THE CORRELATION BETWEEN CLASSROOM SEATING ARRANGEMENT AND SPEAKING SKILLS OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT
UNIVERSITAS MUHAMMADIYAH PALEMBANG

THESIS

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SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

THESIS

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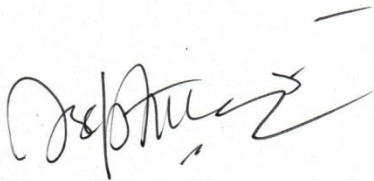ENGLISH EDUCATION STUDY PROGRAM
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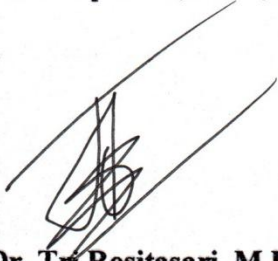
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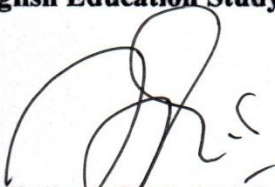
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Saneesah Karing

MOTTO AND DEDICATION

Motto

❖ *Try saying Alhamdulillah when you are confused, when you're stressed & you feel nothing is going your way. In every unfavorable situation remember Allah. Praise the almighty, because if he raised you : "Nothing can bring you down".!*

This thesis is dedicated to:

❖ *My beloved parents Haji. Mustofa Karing and Hajjah Robi'ah. Karing Thank you so much for the endlesss love, pray, and financial support. I am nothing without you, you are my great parents.*

❖ *My beloved sister Sarini Karing, you are the best sister that I ever have in the rest of my life and my beloved brother M. Rihan Karing also. I love you so much.*

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❖ *All of my best friends in English Department 2015.*

ABSTRACT

Saneesah Karing. 2019. *The Correlation Between Classroom Seating Arrangement and Speaking Skills of the Fourth Semester Students of English Department at Universitas Muhammadiyah Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang.* Advisor (I) Kurnia Saputri, S.Pd., M.Pd., and (II) Dian Septarini, S.Pd., M.Pd.

Keywords: correlation, classroom seating arrangement and speaking skills.

This title of thesis was "The Correlation Between Classroom Seating Arrangement and Speaking Skills of the Fourth Semester Students of English Department at *Universitas Muhammadiyah Palembang*". The limitation of the problem limited on "The Correlation Between Classroom Seating Arrangement and Speaking Skills of the Fourth Semester Students of English Department at *Universitas Muhammadiyah Palembang*". The formulation of the problem ''is there any significant Correlation Between Classroom Seating Arrangement and Speaking Skills of the Fourth Semester Students of English Department at *Universitas Muhammadiyah Palembang?''.* The objectives of this study was " to find out whether or not there was a significant correlation between classroom seating arrangement and speaking skills of the fourth semester students of English department at *Universitas Muhammadiyah Palembang*". In doing this study, correlational design was used by the researcher. The sample of this study were 47 students of the fourth semester of English department at *Universitas Muhammadiyah Palembang (UMP).* For collected the data, it was collected through two instruments. The first one was throught a ready-made by Woodson. H . The second was analyzed by Pearson Product Moment Correlation. Based on the data analysis, the value of correlation between classroom seating arrangement and speaking skills (r-obtained) was 0.456 in two tailed testing at 0.05 of significant level of 47 samples (r-table) = 0.284 . It means that there was a significant correlation between classroom seating arrangement and speaking skills. Since the value of r-obtained was higher than r-table, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It can be conclude that there was significant correlation between classroom seating arrangement and speaking skills.

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7. The researcher also thanks to her parents who have given supports during her time studying in this university.

8. All of her family and her friends who have given their love, prayer, and support to finish this thesis.

9. All of her sample (The fourth semester students at *Universitas Muhammadiyah Palembang*) who have help her to get the data of this thesis.

The researcher realized that the thesis is not perfect. There are still many weaknesses in this thesis. The writer accepts any kind of suggestion and advice for the sake of the use of this thesis for this university and the next writer in the future.

