

**STUDENTS' INTERACTION IN HORSE – SHOE SEATING  
ARRANGEMENT IN ENGLISH CLASSROOM AT GRADE XI  
OF SMKN 1 PADANG PANJANG**

**Thesis**

**Submitted as a Partial Fulfillment of the Requirements to Obtain Strata  
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## ABSTRAK

**Jasman. 2011. Students' Interaction in Horse – Shoe Seating Arrangement in English Classroom At Grade XI of SMKN 1 Padang Panjang. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Masalah yang dibahas dalam penelitian ini ialah interaksi siswa di kelas yang menerapkan *Horse – Shoe Classroom Seating Arrangement*. Subjek penelitian ini ialah siswa kelas XI AP 1 dan XI AP 2 di SMKN 1 Padang Panjang. Tujuan penelitian ini ialah untuk mendeskripsikan tingkat frekuensi *Students' interaction* di kelas yang menerapkan *Horse – Shoe Seating arrangement* dan membandingkannya dengan kelas yang menerapkan susunan bangku biasa ( *Traditional Seating Arrangement* ). Metode penelitian yang digunakan ialah *observational research*. *Purposive cluster sampling* digunakan sebagai teknik pengambilan sample. Video recorder dan lembar observasi digunakan sebagai instrument penelitian. Dari hasil penelitian, ditemukan bahwa frekuensi munculnya interaksi siswa di masing – masing kelas yang diteliti memiliki perbedaan yang cukup tinggi untuk beberapa kategori. Contohnya, kategori *Expressing lack of understanding verbally* di kedua kelas merupakan kategori yang paling banyak muncul dengan jumlah frekuensi 33 *occurrences* (13.98%) di kelas *horse – shoe seating arrangement* dan 38 *occurrences* (15.70%) di kelas *traditioanal seating arrangement*. Sementara kategori yang paling jarang muncul di kelas *horse – shoe seating arrangement* adalah *Confusion (non-work oriented)* dengan frekuensi muncul 16 *occurrences* (6.77%). Di kelas *traditioanal seating arrangement*, *Student-talk*, *initiation* merupakan kategori yang paling jarang muncul yakni 15 *occurrences* (6.19%)

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Problem**

The concept of classroom might be a case which seems not to require a great deal of explanation, especially in teaching and learning process. Some teachers consider a classroom just as a space where they are supposed to share knowledge with the students. Classroom itself actually means as a place where teacher and students meet to learn and to share the ideas, thought, and feelings upon the pedagogical terms. Some teachers tend to ignore the magnificent value of the classroom. Whereas, classroom which becomes a valuable factor in the success of any pedagogical purposes will let teacher and students meet to learn to obtain curriculum demands.

In language teaching and learning, classroom seating arrangement also plays important roles. It can encourage students to be motivated and enjoy the lesson which will be represented in the form of frequent interaction, conversation, argumentation, and communication. Ideally, language classroom needs students to be active and interactive during the process of teaching and learning. However, the fact indicates that the degree of students' interaction and participation in the language classroom in almost all levels of education shows an imbalance condition which is only dominantly led by small number of students. This is proved through the some observation, interview and experience.

Based on some observation at some Elementary and High Schools in Padang and Padang Panjang - West Sumatera, it was found that the arrangement of classroom seats is the traditional one. Traditional seating arrangement means that students' desks and chairs are fronted to the teacher so that the students who sit at the back can see their friends' napes who sit in front of them. This condition causes the students felt bored and show less interaction during the teaching and learning process. The condition becomes worse when they are learning English since it is one of the most difficult subjects to study. Some of them might be engaged in the other unrelated activities to minimize their boredom until the class over. Making some noises, walking around the class with no clear purposes, chatting with their peers not for pedagogical purposes but just for unexpected talks are some examples which let the learning process run unsuccessfully.

Based on some interviews with some of the English teachers, it was found that there were two factors which affected students' interaction in the class. The first factor was psychological problems such as: mood, fatigue, feeling bad, and others. Students tend to show less interaction and participation during the class activities because they are exhausted after following several lessons in that particular day. The second factor was physical design of the classroom. The arrangement of the furniture of the classroom, chairs, desks, wardrobe, teacher's desk, chalkboards, etc, plays an important role as well in activating students' interaction for every subject taught since they exist permanently to be together with the students in the classroom.

