

CHAPTER II

REVIEW OF THE LITERATURE

This chapter deals with the theoretical studies and previous studies related to the present study. Theoretical studies discuss related theory to this present study, while the previous study discuss the implementation of that related theory to prior studies.

2.1 Teaching Strategies

Teaching strategies refer to the teacher's use of technique, structure, method, system, procedures and processes during instruction.¹⁵ These are the ways that the teacher employs to assist students learning to achieve particular teaching and learning goal. According to brown strategies are certain methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating specific information.¹⁶ Strategies are as teachers tool to deal with any problems inside the process of learning to promote effective learning outcomes. It would be designed based on among participant and or environment related to the process of teaching and learning. Then strategy is as a remedy the teacher creates in making system area that happened to process teaching and learning. Teachers may have difficulties during their action in making learners understand about the lesson, then they need creatures in which help them overcome the situation in classroom. Additionally, Harmer shows that a good strategy is by grouping students, this means to make students work on the expected goal.¹⁷ He also stated that there is no real limit to

the way in which teachers can group students in the classroom, through certain factors, for instance over-crowded, fixed furniture and entrenched students attitude, may make things problematic. Therefore, it does not mean that by grouping the

2.2 Seating Arrangement

To achieve the level of effective learning, teachers and students should get the facilities that are able to support the teaching and learning process. Brown (2000) argues that students are team members who must be able to meet each other, and talk to each other (in English). In the classroom management seating arrangement is one that supports students to meet and talk to each other in speaking class (Baxodirovna, 2020). Seating arrangement should be concerned by teachers and lecturers since it affects students' behavior (Simmons et al., 2015) because seating arrangement is called classroom management refers to students' seat are arranged inside the class (Lotfy, 2012). Classroom management includes grouping and seating, setting up activities, time management, teacher's control, proper start and ends the lesson, maintaining discipline, using proper tool and techniques, giving instruction, monitoring, etc. When managing the classroom, it is important for teacher to manage all the aspects that refers to the right circumstances which will help them in developing teaching and learning process. Bachar (2010) outlined that there are four aspects in managing classrooms. They are Physical environment, managing learning, procedures and rules, and managing discipline. Therefore, instructional communication theory suggest that seating arrangement can impact how the instructor communicates with students and how

the students interact with another, impacting engagement, motivation and focus because the physical setup of chairs, table and presentation in classroom can significantly influence learning. Seating arrangements are the main part in teaching plan for classroom management. Baron (1992) believed that seating arrangement should be treated as a priority when thinking of classroom with maximum on task behavior. Teacher's position in the classroom is very important factor of classroom management. To communicate with all students in the classroom, teacher sometimes need to move from one place to another place which requires some free space in class. Jones (2000) in Ming-Tak and Wai-Shing,(2008:49) stated that leaving sufficient space in the classroom is very important to give teachers easy and efficient access to different groups of the students. Seating arrangements are the main part in teaching plan for classroom management. Seating arrangement should be treated as a priority when thinking of classroom with maximum on task behavior. Teacher's position in the classroom is very important factor of classroom management. To communicate with all students in the classroom, teacher sometimes need to move from one place to another place which requires some free space in class.

One of the most parts of physical environment is seating arrangement. Seating arrangement is a very important factor in the process of beginning a lesson smoothly and promptly (Laslett& Smith, 2008). It also plays an important role to make the learners more involved in the class and also can help students in interacting with different people.

In addition, the seating arrangement also can affect the classroom interaction. As stated by McChorskey that effective communication is the basis of the success among the participant in classroom. Every interaction occurs in classroom has long to be partially a function of the students' position. More than that rearrange seating arrangement in the classroom can help students interact with other people Because the seating arrangement in which the students will feed that suitable with a positive impact for students to increase its activity in communicating

Seating arrangement refers to how students' seats are arranged inside the class. Pickering said that classroom seat should be arranged in way that allows all of the following: the teacher can see the students easily and clearly, students can understand how the teacher demonstrate and presents the material in clear way, frequently used materials are easily accessible, pathways facilitate traffic flow, it is easy to organize students into pairs, triad, and small groups, also the room does not provide or highlight unnecessary distraction. It can be interpreted that having several types seating arrangement in the classroom can reduce uncomfortable situation in the class.