Palembang, August2019

The Researcher

SK

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INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) limitation of the study, (4) formulation of the study, (5) objective of the study, (6) significance of the study, (7) hypotheses of the study and (8) criteria for testing hypotheses.

1.1 Background of the Study

Nowadays, English holds an important role in our life such as in education field. In our country, some schools or universities have applied their class which lessons are taught by using English. Brown (2001, p.106) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing speech of sounds as main instrument. In addition, Cameron (2005, p.106) states that speaking is use to express meanings so that other people can make sense of them. In other word, speaking is an important skill that is used to communicate with other people. English consists of four basic skills they are listening, speaking, reading and writing. Proficiency in each skill is necessary to become a well-rounded communicator, but in this section the researcher focuses on speaking, because it is the most important skill that should be mastered by students in order to communicate in English fluently. The ability to speak is the most significance way to reflect thoughts, opinions and feelings to have an interaction or communication with other people.

Communication is a tool for everyday life of activity. To do so, language makes it a whole lot easier, so people learn to speak the language. So, to be able to speak is needed for everyone.

Speaking becomes one of vital skill in a language. For the reason, to make someone understand is hard to do. Moreover without speaking, it will have many misses understanding. Therefore, speaking is needed to study. In other side, English has become the international language. English is the most widely spoken language in the world, and if we know how to speak English, it will be an invaluable tool of communication. Furthermore, English language without speaking becomes silent language. As it is seen, speaking is the priority in teaching and learning English language. Richards (2008, p.19) states that :

> "The mastery of speaking skills in English is a priority for many second language or foreign language learners". This most reasoned of the language learner is that they can mastery the language or not is determined on the way hers or his speaking. Therefore, speaking is a top priority in language learning.

Talking about teaching and learning English in Indonesia especially in speaking has a little specific aim because English must be mastered as a language at whole. Four skills of English are learnt by students in the same case of a lesson in once a seat of teaching and learning. So that's it makes the learners are confused to learn English. In the other hand, in teaching and learning English there various issues were coming up by this case. One of the various issues was classroom management. Practically, it is seldom considered by the teacher in a class whereas classroom management is supposed to be vital part in teaching and learning. Classroom

management is important to consider because it becomes the main factor for determining the success of learning and teaching.

In addition, Wong & Wong (20014, p.1) define that Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that learning can take place. This management includes fostering student involvement and cooperation in all classroom activities and establish in productive working environment. In managing classroom effectively, the teacher should be able to set the class appropriately. Harmer (2007, p.34) states

> "if we want to manage classroom effectively, we have to be able to handle a range of variables. These include how the classroom space organized, whether students or working on their own or in groups and how we organize classroom time."

Next to manage classroom effectively, once that teachers are able to consider is about seating arrangement. As Harmer stated above, the teacher should be able to handle the class. It is included how the classroom space organized is. Wannarka and Ruhl (2008, p.4) "Seating arrangements are important classroom setting events because they have the potential to help prevent problem behaviors that decrease student attention and diminish available instructional time."

One of expectation of considering seating arrangement is to have effective classroom communication. Classroom management especially on seating arrangement would have been one of an instrumental role to have a good communication in the class. Therefore, classroom setting arrangement in speaking class is significance to supports the existence of communicative classroom. Harmer (2007, p.345) states:

"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."

So, it is expected that by applying good class atmosphere in term of by conducting an appropriate seating arrangement it can support the students' interaction in class effectively. Interaction as communication in the class to see is very important to establish. It might be influenced by seating arrangement. There were three levels of interactions those were high interaction, moderate interaction and low interaction. Those three levels were caused the placement of student in seating. It determines the intensity of interaction. The farthest students' placement from teacher desk would make them less attention to the teacher. Thereby, seating arrangement should be considered by teacher to have an effective interaction at the class.

Based on the central statistical we can see from the table that outbound student flows from Indonesia are growing, but they are still relatively modest. Despite being the world's fourth-largest country in terms of population, Indonesia was only the 22nd-largest sender of international students worldwide in 2017, making up less than 1 percent of the more than 5 million students studying abroad that year. According to UIS, the number of Indonesian degree-seeking students enrolled overseas has grown by nearly 62 percent since 1998, reaching a high of 47,317 in 2016. This growth made Indonesia the third-largest sender of international students among ASEAN member states in 2017, behind only Vietnam (82,160) and Malaysia (64,187).

