

APPLAYING SEATING ARRANGEMENT AND TEACHERS' ROLE IN ENGLISH LANGUAGE TEACHING TO INCREASE STUDENTS' SPEAKING ABILITY AT STKIP KUMALA LAMPUNG METRO

Anita Susanti

STKIP Kumala Lampung

Email: nietha1987@yahooo.id

Abstract

Most of schools or universities use conventional or traditional seating arrangement in teaching and learning process. Sometimes, students' chairs have little wooden palettes on one of the arms to provide a surface to write on. Sometimes, the students have desks in front of them. It has many problems to teach speaking when use these seating arrangement. These problems make some teachers or lecturers arrange the proper seating arrangement. Beside that, teacher role to manage it and conduct learning and teaching activities also have crucial part to increase students' speaking ability. How teacher talk and behave can influence students' ability to master the material has given. The main focus of this research is using of seating arrangement and teachers' role in English language teaching to increase students' speaking ability at STKIP Kumala Lampung Metro. Data came from students involving writer and an english lecturer. The research was conducted through a Classroom Action Research (CAR). The result showed that seating arrangement and teachers' role in teaching could be used to increase students' speaking in learning English. The successful using of seating arrangement and teachers' role can be seen from the students' positive response and their active participation in speaking learning activities.

Keyword : *Speaking, Seating arrangement, Teachers' role, English.*

Abstrak

Banyak sekolah dan universitas menggunakan pengaturan tempat duduk konvensional dalam proses belajar dan mengajar. Terkadang kursi siswa memiliki palet kayu pada satu sisi tangan sebagai tempat untuk menulis. Terkadang pula terdapat meja di depan siswa duduk. Hal ini memiliki banyak masalah ketika menggunakan pengaturan tempat duduk tersebut. Masalah – masalah ini membuat beberapa guru atau dosen menyusun pengaturan tempat duduk yang tepat. Peran guru untuk mengatur hal tersebut dan melaksanakan aktifitas belajar dan mengajar juga mempunyai peran penting untuk meningkatkan kemampuan berbicara siswa. Bagaimana guru berbicara dan bertingkah laku dapat mempengaruhi kemampuan siswa untuk menguasai materi yang diberikan. Penelitian ini fokus pada penggunaan manajemen tempat duduk dan peran guru dalam pengajaran bahasa inggris untuk memotivasi berbicara siswa pada STKIP Kumala Lampung Metro. Data berasal dari mahasiswa - mahasiswi melibatkan penulis dan dosen bahasa inggris. Penelitian dilaksanakan dengan Penelitian Tindakan Kelas (PTK/CAR). Hasilnya menunjukan bahwa mengatur tempat duduk siswa dengan tepat dan peran guru dalam mengajar dapat digunakan untuk meningkatkan kemampuan berbicara siswa dalam pembelajaran bahasa inggris. Keberhasilan penggunaan manajemen tempat duduk dapat dilihat dari respon positif siswa dan partisipasi aktif siswa dalam kegiatan pembelajaran berbicara.

Kata kunci: Berbicara, Manajemen tempat duduk, Peran guru, Bahasa Inggris

INTRODUCTION

Learning English is a study of the language components and language skills. English components are grammar, vocabularies, pronunciation, and spelling. Language skills are Listening, Reading, Speaking, and Writing. Speaking is one of the most difficult skills to be

mastered by students. Learning English language is one of science that should be learnt to all the people. English becomes very important and useful for us.¹ Learning to speak foreign languages is the one of difficult aspect in language learning. Teacher has an important role to help students in developing speaking skill of language learning and motivate them to speak. Helping students to increase their speaking skill is not only as the way to make them pass the examination but it's for their need to face the world. Speaking activities relate to listening and pronunciation understanding. Where both of them have a role in speaking which a speaker produces utterances (Encoding Process) and a listener listens these utterances in his brain (Decoding Process)².

Speech or talk as interaction has several fatures such as; social function, role relationship, speaker indentity, generic words, conversational register, etc.³ Students are expected to use their speaking or do English conversation to express their mind and their feeling in community wherever they are. They also can tell their experiences and others. Students usually meet some difficulties during learning English especially in speaking. Many aspects raised that problem are happened. It because the technical problem such as uninteresting teaching method, unconfident students, students ability to master the supporting aspects in speaking.

