on condition (lesson) such as debate activity students sat in a group consisted of some people like that. See appendix1 separate table datum2.

In such model of seat, made the students were easy to practice debate. Students were practice to communicate, giving addition, interrupting and arguing. See appendix3observation note data3.