Moreover, students who are weaker have less chance of hiding themselves and the students who are stronger have less chance to dominate in the classroom. Wannarka and Ruhl (2008) also claims that seating arrangement is one factor that is typically under teacher control in classroom and to impact on educational interaction (Granstrom, 1996). Based on the statement above the

researcher concludes that the seating arrangement is one of the supports for students to meet and talk to each other in classroom.

2.2.1 Types of seating arrangement

In educational learning, there are many ways to arrange a classroom (Gremmen, et al., 2016) such as the traditional arrangement in straight rows, an arrangement in small groups, U-shaped seating or a classroom with undivided, flexible arrangements. Some of these arrangements are more common than others, such as an arrangement in rows or small groups (McCorskey and McVetta 1978; Wannarka and Ruhl 2008) but Weinstein (1979) maintains due to the lack of space within a classroom, teachers are generally limited to using three classroom seating arrangements; row seating, cluster seating, and horseshoe seating. Moreover, changing seating arrangement plays a vital role to make the learners students who are weaker have less chance of hiding themselves and students who are stronger have less chance to dominate in the class in this seating arrangement, which shows 'a much greater sense of equality' (Scrivener, 1994). Scrivener gave some ideas about what a teacher can do with fixed and movable seating arrangements. Some of them are more involved in the class. But actually, seating arrangement has been more types (pairs seating, public meeting, buzz group, and panel (Umur, 2015). Each is described in detail below:

2.1.1.1 Straight rows seating

Fadhillah (2019) argues that row seating or traditional seating consists of about five or six straight, each containing four to seven chairs equidistant from each other. Therefore, in this position, the students face where the board position and the teacher face all students. Mccrosky, James, and Rod (1978) investigated that this arrangement with the tables in rows is convenient and simple. According to Cinar (2010), in straight row seating, the teacher teaches a material, and students just listen and take note of the lesson. But some people choose traditional chairs and tables; others choose big comfortable chairs (Hardin, 2017). Therefore, row seating not a favorable arrangement to improve student off-task behaviors and found it to be the least effective (Gremmen, et al, 2016). It makes lecturing easier; enabling the teacher to maintain eye contact with the people he or she is talking to.

This type of seating arrangement is the most common seating (Simmons, et al., 2015) that usually used both in school and also in university. This type of arrangement is suitable for watching a video, using the board, explaining a grammar point, demonstrating text organization where the teacher can work with the whole class. Teacher needs to engage the whole class while working with them in this arrangement and for this teacher must move round. Orderly row is best suited for medium to large classrooms.

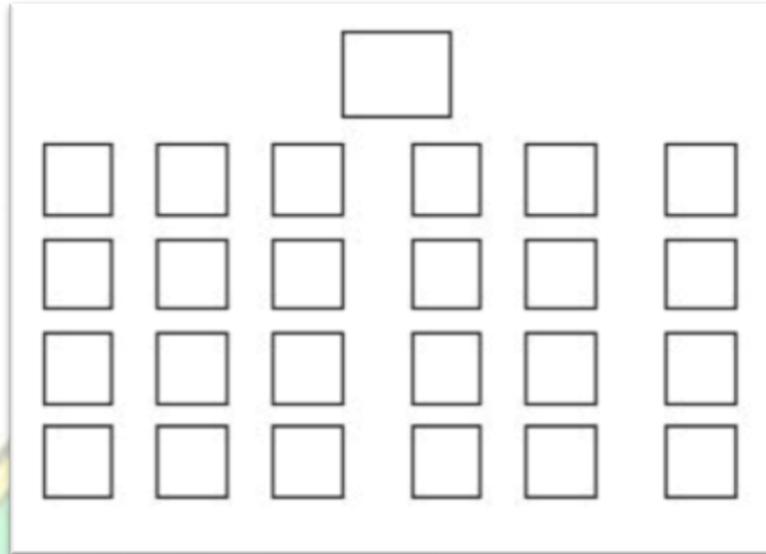


Figure 2.1 Type Seating Arrangement of Straight Row Seating
 Source: Scrivener, J. 2005. Learning Teaching. Macmillan

Problems in row display seating arrangement There are some disadvantages in applying row seating arrangement in certain activities; rows do not allow for much discussion between classroom members.³³ It means that this could be a problem in the interaction of teacher-students or students-students process during learning. Student-student will have less opportunity to interact among classes. In addition, the problem may occur to this seating arrangement that is just some of students pay attention to the teacher when the teacher taught because there is a huge distance between the teacher and the students who sit in the back. Furthermore, students focus could be distracted by playing with their friends even themselves. In other hand, the teacher focused was limited to front until middle seat so the students who sit in back

row get less attention. Moreover Ho stated that the students seated toward the back of the rows tend to have discipline problems or evade the teachers' attention.³⁴ Because of this, the students become disengage and most will find other activities to entertain themselves.