Outbound Indonesian Degree-Seeking Students

Source: UNESCO

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Table 1.1 Outbound Indonesian Degree-Speaking Students

However, Indonesian growth rates are dwarfed by those of smaller regional neighbors like Vietnam, where outbound student numbers mushroomed by nearly 960 percent between 1998 and 2017. Indonesia's outbound mobility ratio is small—only a tiny fraction of the country's students are currently heading overseas. While Vietnam and Malaysia, the two largest senders in the ASEAN, have outbound mobility ratios of 3.56 and 5.14 percent, only 0.57 percent of Indonesia's tertiary students are studying abroad, the second-lowest percentage among all ASEAN member states after the Philippines. This discrepancy is even more pronounced in the case of smaller countries like Singapore and Brunei, which have sky-high outbound mobility ratios of 12.92 and 30.99 percent respectively.
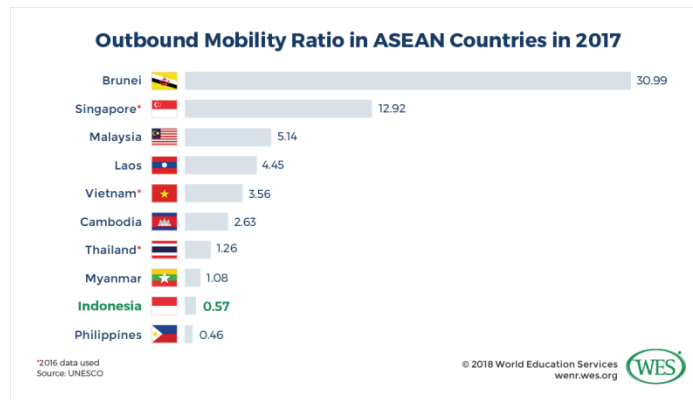
Table 1.2 Outbound Mobility Ratio in ASEAN Countries in 2017

Based on students" strengths in English speaking skills on Pronunciation, Grammar, Vocabulary, Fluency, Comprehension. They relied on vocabulary and Comprehension with score 2.6 for each, and the weaknesses dealt with fluency with average score 2.1. Meanwhile, female students strengths in English speaking were on pronunciation with average score 2.9, and the weaknesses were on grammar and comprehension with average score 2.3 for each. Overall, all students" strengths in English speaking skills related to vocabulary with average score 2.7, and the weaknesses dealt with fluency with average score 2.25.

No.	Criteria	Male	Female	Total
1.	Pronunciation	2.4	2.9	2.65
2.	Grammar	2.5	2.3	2.4
3.	Vocabulary	2.6	2.8	2.7
4.	Fluency	2.1	2.4	2.25
5.	Comprehension	2.6	2.3	2.45

Table 1.3 Students' Weaknesses and Strengths in English Speaking Skills

Here is some example of "A Case Study of Classroom Seating Arrangement to Promote Students Communication Interactivity in Telkom University". Telkom University has many facilities to support teaching and learning activities in the class. The facilities are spacious classes, projectors with its screen in every class, air conditioners, writing pads, chairs, CCTV and Wi-Fi internet connection. Beyond the complete facility, the number of students in each Communication Department class is forty. So, it needs the strategy for the lecturer to make the material he/she delivers effective for the students. The writer found that the seating arrangement is an effective strategy to make the students get involved into teaching and learning processes. The writer took class to adapt this seating arrangement for doing this research. The writer used descriptive case study to analyze a class of Communication Management at Second Semester in Communication Department, Telkom University. The observations were run weekly for Two Months (January 2015-February 2015) during Three Hours of Semester Credit. The results found that students were very active in delivering their ideas. They could see their friends' expressions about a topic under discussion. The lecturer could also directly see students' responses while giving feedback for the lecture. Seating arrangement was made into three cycles: Big Circle Seating Arrangement, Small Circle Seating Arrangement and Army Row Seating Arrangement.

