

## ABSTRACT

**Riski, Ayu Lilik Lia.** *Teacher's Strategy in Organizing Classroom Physical Environment.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor Dr. Harjali, M.Pd.

**Key word: teacher's strategy, classroom physical environment**

Learning environment is where the learning process takes place in social, psychological, and pedagogical contexts which can influence students' achievement and attitudes. Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. Teacher expertise in managing the classroom environment provides a great effect in the learning success.

In a class consists of many kind of students' character. Such those different character the teacher try to use a strategy as adjustment of the students' behavior. As the teachers of SMP N 5 Kec. Ponorogo, they were trying to arrange the students' seat in order to students could collaborate in their learning and it also created conducive learning environment. To know how is the teacher strategy in organizing classroom physical environment; the researcher formulated the problem statement into: How is the teacher's strategy in arranging students' seat? and what are the contributions of student seating arrangement on learning English achievement?

The design of this research was qualitative case study. The techniques of collecting data were interview, observation, and documentation. The researcher conducts the interview with some students and three English teachers of SMP N 5 Kec. Ponorogo. The observation and documentation was conducted in three classes, in VII B, VII G, and VIII I to know how is the teacher strategy in organizing classroom physical environment especially in arranging the students' seat in English class.

The result of this research points out that the teacher of SMP N 5 Kec. Ponorogo tried to organize the students' seat in traditional arrangement, U shape seating arrangement, and small group discussion model. In applying students' seating arrangement in English class the teacher gave attention to the advantages or disadvantages and also the function of each seating arrangement model that used. When the teacher was arranging the students' there must be an adjustment to the learning material and strategies used. The contribution of classroom physical environment organization, it strongly supported teaching and learning process in the class, it could encourage the students to build up their communication among the students and also the teacher and students. It can conditioning the students to keep them focused on learning, decreasing the negative impact arising from their habits, and also created a comfortable learning environment for students and teacher in teaching and learning process.

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Conditioning all students in the class, with the number of students more than 25 sometime become a problem for the teacher. All of students have a different character. They are very unique. Sometime students have a very high level of activity or they are very active, but the others have a quiet character. All the characters from those students need to be guided properly.

Students grow differently. Even though they are the same age, they are not the same size or height and do not have the same physical appearance. Neither are they same in temperaments and personalities. Although they may come from the same family, they react differently to various situations and exhibit different emotions. Some are more placid and shy, some are more assertive in their interactions, and some have an anxiety about how they will function.<sup>1</sup> Most of the learner have enormous energy that makes them more active in moving and do other things while lessons take place. This could occur if the active students feel bored even for students who are less active they will do similarly such as lack of attention, preoccupied with their world or even play with toys that brought. All of these differences make teaching

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<sup>1</sup> Barbara J. Shade, et, al, *Creating Culturally Responsive Classrooms* (Whashington: American Psychological Association, 1998), 9.

more interesting and exciting as well as more complex. Despite a wide range of student differences, there is an increased emphasis to have all students reach the same academic goals and standards.<sup>2</sup>

In English foreign language setting, teachers are consistently concerned with ways to get students to speak English in class, ways to use authentic language teaching materials, and getting students to take on more responsibility for their learning.<sup>3</sup> So, the teacher must be mindful about interaction among people, how classroom interaction is managed, and supportive environment for them.

Teacher expertises in managing the classroom environment provides a great effect in the learning success. Teachers set the stage and climate for learning that either facilitates or hampers cognitive engagement. Learning to be competent takes place within the confines of discreet classrooms over which teachers have an inordinate amount of power and control. The type of praise, criticism, encouragement, and support given by the teacher transmits the message of what the teacher expects of the individual, how the teacher views the student ability to perform the tasks, and the extent to which the

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<sup>2</sup> Deborah L. Voltz, et, al, Conennecting Teachers Students and Standards: Strategies for Sucess in Diverse and Inclusive Classrooms (Alexandria USA: ASCD, 2011), 12.

<sup>3</sup> Jerry G. Gebhard, Teaching English as a Foreign or Second Language: a Teacher Self-development and methodology Guide, (Singapore: University of Michigan, 1983), 3.

teacher is prepared to work with the student to help him or her accomplish the work in the classroom.<sup>4</sup>

In the absence of a supportive environment, learning cannot occur. Reducing inappropriate behavior is a critical aspect of creating such an environment. The action or instruction or series of action directed by the teacher combine with supportive environment will influence the student in learning.<sup>5</sup>

Classroom management in the school climate is as an effort which directed to build up learning climate that conducive, pleasant, and can motivate the student in learning. In other word, classroom management is an effort in managing all the case in the process of learning, in such as physical environment and the learning system in the class. The goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful ways. It is through meaningful interaction that student can make progress in learning English.

A common assumption lies in the Vygotskian notion that more competent cognitive activities will occur when there is both a varied and rich environment and teachers who, through social interaction. Thus practitioners

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<sup>4</sup> Barbara J. Shade, et, al, *Creating Culturally Responsive Classrooms* (Whashington: American Psychological Association, 1998), 41.

<sup>5</sup> Deborah L. Voltz, et, al, *Conecting Teachers Students and Standards: Strategies for Sucess in Diverse and Inclusive Classrooms* (Alexandria USA: ASCD, 2011), 48.

and researchers see cognitive activity as the product of an interaction between the classroom environment and the social interaction within that classroom.<sup>6</sup> Deborah L. Voltz cite from Jalongo & Isenberg that the manner in which materials, equipment, and furniture are arranged can seriously affect a child's self-esteem, security and comfort, autonomy, self-control, and peer interaction.<sup>7</sup> Furniture and equipment should be arranged to create activity centers appropriate to the type of activity.<sup>8</sup>

An inviting classroom uses the arrangements of the desks to enhance the interpersonal relationships between the teacher and student. When engaged in the teaching-learning process, it is important for teachers to interact with student as individuals as well as groups. Student must be able to relate in a positive way to each other so that communication occurs not only between the teacher and students in particular vicinity, but also between student and student.<sup>9</sup>

To create conducive learning climate, the teacher must know how to organize their classroom or managing their classroom physical environment

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<sup>6</sup> Carollee Howes, et, al, A Matter of Trust Connecting Teacer and Learner in the Early Chilhood Classroom (New York: Teachers College Press, 2002) 48.

<sup>7</sup> Ibid., 59

<sup>8</sup> Bruce A. Miller, A Resource Handbook for Small Rural School (Portland : Northwest Regional Educational Laboratory, 1999), 2.

<sup>9</sup> Barbara J. Shade, et, al, Creating Culturally Responsive Classrooms (Whasington: American Psychological Association, 1998), 43.

for example in seating arrangement in order to motivate the student to learn maximally, so the students' achievement will tend to increase.

The teacher and headmaster of SMPN 5 Kec. Ponorogo gives attention in how they organized classroom physical environment. As an adjustment in student behavior that they are differ in every person, the teachers of SMPN 5 Kec. Ponorogo tries to organize the students' seat both in traditional arrangement and in U shape arrangement. The teacher also try to build up the student interaction by organize them in group because in language learning, the interaction among the student or teacher and student emphasize the students to learn about a language. For this situation, physical environment such as furniture is needed for supporting teaching learning process.