2.1.1.2 Cluster seating

Cluster is the format in which students are seated in small groups of three or more (Gremmen et al., 2016). Then, cluster seating has found to be effective in student collaborative learning at the classroom (Umur, 2015), but at the same time, their off-task behaviors increased because the students can be adapted with their group and cluster seating also improves the interaction between student to student because of the closeness position between peers (Gremmen et al., 2016). Cluster is very favorable for the class where there is a lot of group work. Students in a group can easily make eye contacts and work with each other and can help each other as well. Before setting up a cluster, the teacher needs to think about the group of students whether they are able to do group work or not. Students have to be from different levels in each group so that they can help each other. The idea of this arrangement is to promote more collaborative learning. Teacher in this arrangement helps and guides the students.

Students are also allowed to do individual work in this arrangement. (Bugis, 2018)) also stated that Clusters are scattered in

different places of the classroom and there is enough space between two clusters so that the chairs do not smack each other and the teacher can easily move from one place to another. This seating arrangement consists of four to five desks together facing each other. There is a slight difference between circles and horseshoes, that is, in horseshoe; teachers' position is at the open end of the arrangement where the blackboard is situated, whereas in circle, teachers' position is between the circles. In circle seating arrangement, there is a feeling of equity among the students since the teacher's position is among them.

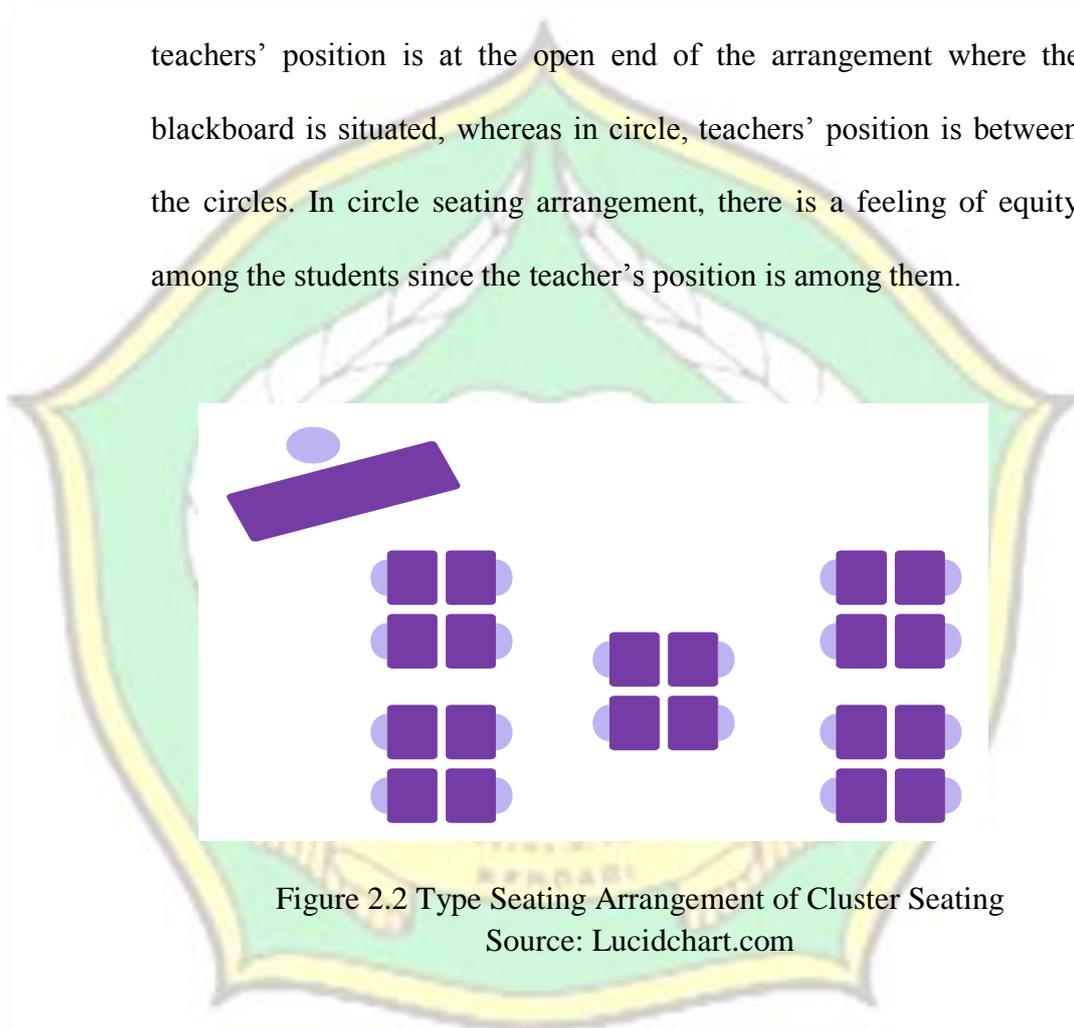


Figure 2.2 Type Seating Arrangement of Cluster Seating
Source: Lucidchart.com

2.1.1.3 Horseshoe seating

Simmons, et al., (2015) shows in this seating arrangement, there was an elevated amount of talking from the students. But on the other hand, this seating arrangement allowed the teacher's lesson to be more

engaging for students. Wengel (1992) also argues that this seating arrangement promoted participation and appropriate behavior. Thus, this arrangement works well when the teacher gives a demonstration at the front of the classroom it was because when the teacher gave a demonstration all students can see and heard the explanation and demonstration clearly so did the teacher. The classroom is thus a more intimate place and the potential for students to share feelings and information (Apriliana, 2017).

