

CHAPTER V

DISCUSSION

This chapter discusses about what the researcher found in previous chapter to get related in theory in chapter II. The discussion is about models of seating arrangement and how the models influence class interaction.

A. Models of seating arrangement

a. Orderly rows

Orderly rows is one of seating arrangement that mostly used in education world. Harmer (2007:40) stated that “In many classrooms around the world students sit in orderly rows”. As it is so, that was also applied in All classes at BEC included speaking class. 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.

In this model of seating arrangement the teacher faced to the whole class. James and Rod (1978:103) stated that “orderly rows imply teachers working with the whole class”. It meant that this model was intended to focus in the only one way. Such way was the teacher. It happened in speaking class at BEC. Students’ seat in orderly rows was created only in

explaining lesson material. So, students in this model supposed forwardly to see and listen to the teacher's explanation. It was also reinforced by Atika's statement (member of D class) she stated that "*Iya, kalau di row itu kan masing-masing lihat kedepan gitu. Kalau di row itu kan lagi fokus 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. James and Rod added that in such seating arrangement model, primary interaction focus is on teacher.

An orderly row in speaking class at BEC was there development. What made different was the teacher's desk was higher than students' placement. See appendix3 observation note data1. As in previous chapter, the high was about 70cm. So, teacher could see all students even their cloth, their activity, and where their focus on. Thus, teacher got easier way to control students at a whole. Mrs. Juni andjarwati (speaking teacher stated that in such model made her easier to control students. See appendix1 orderly row datum1.

b. Letter U or horseshoe and circle or around

To prevent students' bored in orderly rows model; speaking teacher at BEC gave interlude than orderly rows by set the model of seat. This variation model from the routine was letter U or horseshoe and circle or around.

Most of students perceived comfort to study when they were placed in letter U or circle. One of students is Azizah (member of D class) stated “..*kan ini kelas speaking kalau menurut saya bagusnya bentuk letter U biar bisa saling berhadap-hadapan dengan teman*” it means she preferred to sit in letter U in order to be able to face to face with friends. See appendix1 circle and letter U datum4. Harmer (2007:41) stated that “in smaller class, many teachers and students prefer circles or horseshoe.” Amount students of D class were 46. Even so, it was possible when the class set the seat in letter U and or circle inside class. When students placed in letter U or circle they felt relax and enjoy their seat to study. It was not such in orderly row that all eyes focused in the only teacher.

In speaking class at BEC, letter U or horseshoe was designed for practicing activities such telling story, game and others. In such model, teacher instructed students to sit one boy next to one girl next to one boy next to one girl and so on. That was the way they sit in letter U. see appendix3 observation note data 5. Meanwhile, teacher sat in the middle to control students’ activity. That is why students could face to face to others friends. Conducting such seat made students were active in building interaction among of them.

In the other hand, the researcher never found circle model was applied in speaking class at BEC. Yet, the researcher found that model was applied in speaking class at BEC through interviews by some students and

also the teacher. Mrs. Juni (speaking teacher) stated that beside she applied row model or letter U she applied circle model. This statement was also reinforced by the seventh students through interview. One of students is Abdullah (member of D class) stated that “*Pernah pertama kali dibuat kaya lingkaran*” it means that in the first meeting at speaking class he and his friends were placed in circle model. See appendix1 circle and letter U datum3.

In addition, actually researcher stopped his observation honestly at 23rd April 2015. Yet unfortunately, at 29th April 2015 researcher was invited by Mrs. Juni to have a seat in today’s class. For the reason, today was the last meeting for speaking class of D class. So that’s why, she invited researcher. Then, researcher saw class set as letter U. today’s topic was farewell class. It was held about singing together, playing game, and saying impression among students and also teacher. See appendix3 observation note data 7.

c. Separate table

The last model of seating arrangement which applied in BEC was separate table. Separate table is known also as seat in a group. In speaking class at BEC, this model is intended to some certain lesson activities. One of those was namely debate activity. 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.

The students were placed in a group then later on teacher walked around to see and control their activity. Harmer (2007:42) stated that

“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.”

There was development in speaking class at BEC in applying separate table model especially in debate activity. Firstly, students sat in orderly rows inside a class. They seat in such to have instructions and explanations from teacher. Next, teacher let students to have a seat per group outside a class. That was in garden hall. But before, they sit in group they were placed one by one, face to face in length neat chairs 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 having debate practice face to face with their friends, the student rearranging the seat model became separate table. 30 minutes up, the teacher started to walk around to see the students’ activity in practicing debate. Thus, by conducting such separate table model students could practice to speak up more.

B. Class interaction in each models of seating arrangement

a. Orderly rows

Every models of seating arrangement had its self strengths and weaknesses. In this model, the interaction was created only students-teacher interaction. For the reason, this model of seating arrangement was created only to explain the lesson. 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.

As it was so, orderly rows decrease the student-student interaction. 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.”

An orderly row applied in speaking class at BEC was the same function as James and Rod stated above. Even it was so; the speaking teacher at BEC could still control students’ activity. For the reason, the teacher desk was higher seventy centimeters approximately than the students’ placement. So, that is why teacher-students interaction covered maximally. See appendix3 orderly row data 1.

b. Letter U or horseshoe and circle or around

The next model of seating arrangement in speaking class at BEC was letter U and circle. The students instructed to seat in letter U and then the teacher had a seat in the middle. In this model, the student-student interaction and teacher-student interaction were created. James and Rod (1978:103) stated that:

“...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.”

Students were looked more active because they can face to face towards their friends. It added the mentality to speak up. Azizah (member of D class) stated that when she placed in letter U model, it would be different the atmosphere of class. She could face her friends. Because of she could see and feel class atmosphere, those made her to keep on fire to

speak up. See appendix1 letter U and circle datum4. In addition, 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.

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. By applying this model, both interaction between students and teacher to student were easy created.

c. Separate table

Separate table is the last seat model which was applied in speaking class at BEC. It was also called modular arrangement. Such model of seating arrangement was only applied in some certain activities. One of those was debate activity. 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

In separate table, student-student interaction is intended to be the main aim. It related to the goal of speaking class in BEC. Mrs. Juni stated that the aim or goal of speaking class was to make students brave to speak up. See appendix2 data interview 1. It was reinforced by James and Rod (1978:103) stated that:

‘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.’

Modular model, separate table or a group in speaking class at BEC in debate activity consisted of seventh students in a group. 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.

Such model was unlike orderly rows, letter u and or circle model. When those models involved work with a whole class but separate table was the model of seating arrangement that minimize members or partners to speak up. For the reason they focused with their friends in group. By

conducting this model the students had the same chance to speak up in a group. See appendix3 observation note data 3. So that's why, students could talk immediately face to face to interlocutor. Thus, students-students interaction was created in this model. In the opposite, the weakness in separate table was to prepare this model needed time a lot and a large place.