

# CHAPTER I

## INTRODUCTION

This chapter presents research background, research questions, problem identification, research scope, research objectives, and research significances related to the topic.

### 1.1 Research Background

Classroom management has been regulated for the teachers in Curriculum 2013. Based on Kementrian Pendidikan (2018), education is based on standard (standard-based education) which regulates eight national standards and one of them is process standard. In process standard, classroom management is regulated to be obeyed by the teacher. Thus, it is being an important task for the teacher and it requires the teacher to have many skills in managing the classroom. Here, classroom management skills need to be considered by the teacher to create a satisfying classroom environment (Warsono, 2016). In accordance with this matter, the ability to manage the classroom can be one of the important skills that are required by the teacher. The proper classroom management will help the students to get involved during the lesson. Therefore, managing the classroom may lead to a positive impact both for students and teacher in a learning activity.

One of the classroom management techniques that can be considered is the seating arrangement technique. It can be done by arranging the tables and chairs (McCorskey

& McVetta, 1978). In here, the simplest seating arrangement technique that is mostly applied in the classroom is the fixed seating arrangement or it is also known as the traditional seating arrangement or row-seating. According to McCorskey and McVetta (1978) traditional seating arrangement is a prominent seating type and it is mostly applied in high school students. In this seating type, the students are allowed to choose their own seats by themselves. Besides, there are also modular and horseshoe seating types. In accordance to the seating arrangement technique, Kementerian Pendidikan (2016) through decree No. 22 which is about process standard, regulates that the proper seating arrangement is required in the classroom to achieve a certain goal. It can be adjusted based on the purpose and the characteristics of the learning process to make the students get involved in learning activity. Accordingly, the teacher should pay more attention to the seating arrangement in the classroom since this seating arrangement becomes the essential component in a teaching environment as well as the educational aspects.

On these days, the students' seat shows a gap in which some students dominate the learning activity and the rest tend to be passive in the classroom. The different amounts of engagement in the classroom can be shown in their seat choices. In this case, seating arrangement types may also have a role in the classroom activity. Likewise, Zomorodian, Parva, Ahrari, Tavana, Hemyari, Pakshir, Jafari, and Sahraian (2012) found that students chose their seats because of their performances, where the students who sat in the front row of the classroom were more active and interactive. On the contrary, it is also stated that the students who sat in the back row had a lower degree of engagement rather than students who sat in the front and middle row (Shernoff,

Sannella, Schorr, Sanchez-Wall, Ruzek, Sinha, & Bressler, 2016). It indicates that several students mostly dominate the classroom activity and the teacher's attention, while some students have low participation and get less attention from the teacher. These phenomena may happen because of their competences in the learning process. They prefer to sit in front of the class because they have a good ability to recognize the learning resources and have good communication skills to talk to their teachers (Fernandes, Huang, & Rinaldo, 2011). While, those who sit in the back row are passive students who feel more comfortable when they sit farther away from the teachers and need less interaction with the teachers (Burda & Brooks, 1996). In this case, the students tend to show a gap during the learning process. The students choose their seats because they have different perceptions toward their seats that can be influenced by many factors.

Referring to the result of the observation, the traditional seating arrangement was implemented in SMP Negeri 1 Banjar. It was found that there was a discrepancy between the regulation and the fact in the place of study. Here, during the instruction, the seating arrangement was not managed well by the teacher. The traditional seating or fixed seating arrangement was mostly implemented in every type of instruction. It was also a monotonous seating type implemented in all instructions. Furthermore, the students showed a different amount of involvement in the classroom, in which the students who sat in the front row and middle row showed more active participation rather than others. Moreover, the teacher tended to give different attentions to the students. Here, the students who sat in the front row and the middle row got more attention from the teacher.

Consequently, the implementation of the seating arrangement should be correlated to the teaching and learning process. Here, the implementation of seating arrangement can be adjusted with the purpose or the characteristics of the instruction (Kementrian Pendidikan, 2016 ). Similarly, in syllabus, the teachers are required to design the instruction based on the learning goal as well as the students (Kementrian Pendidikan dan Kebudayaan, 2017). In here, when doing observation, the teacher in 8F class taught simple present tense and present continuous tenses. Here, in simple present tense, the students were expected to express their daily activities. Meanwhile, in present continuous tense, the students were expected to express activities that they were doing. During teaching those two materials, the teacher designed the class in traditional seating arrangement and teacher mostly gave task to the students to be done. The teacher here focused on the comprehension in using those tenses when the students did activities that they were familiar with. Here, the seating arrangement also supported the activities.

In accordance with this matter, it has been revealed that the seating arrangement plays an important role in the success of the teaching and learning process as well as to achieve a learning goal. Harmer (2007) mentions that the seating arrangement encourages the learning process in the classroom. Moreover, the seating arrangement also creates collaboration or togetherness in the classroom, provides comfort, spaciousness, flexibility, as well as encourage participation in the classroom (Barkley, 2010). For this reason, since the seating arrangement has effects on students' learning, the set-up of the traditional seating arrangement in the classroom was observed in this study. Moreover, the students' choices toward the seats were also considered since

their preferences toward their own seat positions may be different because of a certain factor that also leads to the success of instruction. Here, the students' choice or where the students sit is a form of motivation (Sen, 1973; Hausman, 2005). Motivation is being the factor that encourages people to prefer a certain thing over another and has an important role in achieving the goal and creating an effective teaching and learning process.

Moreover, Dincer and Yesilyurt (2017) mention that when the students and the teacher have high motivation, the teaching and learning goal can be achieved easily. Consequently, the teacher needs to pay attention to the students to make them active and engage in the classroom. Thus, the learning objective can be achieved by the teacher as well as the students. Therefore, both the teacher and the students can improve the activity by participating more in the classroom. Furthermore, the teacher can give equal attention to the students to motivate them in every learning activity as well, especially in English class.