Then, based on the experience, it was found that the problems mentioned above appear due to one basic facility that exists in the classroom that is the arrangement of the classroom seats. Physical design of the classroom has roles in promoting students interaction because it can encourage students to be active and to get involved in the learning activities, especially in expressing ideas.

All facts mentioned above are really related to students' interaction in the class especially in teaching and learning English. The facts show that classroom seating arrangement has role in promoting students interaction during teaching and learning process. That is the reason why this research is conducted in SMKN 1 Padang Panjang which has applied a different classroom seating arrangement that is horse – shoe seating arrangement. SMKN 1 Padang Panjang is vocational high school which has four departments, namely accounting, secretary, business management, and tourism.

Since horse – shoe seating arrangement is still newly implemented in SMKN 1 Padang Panjang, it is considered necessary to conduct a research in order to describe students' interaction in the class which employs it. This research described students' interaction in horse – shoe seating arrangement in English class at SMKN 1 Padang Panjang.

## **1.2 Identification of the Problem**

Complaints on students' problem in the interaction case within the classroom activities can not be reduced completely. Many factors could influence the interaction degree of the entire students in the classroom. As elicited in the previous elaboration, willingness to learn and use of the target language ( English

), and the management of the classroom itself ( particularly seating arrangement ), are the least two problems which appear in the interaction of the students during the process of teaching and learning in the classroom.

First, the classical problem which frequently appears to the surface is the willingness of the learners themselves to talk and interact in the classroom activities. Some are just nodding their head down whenever the turn is given to them and keeping silent. Some ignore the instruction given and prefer to recommend the other peers to be pointed out. The other minority might be engaged in a bit extreme action by walking around the class and pretend unconsciously that they do not want to be involved in the activity designed for them. The design of teaching and learning activity therefore does not meet the expectation of the teacher particularly and the curriculum demands globally.

The next is the arrangement of classroom seating. It also has the valuable contribution toward the interaction of the learner themselves. Classroom seating arrangement itself will highly determine the output of the activities carried out in it whether it would possibly be excellent or not. One of classroom seating arrangements which is now implemented by almost all schools in Indonesia is traditional seating arrangement. But now, one school in Padang Panjang has applied another classroom seating arrangement that is horse – shoe seating arrangement. It is said that students in horse – shoe seating arrangement have good interaction during the process of teaching and learning.

### **1.3 Limitation of the Problem**

Based on the identification of problem above, the research is limited to describe students' interaction in horse – seating arrangement at second grade of SMKN 1 Padang Panjang

### **1.4 Formulation of the Problem**

The problem of this research was formulated as follow: “How often are students' interactions categories appear in the class which applies horse – shoe seating arrangement?”

### **1.5 Research Questions**

In order to answer the question above, the research problems are elaborated into the following research questions:

1. What is the frequency of student's response (specific) emerging?
2. What is the frequency of student's response (non – specific) emerging?
3. What is the frequency of Student-talk initiation emerging?
4. What is the frequency of Student-talk inquiry emerging?
5. What is the frequency of expressing students' own ideas emerging?
6. What is the frequency of expressing lack of understanding verbally emerging?
7. What is the frequency of confusion (work-oriented) emerging?
8. What is the frequency of confusion (non-work oriented) emerging?
9. What is the frequency of hand-raising participation emerging?
10. What is the frequency of silence (work-oriented) emerging?
11. What is the frequency of silence (non - work-oriented) emerging?



## **1.6 The Purposes of the Research**

Based on the research questions above, the main purposes of this study were to investigate the frequency of:

1. Student's response (specific) emerging in horse – shoe seating arrangement.
2. Student's response (non – specific) emerging in horse – shoe seating arrangement
3. Student's talk initiation emerging in horse – shoe seating arrangement
4. Student's talk, inquiry emerging in horse – shoe seating arrangement
5. Expressing students' own ideas emerging in horse – shoe seating arrangement
6. Expressing lack of understanding verbally emerging in horse – shoe seating arrangement
7. Confusion (work-oriented) emerging in horse – shoe seating arrangement
8. Confusion (non-work oriented) emerging in horse – shoe seating arrangement
9. Hand-raising participation emerging in horse – shoe seating arrangement
10. Silence (work-oriented) emerging in horse – shoe seating arrangement
11. Silence (non - work-oriented) emerging in horse – shoe seating arrangement

## **1.7 Significance of the Research**

It is greatly expected that the result of this research will contribute to the foreign language teaching development both theoretically and practically.