The researcher wants to explain a little view about organizing or managing classroom physical environment by learns from the English teachers in SMPN 5 Kec. Ponorogo which it bring a little knowledge for a new teacher to manage their class or remind to the other teacher that organizing classrom physical environment is important and has a big effect in teaching learning process.

From the explanation above, the researcher want to conduct research entitle:

**“Teacher’s Strategy in Organizing Classroom Physical Environment”**

## **B. Research Focus**

Focus on this qualitative research is about the strategy of English teachers in managing the physical environment especially in student seating arrangement in a classroom. It expected able to create a situation or environment that are comfortable, have variation of students position in learning and can provide encouragement for students to participate actively in English lesson. Student participation in the learning process and supportive learning environment can create learning situation that conducive. By this situation, it expected to support and facilitate the teachers in teaching process and it also can support the strategies used by the teachers.

This research just focuses on student seating arrangement that is supporting the English teacher to create conducive learning situation. With the arrangement of students' seat in the classroom and teacher creativity in each set expected able to create an environment that conducive so the learning objective can be achieved and also improved the student achievement.

## **C. Statement of the Problem**

Regarding to the background of the study, the problem statements are formulated into:

1. How is the teacher's strategy in arranging students' seat?
2. What are the contributions of seating arrangement on students' English achievement?

#### **D. Objectives of the Study**

The problem will also be the main topic of the research with following purpose:

1. To know how is the teacher's strategy in arranging students' seat in classroom to create an English learning climate that conducive.
2. To know what are the contributions of seating arrangement on students' English achievement.

#### **E. Significance of the Study**

1. Theoretically
  - a. The result of this study will be useful and contribute to scientific treasure in the field of education.
  - b. For the purpose of scientific study and for information and reference for other researchers who want to conduct further research.
2. Practically
  - a. For the teachers.
    - 1) Increasing knowledge for new teachers in organizing the students' seat and adapting with the learning theme to create conducive learning climate of English class.
    - 2) Remembering to the other English teacher that organizing the classroom physical environment has a great effect to the teaching learning process.

- b. For the students.
  - 1) With the suitable students seating arrangement is expected to create a comfortable environment for students.
  - 2) With the suitable students seating arrangement expected that it can raise the spirit of the students to participate maximally during the learning process take place.
- c. Readers
  - a) This study is expected to give a contribution to readers, particularly the students of English Department of STAIN Ponorogo in enriching references concerned with the physical classroom management especially in student seating arrangement.
- d. Researcher
  - a) This study is conducted to obtain some information about organizing classroom physical environment especially in student seating arrangement.

## **F. Research Methodology**

### **1. Research Design**

In this research, the researcher applied a qualitative research. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic picture of the social and cultural settings in which such behavior occur. It does so by reporting the detailed

views of the people who have been studied. Such inquiry is conducted in settings where people naturally interact, as opposed to specially designed laboratory or clinical/experimental settings.

Qualitative research seeks to understand the what, how, when, and where of an events or an action in order to establish its meaning, concepts, and definitions, characteristic, metaphors, symbols, and description.<sup>10</sup> The data collected in the form of words or pictures rather than numbers. The data include interview transcripts, field notes, photographs, videotapes, personal document, memos, and other official record.<sup>11</sup> They involve documenting real events, recording what people say, observing specific behavior, studying written document, or examining visual images.<sup>12</sup> In education, qualitative research is frequently called naturalistic because the researcher frequents places where the events he or she is interested in naturally occur. And the data are gathered by people engaging in natural behavior: talking, visiting, looking, and so on.<sup>13</sup>

In this research, the data are collected naturally by observing the teacher's strategy in organizing the students' seat of SMPN 5 Kec. Ponorogo and by conducting an interview with the teacher of the school

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<sup>10</sup> Mohammad Adnan Latief, *Research Method On Language an Introduction*, (Malang:UM Press,2013), 75.

<sup>11</sup> Robert C. Bogdan, *Qualitative Research for Education: an Introduction to Theories and Method*, (Boston: Pearson education, 2007), 5.

<sup>12</sup> William Laurence Neuman, *Social Research Method: Qualitative and Quantitative Approach*, (Boston: Allyn and Bacon, 2000), 145.

<sup>13</sup> Robert C. Bogdan, *Qualitative Research for Education: an Introduction to Theories and Method*, (Boston: Pearson Education, 2007), 3.

and observing the physical condition and students activity in learning English process. The researcher plays a role as an observer and interviewer. Then, the data are analyzed and presented in a form of description.

## **2. Researcher's Role**

Qualitative research has actual setting as the direct source of data and the researcher is the key instrument. Researcher enters and spends considerable time in schools, families, neighborhood, and other locales learning about educational concern. Even when equipment is used, however, the data are collected on the premises and supplemented by the understanding that is gained by being on location. Mechanically recorded materials are reviewed in there are entirety by the researcher with the researcher's insight being the key instrument for analysis.<sup>14</sup>

Gaining entry to a research site and the ethical issues that might arise are also elements of the researcher's role. It also include statements about past experiences that provide background data through which the audience can better understand the topic, the setting, or the participants and the researcher's interpretation of the phenomenon. Indicate steps taken

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<sup>14</sup> Ibid, 4.

to obtain permission from the Institutional to protect the rights of human participants.<sup>15</sup>

In qualitative research, the researcher collects and analyzed data simultaneously to draw a temporary conclusion and repeats the cycles several times, deciding what data needs to be collected again to verify their temporary conclusion. Therefore, the researcher has to be involved himself in the process of data collection using all kinds of necessary instruments. The instruments used by the researchers themselves are called human instrument.<sup>16</sup> The researcher acts as a key instrument while collecting the data. For the researcher's role, of course the researcher has many role here because the researcher became a key instrument. At first the reasearcher have permit to the teacher and head master to conduct the research, clarify about the research. After got the permission from the school, the researcher arrange the schedule with the teacher and prepare the thing that researcher need to collect the data.

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<sup>15</sup> John W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*, (California: SAGE Publication Inc., 2009), 177.

<sup>16</sup> Mohammad Adnan Latief, *Research Method On Language an Introduction*, (Malang:UM Press,2013), 81.

### 3. Research Location

This research takes place at SMPN 5 Kec. Ponorogo. It is located at Jl. Dr. Sutomo No. 11, Ponorogo. the reasons of selecting the school are:

- a. The organization of physical environment in SMPN 5 Kec. Ponorogo is supporting with the researcher's research.
- b. The English teacher of SMPN 5 Kec. Ponorogo gives attention in how they organized classroom physical environment especially in student seating arrangement as an adjustment in students' behavior to creating a conducive teaching learning English.

### 4. Data Source

The term data refers to the rough material researcher collect from the world they are studying; data are the particulars that form the basis of analysis. Data include materials the people doing the study actively record, such as interview transcripts and participants observation field notes.<sup>17</sup> In qualitative research, the data analysis does not use statistics that requires numerical data. Therefore, the data are collected and recorded in description.<sup>18</sup> This study will involve several parties of big family SMPN

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<sup>17</sup> Robert C. Bogdan, *Qualitative Research for Education: an Introduction to Theories and Method*, (Boston : Pearson Education, 2007), 117.

