


THE INFLUENCE OF SEATING ARRANGEMENT TOWARD STUDENTS' PARTICIPATION IN LEARNING ENGLISH AT SMK NEGERI 2 BARRU

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: 8-11-2021 Revised: 13-11-2021 Accepted: 9-12-2021 Published: 16-12-2021</p> <p>Keywords: Classroom Management Seating Arrangement Students' Participation</p>	<p>The objective of this research was to know the influence of seating arrangement toward students' participation in learning English, focused on clusters model and pairs model of seating arrangement at the tenth-grade students of SMK Negeri 2 Barru. The method of this research was a descriptive qualitative method. Collecting the data of this research used observation checklists and video recorded during the learning process in the classroom. The result of this research found that clusters model made mostly the students unconcerned in responding to the material caused by the group consisting of more than two students. Meanwhile, the pairs model made the students more enthusiastic in responding to the material caused by the students' engagement. It could be seen in the percentage of students' activity which indicated that there was 64.6% students' participation in the clusters model and 77.5 % students' participation in the pairs model of seating arrangement during the learning process. It means that every seating arrangement had a different influence toward students' active participation in learning English in the classroom.</p> <p><i>This is an open access article under the CC BY-NC-SA license.</i></p> 
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INTRODUCTION

Al-Zu'bi (2013) says that classroom management is a complex exercise and a cardinal feature of the total education process. Butt, et al. in Malik, et al. (2011) classroom management is the process of working with and through students effectively and efficiently to achieve educational objectives. So, the researcher concludes that classroom management is an important thing for teachers that must command to easily get the objectives of the lesson because classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere in the classroom. Hence, it is needed the talent, skills, energy, and ability from teacher to manage the class, such

as planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom (Tan, et al. in Al-Zu'bi, 2013).

Zerin (2009) divides classroom management into grouping, seating arrangement, setting up activities, time management, teacher's control over students in the classroom, proper start and end of the lesson, maintaining discipline, dealing with problems, using proper tools and techniques, giving instruction, and monitoring. Seating arrangement is one of the most important aspects of classroom management (Zerin, 2009) because seating arrangement can be combined with some aspects of classroom management such as instruction, forming groups, monitoring, maintaining discipline etc.

Based on the theory above, seating arrangement becomes one of most parts of classroom management that should be known by the teacher, because seating arrangement helps the teacher to remember the names of the student quickly and helps to avoid the disruptive behaviors of the students. Such as that expressed by Francis in Zerin (2009) states that it helps to reorganize children for different tasks and activities, increase involvement and decrease distraction but the teacher needs to be concerned about the fact that the change of the seating arrangement is under his/her control. So that seating arrangement is needed by students in the learning process, especially the learning process in the classroom at the formal school. Some students can be active when they are comfortable with their seat in the learning. So, that is the reason why teachers should master seating arrangement and need to know the seating arrangement for applying in the classroom.

There are some previous studies that researchers found about seating arrangement. Juhary (2012) concluded that students' seating arrangement has helped the process of teaching and learning, and that both students and the instructor gain benefit from this practice. As a pedagogical tool, the arrangement allows the instructor to identify students who are weak and ultimately to arrange for activities and select materials that can assist learning. Zerin (2009) found that seating arrangement is one of the most important aspects of classroom management which is connected to the other aspects of it. In a language classroom, seating arrangement is important to create a positive learning environment. Hammang (2012) found that teacher chosen seating arrangements yielded better performances across the entire students. It is caused by well-developed communication between instructor and student which helps to inform the teacher of necessary accommodations for each student and the most effective teaching days occur during teacher chosen seating treatments where more able to control the classroom environment while experiencing the highest level of comfort. Woodson (2013) concluded that the effectiveness of classroom seating arrangements is important because the way that students are arranged in a given classroom directly influences for better and for worse, and how they engage in instruction, engage with the teacher, and engage with their peers. Seating arrangements provide a framework for the learning environment, where they can foster the learning experience as much as hinder it. It means that seating

arrangements influence student learning experience, and similarly influences the teaching experiences of teachers.

Therefore, the researcher concludes that seating arrangement is one of the most important aspects of classroom management. It has a big influence on the learning process and learning experience of students and teachers in teaching during the classroom and helps the students and the teacher to feel freshness in doing their activities in the classroom.

From all the findings above, there is similarity with the research which says that seating arrangement has an influence and important role toward better learning process for student and teacher. The difference in this research is the location to do research which is SMK Negeri 2 Barru in South Sulawesi of Indonesia.

RESEARCH METHOD

This research used a qualitative descriptive method to describe the influence of seating arrangement toward students' participation in learning English. According to Gay, et al. (2006) descriptive research also referred to as survey research, determined and described the way things are. The focus of the research was the influence of seating arrangement especially clusters model and pairs model toward oral activity of students' participation (activeness). This research used a purposive sampling technique in which the participants were selected based on consideration. The consideration of researchers taken participants was classes that used clusters model and pairs model in seating arrangement. The classes taken should be the tenth-grade students of SMK Negeri 2 Barru. The classes were X NKPI, X TP, X TSM, and X TKR. The researcher chooses this qualification because those students prepared to do Professional Placement for three months.