¹ Suhono Suhono, "SURFACE STRATEGY TAXONOMY ON THE EFL STUDENTS' COMPOSITION A STUDY OF ERROR ANALYSIS," *Iqra': Jurnal Kajian Ilmu Pendidikan* 1, no. 2 (2017): 1–30.

² Karwati, Euis & Priansa, Donni. *Manajemen Kelas*. (Bandung: Alfabeta. 2014).

³ Umar Alfaruq A. Hasyim dan Suhono Suhono, "Restoring Moslem identity by integrating Islamic values in English speaking class," *ATTARBIYAH: Journal of Islamic Culture and Education* 2, no. 1 (2017): 1–27.

And the fact shows that speaking is not easy. Some reasons from that fact are first; to produce utterances, they need spontaneity, good pronunciation, good grammar and having clear mind. Second; to produce utterances, students are asked to interact directly with other people.

In a class, there is an interaction between students and teacher. This interaction process relates to teaching and learning activity. It needs teachers' ability and proper seating arrangement to make students' comfortable in learning. Teachers' physically has important role in classroom management. Teachers' dress, teachers' body language, teachers' eye contact, and teachers' movement can influence classroom situation become more joyful. Most of teachers always stay at their chair and they seldom do any movement that can make students bored and asleep. This situation can influence teaching and learning activity.

The way of teaching is a teacher must be creative so that it can increase motivation and students' confidence in learning process. And by an effective technique in teaching learning, it can automatically improved the student motivation in learning process and it can make them try the best effort to accepting the material taught by the teacher.⁴The crucial instrument of teachers is voice. How teachers' speaking and teachers' voice is very important and having strong influence in the classroom. A teacher has to speak loudly and clearly because most of students make a noise in the classroom. Those things can make teaching and learning process effectively and students can understand the material.

In classroom, students usually sit in line chairs arrangement and a table in front of two chairs. While a group discussion is

⁴ Wiwied Pratiwi, "THE INFLUENCE OF USING SEMANTIC MAPPING ON THE STUDENTS' READING COMPREHENSION," *Iqra': Jurnal Kajian Ilmu Pendidikan*. 1, no. 1 (2016): 192.

held, seating arrangement will be disorder. Other problems when teachers teach in class are noisy class and crowded class. Sometimes, students are always busy with their business and they do not attend to teachers' explanation and teachers' instructions. When they are given a task such speaking task, they are always passive and silent. Only some of them are enthusiasm to speak up. A teacher has to be smart to solve these problems by doing proper seating arrangement.

Based on the interview with the teacher, it has known that from 40 students only some students who could use English in speaking actively, the others tend to be passive and silent. Sometimes, they are shy to express their opinion in english. They still think about many aspects to speak such as: grammar, vocabularies, and pronunciation so they can't speak confidently. The using of seating arrangement and teachers' role aim to create a comfortable and fun situation in learning and give encouraging result. The purpose of this research is to determine the result of students' learning during the instructional process by proper seating arrangement and teachers' role in teaching variation with some activities. The successful learning can be determined based on the presentation, observation and student activities in the class.

METHOD

The research was conducted through a Class Action Research (CAR) because CAR was done to diagnosing and solving problem. CAR is the accuracy of the learning process in action form that is deliberately emerged and happened altogether in a class⁵

⁵ Arikunto, S. *Prosedur Penelitian Suatu Pendekatan Praktik*. {Jakarta: Rineka Cipta 2006}

FINDING AND DISCUSSION

1. Speaking Skill

Speaking is a skill to pronounce the articulation sound or word to express, tell or send a thought, idea and feeling. Speaking is a tool to communicate ideas that arranged and developed appropriate with the need of audience and listener⁶.

It can be concluded that speaking is an oral communication tool and a speaking skill through of vocabularies development need to make effective speaking activity.

There are three main reasons for getting students to speak in the classroom⁷.

- a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom
- b. Speaking task in which students try to use any or all of language they know provide feedback for both teachers and students.
- c. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become .As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluency without very much conscious thought⁸.