<sup>18</sup> Mohammad Adnan Latief, *Research Method On Language an Introduction*, (Malang:UM Press,2013),78.

Kec. 5 Ponorogo that is the teacher, head master, the students and also the school environment in there as the source of data.

## 5. Technique of Data Collection

Qualitative researcher use a variety of technique (e.g., interviews, participation, photographs, documents studies, etc.) to record their observation consistently.<sup>19</sup> The data collection steps include setting the boundaries for the study, collecting information through unstructured or semistructured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.<sup>20</sup> Based on the statement, the research applies interview and observation as the techniques of collecting data. And then the researcher adds documentation as the techniques of collecting data, it hopes the data collection is perfect:

### a. Observation

Observing in a setting is a special skill that requires addressing issues such as the potential deception of the people being interviewed, impression management, and the potential marginality of the researcher in a strange setting.<sup>21</sup> Observations usually refer to the use

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<sup>19</sup> William Laurence Neuman, *Social Research Method: Qualitative and Quantitative Approach*, (Boston: Allyn and Bacon, 2000), 170.

<sup>20</sup> John W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*, (California: SAGE Publication Inc., 2009), 178.

<sup>21</sup> John C. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, (London: Sage Publication, 2007), 150.

of our visual sense to record and make sense of information in research, observation refers to the data gathering which involves not only visual sense but also all the senses necessary to get valid reliable data.<sup>22</sup>

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site.<sup>23</sup> A great deal of what researcher do in the field is to pay attention, watch, and listen carefully.<sup>24</sup> In this research, observation is applied to figure out the teacher's strategy in organizing students seating arrangement of SMPN Kec. 5 Ponorogo. The observation was conducted in three classes that are VII B, VII G, VIII I. The researcher conduct twice observation in every class, so the researcher have six times for having observation.

#### b. Interview

In qualitative, to gathering data may be done by depth interview. The field interview involves asking questions, listening, expressing interest, and recording what was said.<sup>25</sup> An interview is a purposeful conversation, usually between two people but sometimes

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<sup>22</sup> Mohammad Adnan Latief, *Research Method On Language an Introduction*, (Malang:UM Press,2013), 77.

<sup>23</sup> John W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*, (California: SAGE Publication Inc., 2009), 181.

<sup>24</sup> William Laurence Neuman, *Social Research Method: Qualitative and Quantitative Approach*, (Boston : Allyn and Bacon, 2000), 361.

<sup>25</sup> *Ibid*, 370.

involving more, that is directed by one in order to get information from the other.<sup>26</sup> In qualitative interviews, the researcher conducts face-to-face interviews with participants. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.<sup>27</sup>

In this research, an interview is conducted to acquire information about teacher's strategy in organizing the students seating arrangement of English class in SMPN 5 Kec. Ponorogo. The respondent of interview there are some students and three English teachers of SMP 5 Kec. Ponorogo. The researcher wants to know about how the teacher role in organizing students seating arrangement, what is the function of it, and what students' feel about them.

#### c. Documentation

The method is to find documentation on the subject or variable data in the form of notes, transcripts, books, newspapers, magazines, inscription, meeting minutes, and others.<sup>28</sup> The form of data in this documentation can be record and photograph. The record form is

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<sup>26</sup> Robert C. Bogdan, *Qualitative Research for Education : an Introduction to Theories and Method*, (Boston : Pearson Education, 2007), 113.

<sup>27</sup> John W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*, (California: SAGE Publication Inc., 2009), 181.

<sup>28</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT: Rineka Cipta, 1998), 236.

result of interview and photograph as the supporting clarification. In this research, documentation is used as source of data to explain the teacher's strategy in organizing students seating arrangement of SMPN Kec. 5 Ponorogo.

## 6. Data Analysis

Analysis involves working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns.<sup>29</sup> In general data analysis means a search for pattern in data recurrent behavior, objects, or a body of knowledge. The technique has three analysis components; data reduction, data presentation, and verifications of conclusions.

### a. Data Reduction

Data analysis in qualitative research consists of preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion.<sup>30</sup>

Data reduction is a stage of summarizing, classifying, and focusing on essentials things. In this stage, the researcher needs to separate

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<sup>29</sup> Robert C. Bogdan, *Qualitative Research for Education : an Introduction to Theories and Method*, (Boston : Pearson Education, 2007), 159.

<sup>30</sup> John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among five approaches*, (London: Sage Publication, 2007), 148.

the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data will be analyzed.

b. Data Presentation (Data Display)

On the central steps of coding the data (reducing the data into meaningful segments and assigning names for the segments) , combining the codes into broader categories or themes, and displaying and making comparisons in the data graphs, tables, and charts. These are the core elements of qualitative data analysis.<sup>31</sup>

Data display is a stage of organizing the data into patterns of relationship. The data display can makes a conclusion. The conclusion can be in a form thick description.

c. Verification or Conclusion Drawing

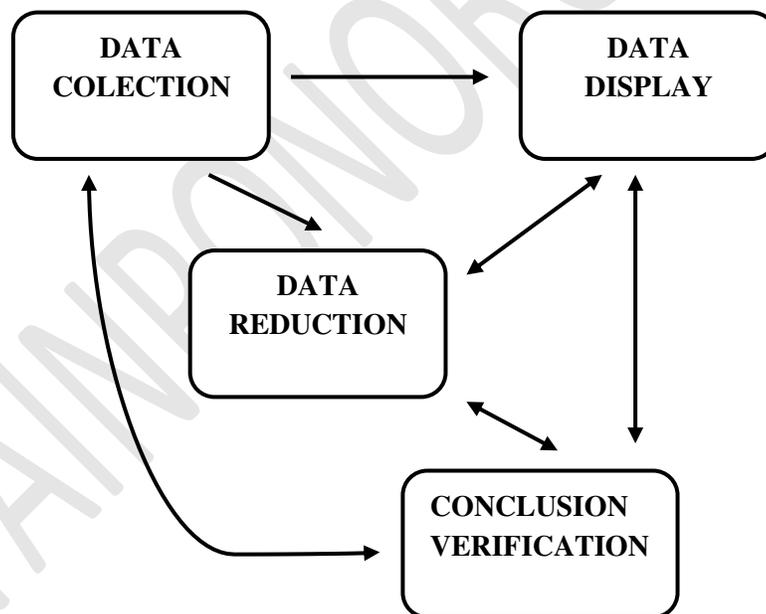
Validity of the data is updated concept of the concept validity. In this study the writers uses diligent observation techniques and triangulation. Triangulation in the social science conveys the idea that to establish a fact that researcher need more than one source of information. When triangulation made its way into qualitative research, it carried its old meaning that is verification of facts but picked up another. It came to mean that many sources of data were better in a study than a single source because multiple sources lead to fuller understanding of the

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<sup>31</sup> Ibid, 148

phenomena.<sup>32</sup> While the technique of triangulation is a technique that utilizes data the examination of the validity of something else outside of that data for checking purposes as a comparison that data. In this stage, the researcher makes a conclusion. The conclusion can in form of thick description the conclusion is the answers of the researcher problems that have been formulated.