In smaller classes, many teachers and students prefer circles or horseshoes. In a horseshoe, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector and/or computer are situated. In a circle, the teacher's 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. The Round Table in the British and French legends about King Arthur was specially designed so that there would not be arguments about who was more important than who - and that included the king himself when they were in a meeting. So it is in classrooms. With all the 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.

This may not be quite so true of the horseshoe shape where the teacher is often located in a commanding position but, even here, the

rigidity that comes with orderly rows, for example, is lessened. If, therefore, teachers believe in lowering the barriers between themselves and their students, this kind of seating arrangement will help. The horseshoe seating arrangement allowed students to be able to pay attention to the teacher, make eye contact, and allowed the teacher to have control of the class (Bugis, 2018). In horseshoe arrangement, student-student interaction was improved. So, the teacher got less respect from students and it makes the distraction become an issue. In horseshoe, it may not be true since the teacher stays at the center of the classroom although there is a greater chance to get close to the students. The most important advantage of this type of seating arrangement is that, all the students can see each other which are not possible in orderly row arrangement.

There are other advantages too, chief among which is the fact that all the students can see each other. In an 'orderly row' classroom, you have to turn round - that is, away from the teacher - if you want to make eye contact with someone behind you. In a circle or a horseshoe, no such disruption is necessary. The classroom is thus a more intimate place and the potential for students to share feelings and information through talking, eye contact or expressive body movements (eyebrow-raising, shoulder-shrugging, etc) is far greater.

In U shape/horseshoe seating arrangement, the tables and chairs are arranged in shape of U.²⁹The teacher is positioned at the open end

of the arrangement. This type of display is frequently employed in smaller classes, such as seminars. It is very informal way in teaching but often used in the classroom to have relaxed atmosphere.

U-shape seating arrangement consists of single and double where in single arrangement only consists of one layer and in double consists of two layers. In small classes it can be used while if it is not enough, the teacher usually chooses to use double layer. Therefore, this type of seating arrangement promotes advantages in some learning purposes. Horseshoe model is suggested used when students-teacher and students- students interaction are important to the learning in the class. The social interaction was improved, and the questions were asked more by the students. This type of seating arrangement is better used in discussion activities.

