



Appendix 1: Interview Guideline (Adapted from Gremmen, et al., 2016)

1. What is your current seating arrangement that you apply in your class? Why did you choose this type of arrangement?

- If it is an arrangement in groups: Have you ever thought about an arrangement with students sitting in rows/ other seating arrangement?

Answer no: Why?

Answer yes: Why?

- If it is an arrangement in rows: Have you ever thought about an arrangement with students sitting in groups/ other seating arrangement?

Answer no: Why?

Answer yes: Why?

- If it is another type of arrangement: Have you ever thought about an arrangement with students sitting in groups or rows/ other seating arrangement?

Answer no: Why?

Answer yes: Why?

2. What type of seating arrangement do you prefer? Why?

3. Do you see some students sitting in a certain position?

- If yes: What their specific reason to sit in certain position?

4. What do you take into account while making a seating arrangement?

Appendix 2: Transcript of Interview

Information:

R: Researcher

T: Teacher

R: What is your current seating arrangement that you apply in your class?

T: That so many. Pair work, group work, *yang duduk biasa*.

R: *Duduk biasa*, it's like traditional?

T: Yeah. Because we need to explain something, they need to listen, could be include ask them to do something, we put them in the group. It depends. We ask them to practice, then they would talk in a larger group, and ask them to talk about their activity, we can ask them to do that in pair.

R: So, there are group seating and pair seating, right?

T: Yeah.

R: So, Why did you choose those types of arrangements?

T: Because we gonna attend, we gonna reach the objectives of the lesson. If you ask the student to practice speaking to raise, if they very shy or they don't know we can ask them to do that in pair work. If you wanna build their confident we can ask them to speak in a larger group, like group work. But, If we want them to listen to the information, we put them in traditional seating classroom. It depends because it has purpose.

R: Do you use horseshoe seating arrangement, I mean U-shape seating arrangement? Do you use it?

T: Yeah, I use it.

R: Why do choose U-shape seating arrangement in your class?

T: Because we want the students to get the idea of the lesson very quickly. They can see each other, I can help the students very quickly, I can manage, I can have interaction with them.

R: So, those types of arrangement have different purpose in your class, right?

T: Yeah. As I told you earlier that the arrangement of seating will help us to get the aims of the class.

R: Well, in Scrivener's point of view, there are many types of seating arrangement, such as enemy corner, face to face, opposing team. So, have you ever thought to use those types of arrangement in your class?

T: Yeah. I mean, I do it in the class sometimes, there are multiple seating arrangements, so if I am explaining about the topic and I need everybody to, especially at the beginning of the class sometimes we do it like face to face, like I say to them and they say to me. After that I ask them to organize the U-shape design when it come to the half of the matter of the class. And then during the U-shape design, sometimes I ask them to talk with their pair.

R: Oh yeah. But, how about enemy corner, have you ever used it in your class?

T: Enemy corner, I think I might have used that.

R: But why you do not use enemy corner in your class right now?

T: The problem is because the conditional of the class. Especially like the design of the class and also the level of the students' understanding. Sometimes they're very awkward and so we need more, and also the typical problem of the class is I want to improve the level of understanding, the confident of the students to speak by U-shape design, and then pair work and group work because those seating arrangement engage the students to actively to share their ideas and to communicate the idea.

R: Than enemy corner?

T: Yeah

R: How about opposing team? Have you ever used that?

T: Yeah, I do it sometime. I think you experience it in your debate class. We do it, I mean it depend, especially opposing team we use it to tamp the students if they are ready to do impromptu activities. But they have to study at home and so review thing or they can be debate.

R: The next question is what type of seating arrangement you prefer from those types that have mention before?

T: Absolutely I set them of them all. I mean I prefer, the first, the traditional one because it is good to explain material, but I do not really use it for the whole class for the whole time. I mostly use it for maybe five minutes. And then, after that, I move on to U-shape design. U-shape design helps me to control the students easier and help the students sometimes. U-shape design is very easy for me to do that. And in one class I also use pair work because I want to students practice with their pair because sometime they are very shy to talk to me, then I ask “can you talk to your friend?” And then I also use group work like three or four students because I want them to be confident to speak because if they always speak, they will be confident.

R: if you have to choose one of them, which one do you choose or do you prefer, I mean?

T: In one class, you need to use at least two or three seating arrangements. For example you need to ask them to talk to talk with their pair, and to talk to their friend. So maybe I will say pair and group work. But the whole is U-shape design, like they sit in U-shape design, but they talk to their pair and group work.

R: Well, Do you see some students seating in a certain position? I mean when you come to the class, do you see some students seating in a certain position?

T: Pardon?

R: When you come to the class and teach, do you see some students sit in a certain position?

T: What do you mean by certain position?

R: I mean, maybe some students will sit in the corner and they do that in every meeting. I mean like that. Maybe they will sit in the back row and they never sit in the first row. Do you ever see the students like that?

T: Yeah. Some of the students have that. But I always take it “can you guys move, can you guys move forward”. Sometimes I ask them to sit with their other friends.

R: So, when they sit in a certain position, you change their seating, right?

T: Ehem

R: Well, do you know what their specific reason when they sit in a certain position?

T: We don't really know. We can't force people because they have their own preference. But, maybe because they're shy, maybe because they don't study, maybe because they don't know. Because the reason if they know because they don't study and reason why they do not study is their choice. They're, it's like, I have a choice in their life. And so, for me as a teacher because I know they're not motivated, so sometimes I ask the high achiever students to speak with them or sometimes I ask the clever students to sit, depend, and so they still get the challenge. And the other one like I don't really wanna force them the personal and so I can go behind and then I can see what they are doing so that wherever they sit, I think it will be okay as long as the teacher consult what they doing and then we provide them enough feedback and it will be good.