1.1. Communication activities

⁶ Tarigan, H. G. *Berbicara sebagai suatu Keterampilan Berbahasa*. (Bandung: Angkasa 2008.)

⁷ Harmer, J.. *How to teach English*. (Camridge, UK: Pearson Longman 2007)

⁸ Harmer, J.

Communication is a process where two people or more build or share informations to other⁹ Communication activities are activities in which the students are put into situation which require them to use English freely to achieve a particular purpose (non linguistic purpose). These activities are open-ended, unpredictable, and not limited to certain linguistic items¹⁰. Furthermore talk as interaction is a social communication, happen when someone interacts with each other. It emerges communication between them that can be called as communication.¹¹

It means that communication activities are the process to communicate in the situation where people must speak or share informations in an activity. In learning english, communication activity is usually done in english speaking activity. The students are asked to speak and teachers should make a situation where they should use english in speaking activity.

The aims of communication activities:

1. To gain sufficient confidence to use english in expressing thought/ideas/opinions and to project themselves as interesting individuals
2. To improve their fluency in english speaking i.e. learning to speak spontaneously and confident without pauses and hesitation
3. Learning how to start off, continue, and take a part in discussion, conversation, etc.
4. To learn how to speak continuously

⁹ Sugiyo. *Komunikasi Antar Pribadi*. (Semarang: UNNES Press, 2005).

¹⁰ Djuwarsih. *Learning and Teaching Strategy*. (Bandar Lampung: Wijaya Saputra 2008).

¹¹ Hasyim dan Suhono, "Restoring Moslem identity by integrating Islamic values in English speaking class."

5. To learn more english through having to try and say many things in order to achieve their purpose and trough with their peers
6. Learning to think in english
7. To improve the ability and to communicate effectively in english

Teachers' role in communication activities ¹²

1. As guide and conductor: giving students clear and simple instructions about what they are going to do
2. As a motivator: motivating and encouraging students so that they want to communicate to each other to achieve the particular purpose of the activity.
3. As an organizer: organizing the lesson, classroom, and the students in the most suitable way and in relax situation or atmosphere for the particular activity.
4. As a controller: checking whether the students have understood and remembered what they are supposed to do, nothing necessary errors and problems to deal with in the future lessons.
5. As a facilitator: joining and getting involved in a group (being member) during the discussion activity, giving helps when the group cannot continue in communication, do not force them to use english but encourage them to use it by using it in group eventhough students use indonesian language.

However, teachers often find some problems when they teach speaking and use communication activities. The problems are noisy class and crowded class. The teacher can minimize these problems by making the comfortable situation

¹² Djuwarsih.

by arranging classroom management. Classroom management relates to teaching speaking and makes the class activities will be condusive and effective.

1.2. Scoring of speaking skill

For scoring of speaking skill, the table on oral presentation criteria is going to be used to evaluate students’ performance. Each criterion is designed to ease teacher to score students’ presentation. The criteria used to evaluate students’ performance are based on¹³, Brown suggest there are at least six criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, discourse, feature, and task accomplishment. In addition, presentation skill checklist will be added to oral presentation assessment criteria.

Table 1. Oral Presentation Assessment Criteria¹⁴

Criteria	E	VG	G	S	P	Comment
SPEAKING SKILL						
<i>Fluency and Coherence</i>						
Speak fluently with only rare repetation or self-correction						
Speaks coherently and develops topics fully and appropriately						
<i>Lexical resource and range</i>						
Express with some						

¹³ Brown, H. D. *Teaching by Principle: An Interactive Approach to Language Pedagogy 3rd Ed.* (New York: Pearson Education, Inc, 2007).

¹⁴ Brown, H D & Abeywickrama, *Language Assessment: Principles and Classroom Practice 2nd Ed.* (New York: Pearson Education, Inc. 2010).

flexibly and appropriateness, giving effective descriptions and expressing viewpoints on a variety of topics <i>Grammatical range and accuracy</i> Complex sentence use and minor grammatical occurrence <i>Pronunciation</i> Pronounce words correctly, articulate clearly, intonate appropriately. <i>Interaction (Listen and respond)</i> Good contribution to other Active in conversation development Task accomplishment						
PRESENTATION SKILL Presentation was organized, information was logical and presented in well sequencing The assignment was completed according to instruction Presentation done within time allocation						
Total						

Comment:.....
.....
.....
.....
.....