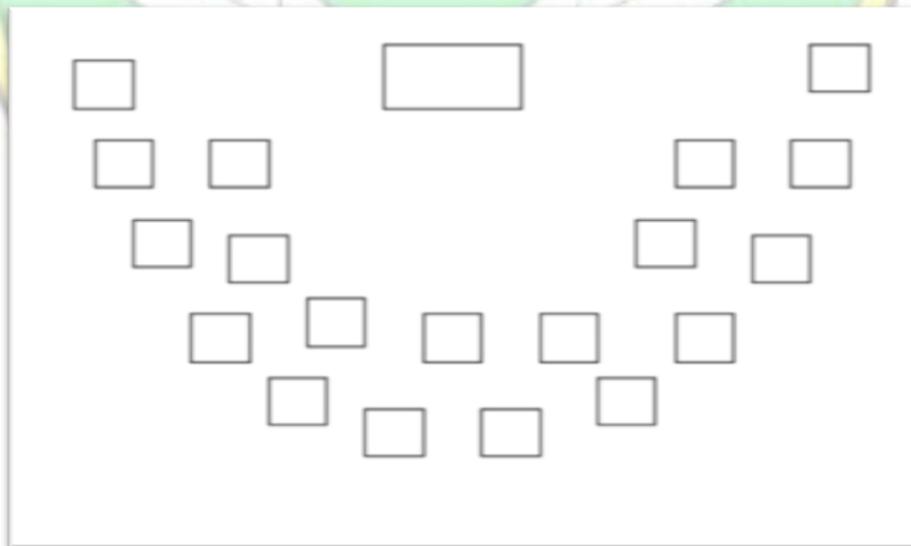


Figure 2.3 Type Seating Arrangement of Horseshoe Seating
Source: Scrivener, J. 2005. Learning Teaching. Macmillan

2.1.1.4 Pairs seating

Pairs seating is pairs consists of two desks are placed together (Bugis, 2018). Students are faced towards the front of the class in this seating classroom. This arrangement allows the teacher to walk around the classroom and monitor all the students. Seating arrangement the teacher needs to decide which students can be paired together and not misbehave or lower their academic stamina (Bugis, 2018). The teaching philosophy is probably a mix between adult run and collaborative learning. Pairs allow the students to work together and independently. In the end, the teacher in this type of seating arrangement can walk around the whole class and monitor the classroom and students it is easy. Teacher, in this arrangement, can walk around the whole class and monitor the students easily. Before setting up this type of seating arrangement, teacher needs to decide who can be paired with whom considering some other factors such as what lowers their academic stamina, whether they misbehave or not, whether one student is comfortable with his/her pair etc. Students are allowed to do both individual as well as pair work in this arrangement. The drawback of this arrangement is again some student will sit at the end or comers of the room to avoid classroom participation.

The students are all facing the teacher and the front of the classroom (Umur, 2015). It is easy to have the students see the

instructional aids that could be used. In this situation, children can take tests and the teacher can easily monitor (Umur, 2015). They can do activities and learn cooperatively. The downfall of pair seating arrangements is again that there are students that will be in the back and the corners of the room. Also, this arrangement does not allow for much class discussion because the students are not facing each other and it is hard to hear and see who is talking (Bugis, 2018). To allow the children to work together is necessary for the teacher to make sure the class as a whole can have a partner and work together. The teacher must pick out the pairs so there is not anyone left out (Umur, 2015). The pair seating arrangement is found more in fourth, fifth, or sixth grades where students take more responsibility for their actions and behaviors (Simmons, et al., 2015).

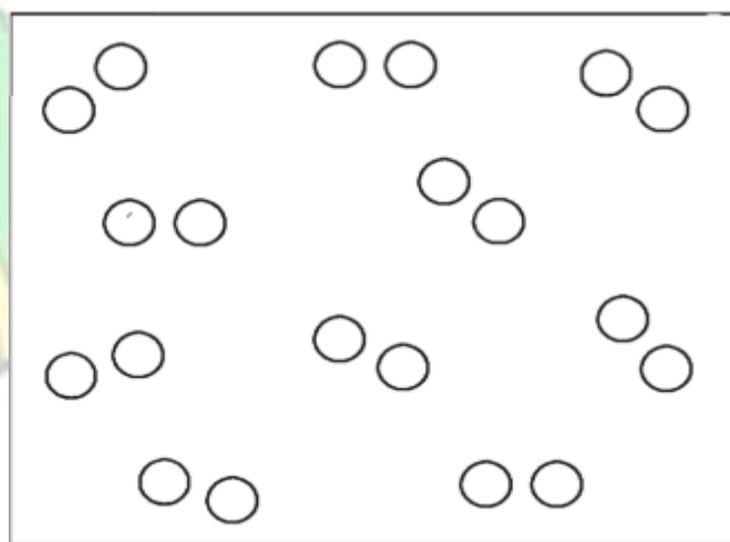


Figure 2.4 Type Seating Arrangement of Pair Seating
Source: Scrivener, J. 2005. Learning Teaching. Macmillan

U-shape may probably useful in some activities during teaching and learning process to build good communication and interaction. According to James and Rod U shape seating display is best for both students-students and students-teacher interaction to the learning in the class. However, it may take some problems in some classes, such as it is frequently employed in small classes, it takes up a lot of space, it suits only in small population. It can be issue of distraction because the students will have less respect to the teacher. Harmer said that it is difficult for the teacher to get students attention. It is caused the students seat closer between students, and better visibility for students and it is also more appropriate each other.