Based on the statement above, the stages of data analysis can be showed in this picture.



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<sup>32</sup> Robert C. Bogdan, *Qualitative Research for Education : an Introduction to Theories and Method*, (Boston : Pearson Education, 2007),115

## 7. Data Validity

Validation is a judgment of the trustworthiness or goodness of a piece of research".<sup>33</sup> Validity is the degree of accuracy between data which happen in research object with the data that is reporting by the researcher. Validity mean truthful. It refers to the bridge between construct and the data. Qualitative researcher is more interested in authenticity than validity. Authenticity means giving a fair, honest, and balanced account of social live from the view point of someone who lives it every day.<sup>34</sup> Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures.<sup>35</sup>

So the testing of validity in this research use testing credibility of the data by extension of observation, increasing the perseverance of research, triangulation, discussion, analysis the negative case, and membercheck.

## 8. Research Procedure

The research activities are presented in the following:

### a. Preparation

For the preparation, researchers determine if a case study approach is appropriate to the research problem. Researchers next

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<sup>33</sup> Ibid, 205.

<sup>34</sup> William Laurence Neuman, *Social Research Method: Qualitative and Quantitative Approach*, (Boston : Allyn and Bacon, 2000), 171.

<sup>35</sup> John W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*, (California: SAGE Publication Inc., 2009), 190.

need to identify their case or cases. These cases may involve an individual, several individuals, a program, an event, or an activity.<sup>36</sup> Then, identify and locate a culture-sharing group to study. Select cultural themes or issues to study about the group.

b. Application

In the process of application, the researcher collecting the data in case study research is typically extensive, drawing on multiple sources of information, such as observations, interviews, documents, and audiovisual materials. Yin recommends six types of information to collect: documents, archival records, interviews, direct observations, participant-observations, and physical artifacts.<sup>37</sup>

c. Reporting

In the final interpretive phase, the researcher reports the meaning of the case, set of rules or patterns as the final product of this analysis and reporting the result in a form of thesis.

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<sup>36</sup> John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among five approaches*, (London: Sage Publication, 2007), 76.

<sup>37</sup> *Ibid*, 75.

## **G. Organization of the Thesis**

The discussion in this study consists of five chapters and each chapter is closely related to each other which is a unified whole with systematic as follow:

CHAPTER I : Introduction talk about: background of the study, research focus, statements of the problems, objectives of the study, significances of the study, and organization of the thesis.

CHAPTER II : review of related literature talk about: explanation about the theory of physical classroom organization, and seating arrangement. Those include the definition of strategy, the definition of learning environment, the function of classroom physical setting, physical classroom organization, seating arrangement, and setting up classroom for language learning.

CHAPTER III : in the research methodology that is talking about : sources of data, research location, and data description.

CHAPTER IV: Research result talk about: the analysis of the data description. In this chapter there are data about how is the teacher's strategy in organizing student seating arrangement.

CHAPTER V : Conclusion is the last of the chapter in this thesis. It talks about conclusion and the answers for problem statement and recommendation about result of research.

STANPONOROGO

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Teacher's Strategy in Organizing Classroom Physical Environment

##### 1. Definition of Strategy

Strategy is necessary to build up the learning process. Build up the learning process by using learning strategy be provided that the students more active and conscious to receive the knowledge, so the objective of learning become easier to reach. In the Oxford dictionary strategy define as plan intended to achieve a particular purpose.<sup>38</sup>

According to Steiner, strategy is:

- a. Strategy is that which top management does that is of great importance to the organization.
- b. Strategy refers to basic directional decisions, that is, to purposes and missions.

A strategy consists of guidelines related to how a person thinks about attacking a task and applying skills or procedures. A person's knowledge consists of content, skills, and strategies. Each is crucial to a person's success. Strategies form the bridge between skills and content.<sup>39</sup>

The teacher utilizes a prescribed instructional process, to ensure that the

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<sup>38</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), 432.

<sup>39</sup> Terry Click, *Learning Strategy Curriculum Guide*, (Florida: Gainesville, 2008), 5

student learns in an efficient and effective manner. The instruction system involves acquisition and Generalization Procedures that are the stages used in teaching all strategies to students. Once learned, this instructional process can be successfully applied to any instructional or learning situation. So the teacher strategy is a plan that intends to achieve a goal.<sup>40</sup> Dealing with the classroom physical environment setting, the strategy here to be linked to the teacher's plan to organize the physical classroom environment by considering the objectives held by the teacher.

## 2. Definition of Learning Environment

Learning environment is the place and setting where learning occurs; it includes the characteristics of the setting.<sup>41</sup> According to Fraser, the learning environment is where the learning process takes place in social, psychological, and pedagogical contexts which can influence students' achievement and attitudes.<sup>42</sup> Learning environments are rooted in five core foundations: psychological, pedagogical, technological, cultural, and pragmatic.<sup>43</sup> A learning environment described as reflecting cognitive information processing views of learning, yet failing to account

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<sup>40</sup> Ibid, 8.

<sup>41</sup> Giovanni Vincenti & James Braman, Multi-User Virtual Environments for the Classroom : Practical Approaches to Teaching in Virtual Worlds.(Hersey: IGI Global, 2011), 331.

<sup>42</sup> Puteh M., et, al., " The Physical Environment and Its relation to Teaching and Learning Comfort Level." International Journal of Social Science and Humanity, 3(March 2014, 237.

<sup>43</sup> David H. Jonasen, & Susan M. Land, Theoretical Foundations of Learning Environments, (New Jersey: Lawrence Erlbaum Associate, 2000), 3.

for limitations in short-term memory, reflects a mismatch between presumed foundations and assumptions and their associated methods.<sup>44</sup>

### 3. The Function of Classroom Physical Setting

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors.<sup>45</sup>

Classroom arrangement refers to how students' seats are arranged inside the class. It could be arranged in regular rows and columns, circles, or U-shapes.<sup>46</sup> Clark cited the following by David Blunkett, getting the basics right is not just about literacy and numeracy, it also means putting the right facilities in place so that teachers can teach and children can learn.<sup>47</sup> A general rule factors that constitute a stimulating environment include: visually appeal, a degree of choice, space, and opportunities for group work. A stimulating environment is also one in which the children

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<sup>44</sup> Ibid, 78.

<sup>45</sup> Kathryn Cunningham, et, al., "Classroom Environment," on title Psychology of Classroom Learning An Encyclopedia, ed. Eric M. Anderman (Farmington Hills: Macmillan Reference USA , 2009), 158.

<sup>46</sup> Nohayer Lotfy, "Seating Arrangement and Cooperative Learning Activities: Students' On-task/Off-task Participation in EFL Classrooms," (Thesis, American University, 2012), 5.

<sup>47</sup> Christopher Spencer, & Mark Blades, Children and Their Environment: Learning, Using and Desining Spaces, (New York: Cambridge Unversity Press, 2005), 91.

feel at home and are motivated to work in a stress-free and constructive manner.<sup>48</sup>

Schools, like all physical settings, serve a variety of functions. All built environments for children should serve certain common functions with respect to children's development: to foster personal identity; to encourage the development of competence; to provide opportunities for growth; to promote a sense of security and trust; and to allow both social interaction and privacy.