Seating arrangement at university level is sometimes seen as an unnecessary thing. The lecturer thinks that having proper seating arrangement in the class is a waste of time. Seating arrangement is responsible for not only increasing the laziness among students, but also the number of students which is usually large becomes

difficult to manage. But the atmosphere is different in Telkom University class. The number of students is around 35 to 38 students. It will be easier for the lecturer to master the entire class. Telkom university is one of the best private universities in Indonesia. It was officially founded in 2013. Telkom University is striving to reach the status of world class university by improving human resource capacity and quality in terms of the number of lecturers to improve academic functional position.

The writer did research on Communication Department class, Telkom University. Explored the classroom with a circular seating arrangement for one semester. The students mentioned that it was very helpful to catch the material from me. Rather than doing the seating in the classical style like rowed seating arrangement, circle style is more interesting for the students. Rowed seating arrangement locates the teacher at the front, and makes the interaction less among the students.

The researcher chose English Education Study Program as sample because the researcher has observed the junior and senior of English Education Study Program about classroom seating arrangement when they had in learning process. They felt they had motivation in learning English when their seating was on a shape such as latter U or Group to Group.

Based on the above evidence the writer has belief that classroom management has been activate in this course; an effective classroom seating arrangement has been applied in this course. Thereby, the researcher was interested in finding out the correlation between the two variables under the title the correlation between

classroom seating arrangement and speaking skills of the Fourth Semester Students of English Department at *Universitas Muhammadiyah Palembang"*.

1.2 Problem of the study

The problem of this study was about the correlation between classroom seating arrangement and speaking skills of the Fourth Semester Students of English Department at *Universitas Muhammadiyah Palembang.*

1.3 Limitation of study

There was a limitation of the problem of the study in order to make this study clear. This study only focused on the correlation between classroom seating arrangement and speaking skills of the Fourth Semester Students of English Department at *Universitas Muhammadiyah Palembang.*

1.4 Formulation of the problem

Based on the limitation of study above, the formulation of problem in this research was "Is there any correlation between classroom seating arrangement and speaking skills of the Fourth Semester Students of English Department at *Universitas Muhammadiyah Palembang?*

 1.5 Objective of the study

The objective of the study was to find out whether or not there is correlation between classroom seating arrangement and speaking skills of the Fourth Semester Students of English Department at *Universitas Muhammadiyah Palembang.*

1.6 Significance of the study

   This study was expected to provide useful information about the teaching and learning English at *Universitas Muhammadiyah Palembang* especially in students speaking skill related to classroom seating arrangement. This study might be useful for students, teachers, and the further researchers which described in the following :

1. The researcher herself

   The researcher hopes this study might give her more information about the correlation between classroom seating arrangement and speaking skills. This research also helped her to broaden her knowledge and skills on how to do the research.

2. The students of English education

   It might be useful for students at *Universitas Muhammadiyah* Palembang because this study conducted to know the students' seating arrangement in learning speaking skills.

3. The lecturers of English education

   It might be useful for lectures at *Universitas Muhammadiyah Palembang* to improve students in learning speaking.

4. Other researchers

  The result of this study can be used as a reference for other researchers who are interesting in conducting similar study.

1.7 Hypotheses

The hypotheses of this study are as follow;

H_a : There was a significant correlation between classroom seating arrangement and speaking skills of the Fourth Semester Students of English Department at *Universitas Muhammadiyah Palembang.*

H_o : There was no significant correlation between classroom seating arrangement and speaking skills of the Fourth Semester Students of English Department at *Universitas Muhammadiyah Palembang.*

1.8 Criteria for testing the hypotheses

Sugiyono (2016) mentions that the criteria of testing the hypothesis in measuring correlation are as follows:

1. If the p-output is lower than 0,05, H_o is rejected and H_a is accepted. So, there is a correlation between Classroom Seating Arrangement and Speaking Skills,

2. If the p-output is higher than 0,05, H_o is accepted, and H_a is rejected. So, there is no correlation between Classroom Seating Arrangement and Speaking Skills (p.257).

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