Theoretically, the result of this study can be an intellectual contribution to the development of teaching and learning process. Practically, the result of this study is expected to provide information for those who have great curiosity to conduct the further research.

### **1.8 Definition of Key Terms**

1. Classroom is understandably characterized as a rectangular room which the “focus was directed to the front where the instructor exercised complete control of the pace, content, and sequence of activities” by using a blackboard and overhead projector (Cornell, 2003, p 1).
2. Classroom seating arrangement is simply defined as the setting of classroom which enables teacher and students to interact and encourages students to participate in a learning community that supports student learning and well-being.
3. Students’ interaction can be simply defined as a form of classroom interaction which is performed by the students during teaching – learning process, like making predictable and unpredictable responses to the teacher; initiating talk to the teacher; responding to their peers; and, initiating talk to the peers (Flanders, 1960)
4. Horse – shoe seating arrangement: one of classroom seating arrangements where the seats and the desks are designed as U letter (Cusick, 2009 ). The picture can be seen in appendix II

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the findings and discussion, it can be concluded that student's interaction in horse – shoe seating arrangement and traditional classroom seating arrangement occur in different ways. All categories of students' interaction are fulfilled which is represented in the form of total occurrences in numbers. Some conclusions can be drawn as follows:

1. It was found that all students' categories in horse – shoe classroom seating arrangement were fulfilled. The most frequent category goes to expressing lack of understanding verbally. While the least frequent category belongs to confusion (non – work oriented). The rest categories follow chronologically from student – talk, inquiry, student – talk, response (specific), confusion (work – oriented) and hand – raising participation, student – talk, response (non – specific) and silence (work – oriented), silence (non – work oriented), student – talk, initiation and hand – raising participation, and the last is confusion (non – work oriented).
2. Similar with students' interaction categories in horse – shoe seating arrangement, all categories in traditional classroom seating arrangement were also fulfilled. Expressing lack of understanding verbally was the most occurring frequent category. While Student-talk, initiation was the least occurring category. The rests categories follow chronologically from student – talk, response (specific), student – talk, inquiry, student – talk,

response (non – specific) and confusion (non – work oriented), silence (work – oriented), confusion (work – oriented), hand – raising participation, and silence (non – work oriented), and the last is expressing students' own ideas.

## **B. Suggestions**

Based on the research conducted, there are some suggestions can be proposed:

1. To teacher

Since the teacher plays an important role in the classroom, it is expected to be able to make the atmosphere of the class pleased and interesting. Teacher can use the lesson' time by conducting any games related to the lesson which may involve all students to participate in all activities in the class. Next, it will be better if the teacher move around the class to get closer with all students personally. Moreover in horse – shoe seating arrangement, it is really possible for teacher to conduct any activities because there is much space to do there. So, the students will feel more relax and convenient. This action may increase students interaction during the lesson is in process. Furthermore, based on the research findings, it was found that there was less frequency of students' talk initiation while expressing lack of understanding verbally occurred the most. It indicated that students did not master the lesson or they were lack of the information. This condition should be concerned by the teacher by doing

some improvements in teaching. Teacher can use interesting teaching media or applying BKOF (Building Knowledge of Field) stage maximally to build students' knowledge of the lesson being studied.

2. To School principals

The research result showed that horse – shoe classroom seating arrangement could promote students interaction which is apart of the success of teaching – learning process. So, it is suggested that school principals apply horse – shoe classroom seating arrangement in all classes of SMKN 1 Padang Panjang. Or at least it is implemented to some subjects which enable students to interact much more.

3. To other researchers.

This research focused on students' interaction only. This field of study actually can be developed wider to get more complete and valid data. Furthermore, the further researchers may choose other research's objects with different focuses. For example, the researcher may conduct a research in the classroom which employs another classroom seating arrangements.



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