The function of a room is partially defined by the purpose of a larger system. A classroom is part of a school that already places constraints on the behavior occurring there. In the processes of teaching and learning, the physical environment arranged by the teacher provides the setting for learning and at the same children's experience of places time acts as a participant in teaching and learning.

An environment that is comfortable, well-organised, physically attractive and clean and hence a congenial place to work.<sup>49</sup> The arranged environment rests upon understanding the relationships between the physical settings and behavior.<sup>50</sup>

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<sup>48</sup> Gavin Reid, *Motivating Learners in the Classroom: Ideas and Strategies*, (London: Paul Chapman Publishing, 2007), 43.

<sup>49</sup> Vic Zbar, et, al., *Better Schools, Better Teachers, Better Results: A Handbook for Improved Performance Management In Your School*, (Victoria: ACER Press, 2007), 46.

<sup>50</sup> Christopher Spencer, & Mark Blades, *Children and Their Environment: Learning, Using and Desining Spaces*, (New York: Cambridge Unversity Press, 2005), 93.

Classroom environments have climates as do regions and locations. A place can affect our ability to feel relaxed or comfortable. This variation of physical and emotional ambience is found in classrooms as well. The classroom is often a direct reflection of the teacher who has physically set it up and expressively established the ambience of it.<sup>51</sup>

According to Gifford in the Cristoper's book the amount and arrangement of space in educational settings is important for classroom performance and behavior. Classroom layout affects the social interaction of both teachers and students. The design and arrangement of space and furniture are factors in implementing educational goals. Physical and spatial aspects of a learning environment communicate a symbolic message about what is expected to happen in a particular place. The atmosphere is readily apparent when one enters the classroom and is reflected by subtle cues in the physical arrangement as well as by the style of teaching.

The teacher sometimes does not realize that certain behaviors occur in the classroom as a result of how the room has been arranged. Turning furniture around or re-routing traffic are some ways to change patterns of behavior in a classroom according to Loughlin and Suina.<sup>52</sup>

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<sup>51</sup> Jim Walters & Shelly Frei, *Managing Classroom Behavior and Discipline* (Huntington beach USA: Shell education, 2007), 33.

<sup>52</sup> Christopher Spencer, & Mark Blades, *Children and Their Environment: Learning, Using and Desining Spaces*, (New York : Cambridge Unversity Press, 2005), 93.

Another basic feature of an activity is the layout of the room and the way students are grouped for interaction, e.g. in plenary, milling around, in pairs or cooperative groups or working individually.<sup>53</sup> Placing chairs in a circle, instead of in rows and columns, for instance, makes it clear that discussion and interaction are involved. Loughlin states that teachers can use spatial organization to design settings that stimulate children's work.<sup>54</sup>

#### **4. Physical Classroom Organization**

Beginning of the year usually the teacher doesn't know the students. At the first, teacher must know about the students. If the class includes students with disabilities, such as those with poor vision, hearing impairment, or who need wheelchairs or other assistive devices, consider the accommodations teacher need to make the classroom arrangement begin with a plan. Joyce Mcleod has a notion there are some key ideas to keep in mind: a) Accommodate the type of instruction and activities that use most often. b) Be flexible so that students can easily and quickly rearrange furniture to accommodate a special activity. c) Allow space for student movement, storage, and equipment setups. d) Encourage

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<sup>53</sup> Tessa Woodward, *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*, (New York: Cambridge Uniniversity Press, 2001), 166.

<sup>54</sup> Christopher Spencer, & Mark Blades, *Children and Their Environment: Learning, Using and Desining Spaces*, (New York : Cambridge Unversity Press, 2005), , 94.

movement and flexibility. e) Provide a maximum amount of personal space for each student.<sup>55</sup>

There are three other reasons why teacher so often fail to grasp the possibility of changing the physical environment:

- a. The most traditional way of teaching involves the teacher facing the learners who are sitting in the columns and row, dependent on the authoritative teacher at the centre of the communication network; they naturally feel that this is the right way a class should be organized with no need for any change.
- b. When one teacher in this traditional way, it is so restrictive in itself that variables such as room size, the distance between rows, or decor do not appear to change the interaction pattern significantly.
- c. Teachers often do not realize that they have a privileged spatial position in the classroom: they can see everybody and they may also move around to face whoever they want to talk to, and this leads them to assume similar comfort on the part of the students.<sup>56</sup>

In organizing classroom physical environment as in seating arrangement, the teacher also think about the scheme of curriculum perspective. By the curriculum plan already been determined therefore

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<sup>55</sup> Joyce Mcleod ae al, *The Key Elements of Classroom Management: Managing Time and Space, Students Behavior, and Instructional Strategies* (Alexandria USA: ASCD, 2003), 6.

<sup>56</sup> Zoltan Dornyei & Tim Murphey, *Group Dinamics in the Language Classroom*, (Cambridge: Cambridge University Press, 2003), 153.

teacher can determine how to convey the learning material to student. Meanwhile physical environment as supporting medium for teaching and learning process, therefore existence of it can be adjusted by material or strategy that use. As in Miller and Seller's theory, the scheme of curriculum perspectives contains the transmission perspective, the transaction perspective, and the transformation perspective.

The transmission perspective views the learner as passive and the teacher as a taskmaster. It emphasizes rote learning, lecture, and teacher-centred instruction, and conceptualizes the learning experience as transmission of facts, concepts, rules, and cultural norms. In the transaction perspective, the learner is seen as active and rational and the educational process focuses on problem solving and discovery. Learners construct knowledge and develop skills by engaging in dialogue with the educational materials, their peers, and the teacher, who acts as a facilitator or moderator. The transformation perspective, teaches students skills and knowledge that promote personal and social transformation. It raises social awareness and empowers learners to participate in society and go beyond the “do their own thing” stance. The curriculum tends to integrate the inner and outer worlds, make students aware of their relations with the outside world, and promote self-actualization, interdisciplinary activities,

and involvement in the community.<sup>57</sup> In organizing the students' seat, it also gives attention to the suitability of learning material or learning goals.

According to Gavin Reid there are some factors in the learning environment that it can influence the learning process, some of them are related to students' desks.

Here are some key factors from Gavin Reid:

- a. The design of chairs and desks must be considered as generally desks and chairs are designed for practicality and durability. Whilst these factors are necessary it is also important to consider the need for those factors associated with visual, aesthetic and comfort considerations.<sup>58</sup>
- b. There are so many different ways of arranging learners' desks with rows and squares two of the most popular. It is a good idea to provide a choice for students. In this way it is possible to meet the learning and environmental preferences of most. Other methods of organising desks and chairs should also be tried out and student comments gathered on how they find the positioning of the classroom furniture.<sup>59</sup>

When the teacher organizing the classroom, the teacher must thinking about the types of instruction and activities in their class.

Furniture and equipment should be arranged to create activity centers

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<sup>57</sup> Andreea Cervatiuc, & Thomas Ricento, "Curriculum Meta-Orientations in The Language Instruction For Newcomers to Canada Program," Study for Adult Education, (April, 2012), 12.