Furthermore, researches on seating arrangement consideration have been widely conducted. First, Simmons, Carpenter, Crenshaw, and Hinton (2015) conducted a research focusing on the role of seating arrangement in doing students' independent work. Second, Supratman (2015) conducted a study to describe the implementation of seating arrangement toward students' communication and interactivity. Third research was conducted by Setiyadi and Ramdani (2016). They conducted a study to describe the implementation of various seating arrangement in traditional, horseshoe, and modular seating arrangement on scientific learning model in Curriculum 2013. Fourth, Shernoff et al., (2016) conducted a research to identify how students' engagement,

attention, classroom learning experience, and course performance are different in row-seating.

Moreover, Xi, Yuan, YunQui, and Chiang (2017) conducted a research to find out the relationship between seating zone and their academic performances. Here, the students believed that seating arrangement affected their performances. Sixth, Correa, Lara, Pino, and Vera (2017) conducted a research to find out the role of group seating arrangement and the students' involvement in speaking. The result reveals that separate tables enhance the students' speaking the most. Seventh, Susanti (2017) conducted a research to improve students' speaking skill by implementing seating arrangement. The study showed that seating arrangement could improve students' speaking ability and increase their participations. The last, Nomali, Sanagoo, Sarayloo, and Jouybari (2019) conducted a research to find out students' perspective toward their seat selections. It revealed that the students chose their seats because of proximity to instructor or board, or projector and personal factors such as eyeglasses/hearing aids were the most important factor.

As a result, if the seating arrangements are considered carefully, the students will be able to improve their academic performances in joining classroom activity. Daddi and Haq (2014) also state that students' performance is affected by seating arrangements. For that reason, this research aimed at describing the set-up of the seating arrangement of the eighth-grade students of SMP Negeri 1 Banjar and the students' reasons for having particular seating preferences was also identified in this present study. Moreover, the traditional seating arrangement or the row seating implemented in the classroom was being the main focus of this research. It was

because, in a traditional seating arrangement, it is the first type of the seating arrangement implemented before the other types of arrangement (McCorskey & McVetta, 1978). Furthermore, the students also choose the seats in this seating arrangement type by themselves and prefer to sit by using their personal feelings (Brown, 2000).

## **1.2 Problem Identifications**

Based on the research background, the problem identifications can be formulated as follows.

- a) Monotonous seating arrangement type was mostly implemented for all instructions

Referring to the result of the pre-observation, the seating arrangement was less managed by the teacher. Here, the seating arrangement was not managed variously. Consequently, the effectiveness of the seats could not be felt well by the students. Moreover, the students tended to experience disruption in following the lesson. There was also a gap between the students, in which some students showed active participation, while the rest tended to be passive in following the lesson. They also did not get an equal chance to participate in the instruction. In here, the students who sat in front row and middle row showed more active participation during the lesson rather than the other students. Additionally, the students did not get equal attention during the instruction as well.

- b) Students' different points of view toward the seats lead the students to misuse their sitting positions.

The students choose their seats because they have a certain factor and prefer to sit in their own seats based on their personal feelings. Based on the pre-observation, most students utilized their sitting positions to do other activities that were not related to the lesson. The spacious classroom and the large number of students made the teacher difficult in managing the classroom. Moreover, the students got unequal attention from the teacher. Consequently, most students did inappropriate activities during the instruction. In here, the purpose of the study could not be achieved effectively.

### **1.3 Research Scope**

In this research, the researcher focused on one class of the eighth-grade students in SMP Negeri 1 Banjar that was especially conducted in English class. The seating arrangement type was fixed seating arrangement. The theory mention that it is known as the traditional seating arrangement or row-seating. It was limited because traditional seating arrangement was the main seating type implemented in SMP Negeri 1 Banjar. McCorskey and McVetta (1978) also confirm that traditional seating arrangement or row seating is a prominent seating type and mostly applied in high school students. In this seating type, the students preferred or chose their seats by themselves in new academic year.



## **1.4 Research Questions**

Based on the research background, the research problems can be formulated as follows:

1. How is the seating arrangement of 8F class at SMP Negeri 1 Banjar set up?
2. What are the students' reasons for having certain seating preferences?

## **1.5 Research Objectives**

Based on the statement of the problems, the aims of the research can be formulated as follows:

1. To observe the set-up of the seating arrangement of 8F class at SMP Negeri 1 Banjar.
2. To identify the students' reasons for having certain seating preferences.

## **1.6 Research Significances**

There are two research significances of this research for instances:

### **1.6.1 Theoretical Significance**

Theoretically, this research aims to provide the information the set-up of seating arrangement and students' reasons for having certain seating preferences. It also has an important role in teaching and learning process and gives effects for the students in the classroom to highly participate in the teaching and learning process, thus the teacher and the students can achieve the goal.

### 1.6.2 Practical Significances

Practically, the results of this research will be useful for students, teachers, and future researchers.

a) For students

It will be useful for students to make use the seating arrangement appropriately. Thus, they could highly participate during the implementation of seating arrangement as well as get equal attention during the instruction.

b) Fort teachers

The result will be useful for teachers to develop classroom management, especially in the seating arrangement technique to improve students' involvement in classroom activity. Here, the teacher also could adjust the seating arrangement to the learning goals and implement more various type of seating arrangement. It also can be teachers' consideration to give more attention to students.

c) For future researchers

The result of the study can be used as a reference in order to plan more intensive research by investigating other aspects of instructional process as well as classroom management.