Table 2. Rating Points

Initial	Criteria	Score
E	Excellent	5 points
VG	Very good	4 points
G	Good	3 points
S	Satisfactorily	2 points
P	Poor	1 points

2. Seating Arrangement

The different arrangement of chairs and tables indicate a number of different approaches and this raises a number of questions are achools which use a variety of seating plans progressive or merely.

Kinds of eating arrangement include those advantages and disadvantages¹⁵

a. Orderly rows

Orderly rows imply teachers working with the whole class. Having the students sit in rows can appear somewhat restrictive, but there are advanteges to this arrangement. The teacher has a clear view of all the students and the students can see the teacher – in whose direction they are facing. It makes lecturing easier; enabling the teacher to maintain eye contact with the people he or she is talking to. If there are aisles in the classroom, the teacher can easily walk up

¹⁵ Harmer, J.. *How to teach English*

and down making more personal contact with individual students and watching what they are doing.

b. Circle and horseshoes

In smaller classes, many teachers and students prefer circles or horseshoes. In a horseshoes, the teacher will probably be at open end of the arrangement since that may well be where the board, overhead projector and/or computer are situated. In a circle, the teachers' position – where the board is situated – is less dominating.

Classes which are arranged in a circle make quite a strong statement about what the teacher and the students believe in. So, in this classroom with all people in the room sitting in a circle, there is a far greater feeling of equality than when the teacher stays out at the front.

Therefore, teachers believe in lowering the barriers between themselves and their students, this kind of arrangement will help.

c. Separate tables

When students sit in small groups at individual tables, it is much easier for the teacher to work at one table while the others get on with their own work. This is especially useful in mixed-ability classes where different groups of students can benefit from concentrating on different tasks.

3. Teachers' Role

Teacher is determiner of education successful through their work in instructional and institutional. The government regulation number 20 in 2003 section 39 subsection 2 states that teachers' job desks are planning

and conducting learning process, evaluating learning result, guidance and coaching.

The government regulation number 14 in 2005 about teacher and lecturer section 1 subsection 1 states that teacher is a professional educator with the main task to educate, teach, guide, aim, train, judge, and evaluate students for formal education, primary education, and junior and senior education.

It means teacher is a determiner factor in students learning process. Through a teacher, students can get knowledge and understanding need to develop themselves. A teacher is the main facilitator in the school who has functions to develop and stand students potential.

The teachers' roles consist of many things such as: ¹⁶

1. Diagnose students' behavior
2. Arrange lesson plan (RPP)
3. Conduct school administration
4. Give information
5. Develop students' potential
6. Develop school curriculum

A good teacher must master base skills in teaching. However, base teaching skills generally relate to ¹⁷:

1. Set induction skills

The activity for set induction is teacher conducts learning activities in creating students' psychology to give positive effect in learning activities.

2. Questioning skills

A teacher needs to have base skills in asking students and motivating students to ask.

3. Reinforcement skills

¹⁶ Karwati, Euis & Priansa, Donni. *Manajemen Kelas*

¹⁷ Karwati, Euis & Priansa, Donni

Reinforcement skill is more important than giving a punishment to students.

4. Stimulus variation

Giving stimulus variation can be conducted by using multimedia, multi method and learning sources variation. These activities will make students interest to learn.

5. Explaining skills

A creative teacher is able to conduct transfer of knowledge activities. Teachers' explaining skills relate to exploration and elaboration stimulus of learning material.

6. Discussion skills

Group discussion is an interaction process between students in a group. A teacher guides this discussion and conduct supervision activity to evaluate groups' effectiveness.

7. Classroom management skills

Classroom management makes learning process in classroom running optimally so the goal of teaching and learning can be reached effectively and efficiently.

8. Individual learning skills

A teacher should be able to apply learning material and observe students individually.

9. Closure skills

In closure learning, a teacher should be able to conclude learning material which has been explained to students.