<sup>58</sup> Gavin Reid, *Motivating Learners in the Classroom: Ideas and Strategies*, (London: Paul Chapman Publishing, 2007), 40.

<sup>59</sup> *Ibid*, 41.

appropriate to the type of activity. There are seven general types of activities found in most classrooms: a). Quiet or individual study. b) Testing. c) Whole-class instruction d). Partner work e). Group discussions f). Audiovisual and reference work g). Teacher tutoring or small-group instruction.<sup>60</sup>

A great deal of information can be gleaned from the type of interaction that learners engage in and some environments can be more conducive to interaction than others.<sup>61</sup> Once the teacher have identified the activity centers and made some tentative decisions regarding its placement, the teacher must review the floor plan with an eye toward student traffic patterns. The goal is to enable students to move freely from one activity center to another with minimum disruption.<sup>62</sup>

The teacher needs to monitor the learning environment through deliberate strategies. Effective monitoring is achieved through good movement around the class and positioning. It is essential that teachers circulate in such a way that they are able to see the entire class.<sup>63</sup>

By keeping the whole class in view a teacher is able to interact on a number of levels with individuals, pairs and small groups as well as the whole

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<sup>60</sup> Bruce A. Miller, *The Multigrade Classroom: A Source Handbook for Small, Rural School*, (Portland: Northwest Regional Educational Laboratory, 1999), 17.

<sup>61</sup> Gavin Reid, *Motivating Learners in the Classroom: Ideas and Strategies*, (London: Paul Chapman Publishing, 2007), 39.

<sup>62</sup> Bruce A. Miller, *The Multigrade Classroom: A Source Handbook for Small, Rural School*, (Portland: Northwest Regional Educational Laboratory, 1999), 4.

<sup>63</sup> Gill Nicholls, *An Introduction to teaching: A handbook for Primary and Secondary School Teacher*, (London: RoutledgeFalmer, 2004), 111.

group, while at the same time being confident that if anything untoward were to happen in the learning environment.<sup>64</sup>

The arranged environment can work in partnership with the teacher. Spatial organization is the task of arranging furniture to create appropriate spaces for movement and the learning activities that the teacher works to pursue. Teachers accomplish this task by defining spaces within the environment, planning traffic patterns, and arranging furniture. Room arrangement is more than a casual responsibility or a matter of aesthetics, because spatial organization influences so many behaviors. New spaces are created each time a piece of furniture is put in place or moved. Spaces and their relationships will influence behavior, whether planned or not.

The impression of good, calm, safe, and pleasant classroom will increase the spirit in learning. The things that teacher must pay attention in their class that are include: a) Desk and chair in well order and it can changes every time. b) The arrangement of desk and chair enable the students to move around comfortable.<sup>65</sup> The built environment is not to be considered the major influence on the developing child but it would appear that the developmental process can be influenced by characteristics of the physical setting.<sup>66</sup>

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<sup>64</sup> Ibid, 112.

<sup>65</sup> Jamil, *Stratgi Pembelajaran : Teori & Aplikasi*, (Jokjakarta: Ar-Ruzz Media, 2013), 313.

<sup>66</sup> Christopher Spencer, & Mark Blades, *Children and Their Environment: Learning, Using and Designing Spaces*, (New York : Cambridge University Press, 2005), 94.

Purkey and Novak identify this as invitational education in which students are made to feel at home and as though they are contributing members. An inviting learning community concentrates on establishing a pleasant physical and psychological environment that welcomes students.<sup>67</sup> An inviting classroom uses the arrangements of the desks to enhance the interpersonal relationships between the teacher and the student. When engaged in the teaching-learning process, it is important for teachers to interact with students as individuals as well as groups. Researchers, therefore, suggest that it is important to space available desks so that the teacher can have personal contact with each student. In addition, students must be able to relate in a positive way to each other so that communication occurs not only between the teacher and students in a particular vicinity, but also between student and student.<sup>68</sup>

## **5. Seating Arrangement**

### **a. Suggestion for Arranging Students Seat**

There are many ways to arrange the desks or tables to maximize learning and to create easy movement around the room for everyone. Design the classroom in a way that matches with the teacher expectation in a vision for learning. During the first days and weeks of

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<sup>67</sup> Barbara J. Shade, et, al, *Creating Culturally Responsive Classrooms* (Whasington: American Psychological Association, 1998), 42.

<sup>68</sup> *Ibid*, 43.

instruction, this expectation will transform into reality, and adjustments may be necessary.<sup>69</sup>

Arrangements that seat students in clusters facing one another are conducive to group bonding and discussion and provide more space for movement throughout the classroom, while arrangements with rows facing the front of the room help focus student attention on the teacher, discourage unnecessary socializing, and require a bit more floor space. Many different seating configurations are possible, but consider arranging furnishings so that:

- 1) Students can easily see visual materials presented during their lesson.
- 2) Students with visual and hearing disabilities face the area of the room where the majority of the teaching takes place.
- 3) The teacher has easy access to student work areas.
- 4) Students can move about the room without disturbing others.
- 5) Materials are stored where their distribution creates a minimum of distraction to nearby students.
- 6) The teacher desk is placed so that the teacher has quick and ready access to all necessary teaching materials (for example, pens,

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<sup>69</sup> Gini Cunningham, *The new teacher's Companion : Practical Wisdom for Succeeding in the Classroom*, (Virginia USA: ASCD,2009), 97.

pencils, erasers, chalk, staplers, paper clips, planners, or dictionaries).<sup>70</sup>

Here are some suggestions for seating arrangements whether by row or in groups:

- 1) Alphabetical order. This option makes it easier to learn all student names (including correct pronunciation), which should be one of your goals for the first week.
- 2) Male and female students evenly distributed in groups or scattered throughout the room.
- 3) Students grouped by either the same or diverse interests, abilities, or cooperation skills.

Suggestions for arranging student seat in the class:

- 1) Seat all students as close to the center of teaching as possible, with an unobstructed view of the teacher.
- 2) Avoid allowing students to select their own seats or groups until you are comfortable with their ability to complete assigned tasks with a self-selected group.
- 3) Separate talkative best friends, true loves, and arch-enemies who are unable to focus on instruction; make the rearrangement after students have left the class to avoid disruption.

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<sup>70</sup> Yvonne Bender, *The New Teacher's Handbook: Practical strategies & Techniques for Success in the Classroom from Kindergarten through High School*, (Chicago:Nomad Press, 2004), 27.