There were two instruments that were used, namely an observation sheet, bowed observation checklist and video recorded. In collecting the data, the researcher presented some procedures, namely the researcher made a timetable to make clear the schedule as long as observation, the researcher observed the students when they in learning process at classroom used observation checklist and video recorded to make clear the data and easier in researched, and the researcher concluded the finding of the research based on the data was gotten by observation checklist and video recorded.

The researcher also used three steps in analyzing qualitative research data. First read/memo, the researcher read and wrote memos about all students' active in classroom when observed the learning process as an initial data, second described, the researcher described and developed the collected data with the help of video recorded to get the data from video recorded, the researcher matched with the observation sheet that had been checked in learning process, and the last classified, the researcher determined and categorized the data into themes in order to get the result research.

RESULT AND DISCUSSION

The result of the data analysis found that clusters model made mostly the students unconcerned in responding to the material caused by the group consisting of more than two students. Meanwhile, the pair model made the students more enthusiastic in responding to the material caused by the students' engagement. It could be seen in the percentage of students' activity which indicated that there was 64.6% students' participation in the clusters model and 77.5 % students' participation in the pair model of seating arrangement during learning English in the classroom by the tenth-grade students of SMK Negeri 2 Barru. It means that every seating arrangement in the learning process had a different influence toward students' participation in oral activity.

Students' Participation in Clusters Model

The influence cluster model of seating arrangement toward students' participation can be seen in the following table below:

Table 1. Students' Participation in Clusters Model

Clusters Model	Students' Active Participation				Total
	NA	FA	A	VA	
Students	2	15	15	4	36
Score	2	30	45	1	93

$$\text{Percentage} = \frac{FQ}{4 \times N} \times 100 = \frac{93}{4 \times 36} \times 100 = 64.6\%$$

Based on table 1 above, the percentage of students' participation in learning English was 64.6% of thirty-six students. There were 2 students not active which was the students just sit down during the activity without doing something or slept on the chair, 15 students fairly active which was the students responded the material just once or twice, there were 15 students active that responded the material actively or three times until five times, and only 4 students very active in responded the material more than five times in learning process.

Students' Participation in Pairs Model

The result of students' participation in learning English used pairs model of seating arrangement can be seen in the following table below:

Table 2. Students' Participation in Pairs Model

Clusters Model	Students' Active Participation				Total
	NA	FA	A	VA	
Students	0	9	9	12	30
Score	0	18	27	48	99

Based on the table above, the researcher found that the percentage of students' participation in the pair model of seating arrangement was 77.5% of thirty students. There were twelve students very active in the learning process , 9 students active in which the students

responded to the material three to five times, 9 students fairly active which was once until twice given response, and there were no students that were not active.

DISCUSSION

In this part, discussion deals with the interpretation of findings derived from the result of finding about the influence of seating arrangement toward students' participation in learning English. In seating arrangement, the teachers used clusters model and pair model in the learning process.

Clusters model of seating arrangement. In this model, before starting learning, the teacher divides students into five until six students every group seat. This arrangement made it easy for the teacher to easily move from one place to another when the teacher wanted to control the students or explain the material. The model also made the students discuss the material. However, this model gave the students more chance to discuss something that was not suitable with the material in the learning process and gave the students more opportunity to do something such as disturbed other students, slept on the chair, and wrote the other subject. It was different from what Rosenfield, et al in Kate, et al (2015) found that cluster seating arrangement had a positive effect on social interaction and made more students actively participate during class discussions.

Pairs model of seating arrangement. In this model, there were two students in every group seat that was divided by the teacher. Teacher was given the students a chance to choose their pair seat. Therefore, there was many groups seat in the classroom that made the teacher needed many times to walked around in the classroom. Moreover, this model made the students more focused toward material and more active in learning such as discussing with their pairs and working together to finish the task by giving it to the teacher.

Based on the findings of observation above, it was concluded that the difference of seating arrangement, especially clusters model and pair model showed there was a difference in students' participation in oral activity in the learning process. It was similar with Harmer in Roxanna, et al (2017) stated that the different types of seating arrangements fostered the flow of oral interactions. Besides that, in Black in Kate, et al (2015) said that poor seating arrangements can affect 50% students' learning. Therefore, the seating arrangement was important to master by the teacher in order for teachers to teach effectively and the students' participation can be enhanced.

CONCLUSION

After finishing the research, the researcher drew a conclusion. The conclusion was based on the result of the observation about students' participation in learning English at SMK Negeri 2 Barru which showed that clusters model made mostly the students unconcerned in responding to the material caused by the group consisting of more than two students. Meanwhile, the pair model made the students more enthusiastic in responding to the material

caused by the students' engagement. It means that every seating arrangement in the learning process had a different influence toward students' participation especially in oral activity.

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