4. Using of seating arrangement and teachers' teaching variations

A teacher must be creative to apply some creation in managing a class by using proper seating arrangement and

teachings' variation. English teacher should manage a class by giving some instructions to the students as follows¹⁸:

1. Setting up controlled practice activity; generally speaking, what students should be doing controlled practice activities, such as a drill, is so obvious that instruction are unnecessary. However, it may occasionally be necessary to demonstrate a new kind of drill, even a teacher-to-students drill, before using it, so:
 - a. Get everybody's attention, give the prompt then move to make it clear you are in the role pf the students and give the response
 - b. Try out the drill with one of the better students so that the rest of the class can see. If the better student cannot do it, you will have to simplify your explanation or break it up and do the drill stage by stage, explaining each bit as you go along or
 - c. Write an example of the drill on the board and do the practice from that.
3. Directing controlled practice
Your instruction will need to be as simple as possible. Classroom instructions however are usually best learned directly as language for an exercise. Here are some common ones: tell me, repeat, everybody, again, try again, look at the board, read, say, etc.
4. Organizing seating arrangement and determine who sits next to whom
You might give each student a number or some kind of symbol. In which cas, it might be the number fives who listen for what they should do:

¹⁸ Gower, Roger & Walters, Steve. *Teaching Practice*. (Oxford, London: British Library Cataloguing. 1983).

T: Right, listen to your number. One, two, three. Four, five. Juan, what's your number?

J : three

T: Abdullah?

A: Four

T: Right. Listen. All of fours are going to..... all the threes

5. Setting written and speaking work by pair or individual work; it's very easy, having practised for example a dialogue, to give a rather casual instruction such as Right. I want you to write a couple similar dialogues substituting your own ideas where you can and then wonder why the students are not able to do what you want.
6. Further hints
 - a. Support instructions with pictures, physical guidance and gestures wherever possible
 - b. Be consistent, especially with lower-level classes: use the same set of words for the same instruction
 - c. Develop a signal, like the word Right or Listen which students will learn to recognize as the cue for an instruction
 - d. Make sure the students know when to begin an activity (e.g say something like Everyone. NOW).

First circle is the writer interview speaking lecturer and conduct observation to learn the condition of third semester students at STKIP Kumala Lampung Metro during the process teaching and learning before using seating arrangement. Based on the observation result showed that the class is passive, it is only two or three students concern in speaking. Most of students did not participate in learning activities such as conversation. They are shy to speak and give oral conversation. Lecturer did not use effective seating

arrangement. That is a problem and finding a solution should be done to improve the quality of students' speaking.

In the pre test result showed that mean score was 62,5. It consist of 15 students are active participant. On other hand, the number of passive participant showed about 25 students. In speaking test, it can be seen that none of students get score "Excelent", 8 student get score "Very Good", 12 student get score "Good", 10 students get score "Fair" and 6 students gets score "Satisfactory" and 4 student get score "Poor". In other words, using convensional seating arrangement was failed. The pre test had done before Classroom Action Research in a presentation form. Then the score was taken in six criteria as stated by Brown. Based on the result, it is indicated that the students' speaking skill was very low.

There was a significant score improvement in the post test result. Based on the data analysis there were many students have score improvement. The average score was 78. In the test, none of students get score "Excellent", 18 students get score "Very Good", 15 students get score "Good", 9 students get score "Fair", 8 students get score satisfactory, and none student get score "Poor". It means there is a significant improvement when teacher use the effective seating arrangement to increase students' speaking skill.

According to the data above, it can be concluded that the goal of this research has been achieved successfully. In other words, the using of seating arrangement and teachers' role in English language teaching can increase students' speaking ability.

CONCLUSION & SUGGESTION

Using proper seating arrangement and teachers' role can increase students in speaking English for the students of STKIP Kumala Lampung Metro. It can be proven through

observation, interview, Pre test & Post test. The average score and students total score improvement were improve in the post test after teacher using the proper seating arrangement and teachers' role in learning variations in the class. The students was excited and enthusiasm in following the learning activities when the class is more interesting by proper seating arrangement and learning variation. The using of seating arrangement and teachers' role in learning variation is successful because the average increases high. The proper seating arrangement also increases student's activeness in speaking.

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