- 4) Make certain that when working with small groups of students you have a clear view of all students.
- 5) Vary the seating arrangement frequently to increase interaction among students. Keep in mind that some instruction is best delivered to the whole class, whereas other instruction is best when students work with partners or teams.
- 6) Be sure the seating arrangement allows for easy movement and minimal disruption. The real purpose of any seating arrangement is to help students learn and to interact productively with their teacher and peers.<sup>71</sup>

b. Kinds of Students Seats Arrangement

This is one of several opinions from Mathew about classroom that invite students to learn actively and think critically: The arrangement of the space makes it easy and natural for the students to work together and talk to each other. Traditional classrooms are arranged so they resemble ceremonial places, where the students sit in rows like an audience or a congregation, and the teacher sits in the front, often on an elevated plane, like the mayor or the priest. If we want to stress the idea that the students are important, that what they have to say is interesting and should be shared, then we should arrange

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<sup>71</sup> Gini Cunningham, *The new teacher's Companion : Practical Wisdom for Succeeding in the Classroom*, (Virginia USA: ASCD, 2009), 98.

the classroom space to allow for them to talk to each other, and to work together.<sup>72</sup>

There are some models of seating arrangement, that are traditional seating arrangement, U shape arrangement, O shape arrangement, and small group arrangement. Shown below are some different ways to arrange classroom space according to Alan Crawford to help students interact with each other. Of course, whether or not teacher can use a given plan depends on the furniture teacher have in the classroom.

The picture below provide suggestions.

The picture A, it is traditional setting arrangement. It promotes interaction and discussion between partners but not conducive to larger grouping; interaction between partners can be negative.<sup>73</sup> This design is best for listening to the teacher, but it is not good for interaction among students. Teachers who want students to talk to each other avoid this arrangement.

The picture B, it is small group seating arrangement. This design is suitable for having small groups working together. Note that the teacher is not stationary during most group activities; rather he or

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<sup>72</sup> Alan Crawford, et, al, Teaching and Learning Strategies for the Thinking Classroom (New York: Open Society Institute, 2005), 7.

<sup>73</sup> Yvonne Bender, *The New Teacher's Handbook: Practical strategies & Techniques for Success in thr Classroom from Kindergarten through High School*, (Chicago:Nomad Press, 2004), 166.

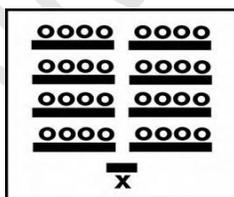
she circulates around the room to observe the groups, answer questions, or offer guidance.

The picture C, it is O shape/ circle arrangement. This arrangement is suitable for a whole class meeting or discussion. Note that the teacher is one discussant among many.<sup>74</sup>

The picture D, this arrangement is used when students are seated on immovable benches. The students sitting in front of the desk turn around and work across the desk with the students behind them.

The picture E, it is U shape arrangement. Separates students into large groups; enhances class debate and discussion but encourages students to call across the classroom to one another; materials from one student can easily overflow into another student's area.<sup>75</sup>

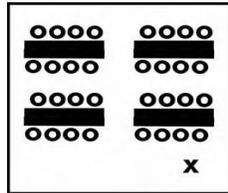
Design for seating arrangement.



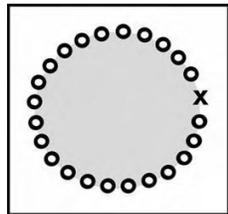
Picture A. Design for Traditional Seating Arrangement.

<sup>74</sup> Alan Crawford, et, al, Teaching and Learning Strategies for the Thinking Classroom (New York: Open Society Institute, 2005), 8.

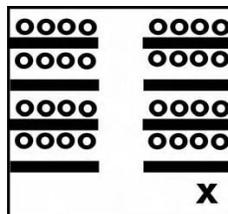
<sup>75</sup> Yvonne Bender, *The New Teacher's Handbook: Practical strategies & Techniques for Success in thr Classroom from Kindergarten through High School*, (Chicago:Nomad Press, 2004), 166.



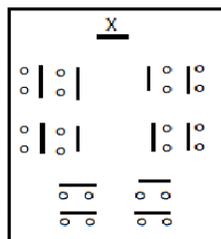
Picture B. Design for Small Group Seating Arrangement.



Picture C. Design for O Shape/ Circle Arrangement.



Picture D. Design for Immovable Benches.



Picture E. Design for U shape arrangement.

c. Advantages and disadvantages of seating arrangement

In every seating model has advantages or disadvantages. That is depending on the teacher which model that appropriate with the condition.

According to Maija Leimanis-Wyatt here are the advantages or disadvantages:

1) Clusters

Teachers like this arrangement because:

- a) Desks/tables seem to take up less room.
- b) A good amount of space remains around the outer edges of the room to access learning areas.
- c) It facilitates group collaboration and makes sharing resources and equipment easy
- d) It allows for easy traffic flow around the room for both teacher and pupils it is good for small group teaching, either mixed-ability or ability groups
- e) Table groups can be named giving children a sense of community.

Teachers don't like this arrangement because:

- a) When teaching a whole-class lesson, some children may not be facing them
- b) Children sometimes become competitive about table groups
- c) Children are more likely to chat.

2) Rows facing the front of the room

Teachers like this arrangement because:

- a) Children all face the front of the room

- b) Some children's attention to their individual work increases when no one sits opposite them.<sup>76</sup>
- c) It very effective is the goal is to make sure that students pay attention to the presenter or perform independent seat-work without disruptions.<sup>77</sup>

Teachers don't like this arrangement because:

- a) It is difficult to move around the room.
- b) It is not easy for children to share equipment, so more supplies may be needed.
- c) It is not conducive to group work unless children turn to face the row behind them. This works for discussion, but if written work is also necessary, there is little surface space.
- d) Some children are inevitably seated at the very back of the room and in the corners.

### 3) U-shape/horseshoe/chevron

Teachers like this arrangement because:

- a) Each child can be easily seen
- b) All children can see the board easily
- c) It works well for whole-class discussions

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<sup>76</sup> Maija Leimanis-Wyatt, *Classroom DIY: A Practical Step-by-step Guide to Setting Up a Creative Learning Environment*, (New York: Rotledge, 2010), 29.

<sup>77</sup> Zoltan Dornyei & Tim Murphey, *Group Dynamics in the Language Classroom*, (Cambridge: Cambridge University Press, 2003), 157.

- d) It is easy to get around the room
- e) It allows a large central space for role play and presenting
- f) Children can work in pairs.<sup>78</sup>
- g) This arrangement allows students to have direct visual contact with each other to increase communication, but still reinforces the leader's status because of his being in the centre of the communication network.<sup>79</sup>

Teachers don't like this arrangement because:

- a) It takes up the entire classroom space and it is hard to get to outer learning areas
- b) It is not easy for children to share equipment, so more supplies may be needed.
- c) Children only have two other people close by to work with.
- d) The desks/tables get knocked out of position easily.<sup>80</sup>

## 6. Setting Up Classroom for Language Learning

To manage and promote interactive classroom, we also need to know how to arrange a variety of classroom activities. The teacher can

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<sup>78</sup> Maija Leimanis-Wyatt, *Classroom DIY: A Practical Step-by-step Guide to Setting Up a Creative Learning Environment*, (New York: Rotledge, 2010), 30.

<sup>79</sup> Zoltan Dornyei & Tim Murphey, *Group Dynamics in the Language Classroom*, (Cambridge: Cambridge University Press, 2003), 158.

<sup>80</sup> Maija Leimanis-Wyatt, *Classroom DIY: A Practical Step-by-step Guide to Setting Up a Creative Learning Environment*, (New York: Rotledge, 2010), 29.

select to have students work 1) alone, 2) in dyads, 3) in small groups, or 4) as a whole class.