Additionally, for social interaction, U-shape seating provides good working environment, better interaction if there is a visual and audio presentation. However, this type of arrangement cannot be applied for large number of students.³⁸ In addition when the teachers want to have a meeting with students one by one, she/he can have difficulties because of the seating units are very close to each other.³⁹ Furthermore, U- shape seating arrangement causes the difficulties to enter to desks and it can affect the isles badly while moving inside the classroom. And finally it is claimed

2.1.1.5 Buzz groups

Brewer (1997) suggests that buzz group seating is formed by diving large groups into small groups of 2 to 15 people who meet

simultaneously for a specified time to discuss a specific question, problem, or issue. Buzz group seating encourages more efficient discussion (Apriliana, 2017). It can be used in many different ways and are most often in combination with the other technique.

This seating is best used to enhance discussion, especially when the overall group is large (Milaningrum, 2015). It helps identify the needs and interests of the learning group and set up a situation where the strong help the weak in a team effort. Ryan (1992) stated that the buzz group is ideal for the exploration of topics and the revelation of individual and collective opinions.

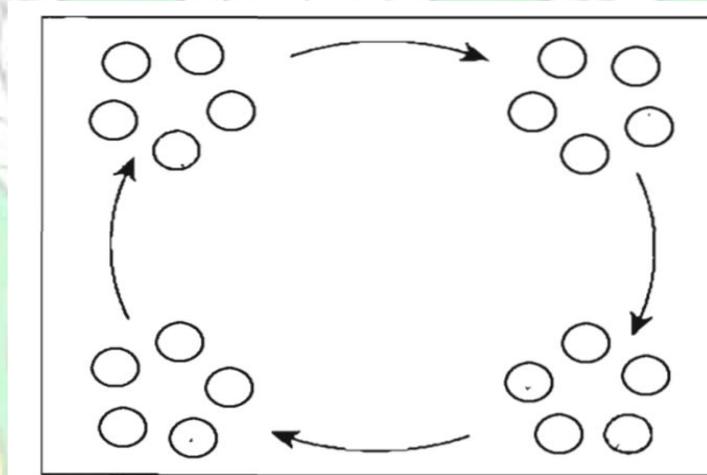


Figure 2.5 Type Seating Arrangement of Buzz Group Seating
Source: Scrivener, J. 2005. Learning Teaching. Macmillan

2.1.2 Roles of Seating Arrangement in EFL Speaking Class

Interaction is an important word for language teachers (Brown, 2008). In the era of communicative language teaching, interaction is, in fact, the heart of

communication; it is what communication is all about. Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). As a result, effective communication in the classroom is essential to the success of both the student and the teacher. The kind of communication, as well as the amount of communication that occurs in the classroom, has long been thought to be partially a function of the seating arrangement of students. Furthermore, speaking as one of language productive skills is commonly defined as the ability of using a language orally, while skill is the ability to do something.

So speaking skill is the ability function to express our ideas, feeling, thoughts, and need orally (Hornby, 1995). In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. Speaking in the foreign language is often cited by students as their most anxiety producing experience” (Tsiplakides, 2009). Starting from the concept that a foreign language process is an activity which goes beyond the mere memorization of linguistic structures, words and rules, the main intent of the present study is the description of foreign language learning as a process which affects directly the emotional sphere of a student. This involves the learner and his personality, emotions and experiences, all facets which in turn determine positive or negative attitudes toward the language studied or the practices used to learn it.

Interaction is an activity that usually conducts in the classroom and it has an important role to build communication between teacher and students as stated by Walsh (2011) that communication is central to all classroom activity.

According to Hall (2011), classroom interaction is a term that used to analyze what goes on among people in the classroom when language is involved. From the statement above, the term classroom interaction refers to the interaction between teacher-students and students-students in terms of language use during teaching and learning process in the classroom. Therefore, the seating arrangement also triggers to how students can interact and communicate in the classroom.