R: So, the last question is what do you take into account while making a seating arrangement?

T: As I told you earlier that any seating arrangement will closely relate with the objective of our lecture. Firstly, if we begin the class, mostly the students are not ready, so we just give like traditional classroom, like we talk to get their attention. After we get the students' attention, we want them to do an easy task, so it comes to a very specific, objective and then I assign them to get in a U-shape design because I wanna help them, I wanna check their assignment, I want myself to be very easy to get to them by U-shape design. When it comes to practice, like I want them to be able to practice, I ask them to talk with their pair, if they are very shy. And then, after that, I ask them to talk in a larger group. So, sometimes I fill it in a U-shape design but they talk at whole class because in a U-shape design they can see each other.

R: Ok Sir, that's all for the interview. Thank you very much Sir for your time and your answer for this interview and also your participation in my research.

T: Okay

R: Assalamu'alaikum

T: Wa'alaikumsalam





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Nomor : 0173/FATIK/TL.00/02/2020 06 Februari 2020
Lampiran : Proposal Penelitian
Perihal : *Izin Penelitian*

Yth. Kepala Balitbang Provinsi Sulawesi Tenggara

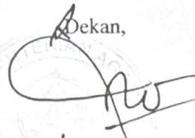
Dengan hormat, kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa sebagai syarat penyelesaian studi di Institut Agama Islam Negeri (IAIN) Kendari, maka dimohon berkenan memberikan izin kepada mahasiswa kami:

Nama : Hildayanti
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Jurusan : Pendidikan Bahasa
Prog. Studi : Tadris Bahasa Inggris
Alamat : Jl. Sultan Qaimuddin Kendari
Pembimbing : Dr. Sitti Nurfaidah S. Pd, M.Ed,

Untuk melakukan penelitian serta pengumpulan data di IAIN Kendari dengan judul skripsi:

"Teacher's Belief and Students' Perception on Seating Arrangement in EFL Classroom."

Demikian kami sampaikan, atas kerjasamanya yang baik diucapkan terima kasih.

Dekan,

Dr. Masdin, M.Pd⁰
NIP. 196712311999031065

Tembusan:

- 1.Ketua LPPM IAIN Kendari;
- 2.Ketua Prodi Tadris Bahasa Inggris FATIK IAIN Kendari.

*Visi Fakultas Tarbiyah dan Ilmu Keguruan:
Menjadi Fakultas yang Menghasilkan Tenaga Pendidik dan Kependidikan
yang Berkualitas, Berkepribadian Islami dan Berwawasan Transdisipliner Tahun 2025.*



PEMERINTAH PROVINSI SULAWESI TENGGARA
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Kendari, 10 Februari 2020

Nomor : 070/569/Balitbang/2020
Lampiran : -
Perihal : Izin Penelitian

Ke p a d a
Yth. Rektor IAIN Kendari
di -
KENDARI

Berdasarkan Surat Dekan FATIK IAIN Kendari Nomor :
0173/FATIK/TL.00/02/2020 tanggal, 06 Februari 2020 perihal tersebut di atas,
Mahasiswa di bawah ini :

Nama : HILDAYANTI
NIM : 16010106080
Prodi : Tadris Bahasa Inggris
Pekerjaan : Mahasiswa
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Kantor
Saudara dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi, dengan judul :

**"TEACHER'S BELIEF AND STUDENTS' PERCEPTION ON SEATING ARRANGEMENT
IN EFL CLASSROOM".**

Yang akan dilaksanakan dari tanggal : 10 Februari 2020 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan
dimaksud dengan ketentuan :

1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undanganyang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan pemerintah setempat.
4. Wajib menghormati Adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Gubernur Sultra Cq.Kepala Badan Penelitian dan Pengembangan Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Demikian Surat Izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA
KEPALA BADAN PENELITIAN & PENGEMBANGAN
PROV. SULAWESI TENGGARA
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Tembusan:

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2. Dekan FATIK IAIN Kendari di Kendari;
3. Ketua Prodi Tadris Bahasa Inggris FATIK IAIN Kendari di Kendari;
4. Mahasiswa Bersangkutan.

CURRICULUM VITAE



A. Personal Data

Name : Hildayanti
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Address : Desa Lantari, Kec. Lantari Jaya, Kab.
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Hobby : Watching movie

B. Educational Background

Elementary Education : SD Negeri Lantari
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High School Education : SMA Negeri 12 Bombana
College : IAIN Kendari

C. Parental Data

Father's name : Muh. Yusuf
Occupation : Farmer
Religion : Islam
Mother's name : Rosnawati
Occupation : Housewife
Religion : Islam

D. Experiences

1. Peserta Olimpiade Sains Nasional Mata Pelajaran Fisika SMP tingkat kabupaten tahun 2012
2. Peserta Olimpiade Sains Nasional Mata Pelajaran Ekonomi SMA tingkat kabupaten tahun 2014

3. Peserta Olimpiade Olahraga Siswa Nasional menulis puisi tingkat SMA se-Kabupaten tahun 2014
4. Peserta Olimpiade Sains Nasional mata pelajaran Matematika SMA tingkat kabupaten tahun 2015
5. Peserta Olimpiade Olahraga Siswa Nasional membaca puisi tingkat SMA se-Kabupaten tahun 2015
6. Juara harapan 1 lomba membaca puisi dalam peringatan HUT Studio 28 Kendari tahun 2019
7. Penerima Beasiswa Bidikmisi pada tahun 2016-2020

Kendari, 29th June, 2020

Best Regards,



Hildayanti