The arrangement also imply that teacher have a great many choices as to the activities for students do in class. The students can sit in a traditional seating arrangement or in a semicircle during teacher-class discussion, or they can stand up and walk around as they can study. Student can also move their chairs or select a comfortable spot to sit alone or in groups while working on a task. They can sit face to face for example as they interview each other and in circle as they solve a problem and discuss an issue. The point here is that teachers do not have to limit the students to traditional setting. If our goal is to provide lots of chances for students to use English to communicate meaning, the teachers need to feel free to create seating combinations that make this possible.<sup>81</sup>

Another aspect of setting up classroom activities is how we group the students. One way is to select students in advance of the class based on personality characteristic or abilities and experience. For example, shy students can be matched with other shy students or with talkative students, fluent students with other fluent students or with those who are not fluent. Seating arrangement that possible to create an interaction between the students in second language classroom there are traditional, semicircle,

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<sup>81</sup> Jerry G. Gebhard, *Teaching English as a Foreign or Second Language: a Teacher Self-development and methodology Guide*, (Singapore : University of Michigan, 1983), 75.

walking around alone, face-to-face, pair side-by side, pairs back-to back, and equal small group.<sup>82</sup>

Peer involvement activities in the second or foreign language classroom can also be categorized according to the role they play in the overall classroom teaching and learning process.<sup>83</sup> Hallam concluded that teachers should consider forming specific groups for the task at hand, so as to suit both those who benefit from mixed ability learning, equally with those who are better suited when learning with their academic peers. According to Gillies in the structured groups, students: a). Work with others on the task. b). Share ideas and information. c). Ask each other to elaborate on their points d). Listen to each other.<sup>84</sup>

Activities are dividing into three categories: pair work, small group work, and activities in which one or more students interact with the rest of the class. Pair work can be a highly effective format for intensive practice with specific points of grammar and vocabulary.<sup>85</sup> Small group format is well suited to a range of activities from controlled precommunicative practice to decontrolled communicative activity. Exercise and tasks that suitable for pair work can be adapted to small group setting but some

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<sup>82</sup> Ibid, 76.

<sup>83</sup> Stephen J. Gaies, *Peer Involvement in Language learning*, (United States of America: Prentice Hall, 1985), 25.

<sup>84</sup> Caroline Scot, *Teaching Children English as an Additional Language: a Programme for 7–12 Year Olds*, (New York: Routledge, 2009), 108.

<sup>85</sup> Stephen J. Gaies, *Peer Involvement in Language learning*, (United States of America: Prentice Hall, 1985), 29.

activities are uniquely appropriate for groups of three or more students. The activities include interview, sentence-chaining and expansion, and decision making. Then, for whole class activity there are numerous other activities in which one or view students interact with the rest of the class can be used from the beginning stages of language instruction up. The activities include games and role plays.<sup>86</sup>

### **B. Previews Research Finding**

These are some previews study that is found by researcher. The first research was presented by Jessica Callahan under the title “Effects of Different Seating Arrangements in Higher Education Computer Lab Classrooms on Student Learning, Teaching Style, and Classroom Appraisal”. This study investigated the physical arrangement of workstations, seating and equipment in computer lab classrooms and its effect on the social and physical settings of the classroom. This study compared two differently arranged computer lab classrooms on the University of Florida campus. One computer lab classroom was configured in straight rows with a center aisle, while the other computer lab classroom was arranged in pods cross shaped desks with a computer workstation at each end of the desk.<sup>87</sup>

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<sup>86</sup> Ibid, 46

<sup>87</sup> Jessica Callahan, “Effects of Different Seating Arrangements in Higher Education Computer Lab Classrooms on Student Learning, Teaching Style, and Classroom Appraisal,” (Thesis, University of Florida, 2004), viii

The strengths of this research it was doing by compare two differently arranged computer lab with 30 students in straight classroom and 42 students in pod classroom. By comparing two different arranged classrooms the researcher can learn about the contrasting between them easy and clearly. But, the weakness of the research, when it done in two different arrangement desk with different teacher so their response certainly be different. The case was depending on each of the teacher. If the researcher uses the same teacher in those classes it possible that the researcher knew how to manage that class and the contrasting between those different arrangements.

The second research was presented by Nohayer Lothfy under the title “Seating Arrangement and Cooperative Learning Activities: Students’ On-task/Off-task Participation in EFL Classrooms”. According to Nohayer Lothfy research has shown that student participation is affected by a number of factors that include students’ gender, personality differences, as well as class environment. This class environment includes classroom seating arrangements which are believed to play an important role in fostering students’ on-task behavior. The study was mainly exploratory and qualitative using a convenience sample of two EFL classes, of a total of 43 students. This study was limited to exploring the relationship between seating arrangements and students’ participation in university EFL classes in Egypt. This study was a qualitative study that focused on examining students’ participation while

working on in-class cooperative learning activities in two different seating arrangements; rows and columns and circles.<sup>88</sup>

The researcher collect the data by asking some question to the students to compare between row and column model with circle model. Strengthen of this research, the researcher can contrasting the two model of seating arrangement in detail. The weakness of the research is it just focuses on the contrasting between the two models and it less in explanation about how is the students work in cooperative learning strategy.

The third research was presented by Ellen Suzane Fisher under the title “ The Effect of the Physical Classroom Environment on Literacy Outcomes: How 3<sup>rd</sup> grade Teachers Use the Physical Classroom to Implement a Balanced Literacy Curriculum”.

The researcher describe clearly about literacy. Literacy is an individual's ability to read, write, speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society. Literacy education research also addresses literacy and technology, multiculturalism, age, and gender; and non-academic, and non-traditional or non-academic literacy, also referred to as “hidden literacy” practices. It is an important to note that literacy education research points to a relationship between literacy and the physical setting; and

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<sup>88</sup> Nohayer Lothfy, “Seating Arrangement and Cooperative Learning Activities: Students’ On-task/Off-task Participation in EFL Classrooms,” (Thesis, American University in Cairo, 2012), 25.

personal, political, and cultural empowerment. It has been said that certain activities are reinforced by occurring in a given or specific physical locations or environments. Balanced literacy asks the teacher to create discrete physical areas within the classroom, such as a library and areas for individual and different-size group work, to support the specific guided literacy activities.

The primary research question of this study asked how the physical classroom environment affects literacy outcomes, and looked to the teachers and students for an understanding of this issue. The qualitative research method used in this study was grounded theory. The data were collected which reflected the views of teachers and students at the 3<sup>rd</sup> grade level as they implemented and experienced a balanced literacy curriculum. Data were collected through individual and group interviews, analysis of photographs that document the selected 3<sup>rd</sup> grade classrooms, and observation.<sup>89</sup> The strengthen of the research, the researcher had been explaining clearly about furniture in classroom and also students' seat position can influence and support the students' learning.

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<sup>89</sup> Ellen Suzane Fisher, "The Effect of the Physical Classroom Environment on Literacy Outcomes: How 3<sup>rd</sup> grade Teachers Use the Physical Classroom to Implement a Balanced Literacy Curriculum," (Thesis, University of Missouri, 2008), 17.