Generally, speaking class is a class that requires a lot of interaction and communication. Students who learn a foreign language, they have to accustom to communicate in the target language. To make students accustomed to communicating in target language teacher can create interaction with students in the classroom by using the target language for the whole interaction. Interaction is an activity that usually conducts in the classroom and it has an important role to build communication between teacher and students as stated by Walsh (2011) that communication is central to all classroom activity.

Goh and Burns (2012) claims that speaking is accepted by everyone as an essential language communication skill, but it is important to language learners goes beyond just day to day communication. Moreover, Burn and Joyce as qouted Zulfqar (2013) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It forms and meaning is depending on the context, in which it occurs, including the participants themselves, their experiences, the physical environment, and the purpose of the speaking. Umur (2015) stated that speaking class is a class that requires a lot of interaction and communication. Students who learn a foreign

language, have to accustom to communicate in the target language. To make students accustomed to communicating in target language teachers can create interaction with students in the classroom by using the target language for the whole interaction (Umur, 2015). Interaction is an activity that usually conducts in the classroom and it has an important role to build communication between teachers and students (Walsh, 2011). This provides teachers with the ability to closely monitor students individually and, therefore, disruptive, non-individual interaction can be easily identified.

Seating arrangement is very important when thinking about classroom interaction in English foreign language (Correa, Lara, Pino, and Tamara; 2017). Result also suggests that the nature of academic, communication and type of behavior desired should dictate the seating arrangement (Ulrich, 2018). Harmer (2007) claims that different types of seating arrangement foster the flow of oral interactions. Hence, if students participate more in class, they would be able to improve their language skill especially speaking, as they most likely to interact to each other in a more fluent way. James and Rod (1978:99) stated that: “Effective communication in the classroom is essential to the success of both the student and the teacher. The kind of communication as well as the amount of communication that occurs in the classroom has long been thought to be partially a function of the seating arrangement of student.”

One of expectation of considering seating arrangement is to have effective classroom communication. Classroom management especially on seating arrangement would have been one of an instrumental role to have a good

communication in the class. Therefore, classroom setting arrangement in speaking class is significance to supports the existence of communicative classroom. According to Hall (2011), classroom interaction is a term that used to analyze what goes on among people in the classroom when language is involved. From the statement above, the term classroom interaction refers to the interaction between teacher-students and students-students in terms of language use during teaching and learning process in the classroom. Therefore, the seating arrangement also triggers to how students can interact and communicate in the classroom.

2.1.2 EFL

According to Longcope (2009) A traditional term for the use or study of the English language by non-native speakers in countries where English are generally not a local medium of communication. EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students. As the number of ESL students has increased in schools across North America, more classrooms and school have become more like EFL. Indonesia as a former Dutch colony, used to emphasize the teaching of Dutch.

The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from Grade 4 or 5) through high school (Renandya, 2000). The main objective is to

provide reading skills to enable Indonesians to read science-related materials in English.

Therefore, effective EFL in teaching another approach to developing a theory of teaching is to derive teaching principles from studies of the practices of effective teachers. This involves identifying effective teachers and then studying their teaching practices. Effective teachers are typically defined as those whose students perform better on standardized achievement tests. Taken off in Richards (2015) observed teachers to find out how they organize instruction, structured teaching activities, and enhance student performance on tasks. Teachers were interviewed to determine their instructional philosophies and goals, and the demands they structured into class tasks. Blum in Richards (2015) also conducted twelve characteristics of effective EFL teaching: a).

Instruction is guided by a preplanned curriculum. b) There are high expectations for student learning. c) Students are carefully oriented to lessons. d) Instruction is clear and focused. e) Learning progress is monitored closely. f) When students do not understand, they are retaught. g) Class time is used for learning. h). There are smooth and efficient classroom routines. i), instructional groups formed in the classroom fit instructional needs. j). Standards for classroom behavior are high. k) Personal interactions between teachers and students are positive. l) Incentives and rewards for students are used to promote excellence.

Every learning process requires a manner or a strategy to be adapted in order to achieve the main purpose of learning. Among the important things in the process of learning are “what” to use for learning and “how” to use it. However

human beings are involved with many and different strategies while they are learning a language, some of these strategies are giving the ultimate benefit, yet some others are not effective. As Stern in Pezhman Zare (2012) conducted that there are five strategies that build an Effective EFL learning. 1) Management and Planning Strategies. These strategies are actually connected with the learner's purpose to control his own learning. A learner has the capability to take responsibility for the improvement of his own planning when the language instructor supports him only as an adviser or a resource person. 2) Cognitive Strategies. These strategies refer to procedures and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with specific classroom tasks. 3) Communicative - Experiential Strategies is a communication strategies, such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going. In other word communication strategies involve the use of verbal or nonverbal instruments for the useful transfer of knowledge. The purpose is to avoid interrupting the course of communication. Learners need to have a communication with native speakers and cooperate with them. Learners need to get familiar with the culture of the target.

2.2.1 Previous Studies

Study about classroom seating arrangement had been conducted by some researchers. Harvey and Melaine (2013) conducted a study to maintain classroom seating considerations for century and faculty. Harvey and Melaine observed to see

the effect of using some models of table seats in the teaching and learning process. As a result of their study, firstly students preferred to trapezoid table (seat in a group). Secondly, students are comfortable in a rectangle (circle or letter U). Thirdly students seat in table armchairs (row). Literature suggests seating arrangements are important for student satisfaction and academic achievement (Melisa & Ann, 2017).

However, movable furniture may create learning disruptions to students who prefer seats in the back or front of the classroom. Being told to move into groups in a different part of the classroom may create feelings of ill will for some students with alternative preferences (Baxodirovna, 2020). Although seating may be only one element among a multitude of design considerations, it is one of the most easily changeable variables in classroom learning environments, and one that may be more important than people think (Correa, et al., 2017).

McCorskey and McVetta (2011, p.76) on their Research with the tittle “Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences” have said that: As a group, students in this study indicated a preference for the more interaction-restricting, traditional seating arrangement for required courses. However, these same students indicated a preference for the more interaction-enhancing horseshoe and modular arrangements for elective courses. The Result of this study is the researchers suggest that these individuals are more sensitive to environment impact on interaction. When they want to talk they may be more aware of the situational variables which will increase their opportunity to do so.

Wannarka and Ruhl (2008, p.30) has done with their research with the title “Seating Arrangements That Promote Positive Academic and Behavioral Outcomes: A Review of Empirical Research”. Their Result indicate that teachers should let the nature of the task dictate seating arrangements. Evidence supports the idea that students display higher levels of appropriate behavior during individual tasks when they are seated in rows, with disruptive students benefiting the most. Based on the results of the research above, there are some similarities with the research that the writer will do. For example they are discussing more about the impact of seating arrangement for the students and also what type of seating arrangement they like most and the most influential on their activities in the classroom. While the difference are in the objective of the research and also the subject of the research on three research above have objective of the research that is to know the impact of seating arrangement on the students through tests conducted on students.

Lotfy (2012) had researched seating arrangement and cooperative learning activities in students’ on-task/off-task participation. Lotfy observed students’ participation in two different seating arrangements, rows and columns, and circles. The results of Lotfy’s paper show that classroom seating arrangements could affect students' on-task/off-task participation when working on group activities.

Based on the previous study above, Harvey and Melaine (2013) held on research about classroom seating consideration. In this study, Harvey and Melaine tried to see the classroom seating model which is considered by some institutions to have an appropriate design in setting classroom seats. As a result of this study,

students preferred to sit in a model of the seat in a group than the others, because vital to adequately support modern educational practice and learning space planning, and involvement of those users may promote acceptance of changes to learning spaces. According to Hall (2011), classroom interaction is a term that used to analyze what goes on among people in the classroom when language is involved. From the statement above, the term classroom interaction refers to the interaction between teacher-students and students-students in terms of language use during teaching and learning process in the classroom. Therefore, the seating arrangement also triggers to how students can interact and communicate in the classroom. Lotfy (2012) stated seating arrangement could affect students' participation in teaching and learning. Besides that the students sitting in a circle because this type make the students more active than in a row.

Finally, the researcher interested to study the classroom seating arrangement. In this study, not only study about seating arrangement but also classroom interaction which is caused by seating arrangement. Therefore, the equation the research in previous study is the method and focus with seating arrangement in classroom. The different lies in the subject and object research. In a previous study examining seating arrangement in students on task/ off-task while the research being studied students prefer on seating arrangement in speaking class.