

APPROVAL SHEET

This thesis by Enis Farida Hanim entitled The Effectiveness of U-shape Seating Arrangement for Discussion in Speaking Class of The First Grade Students at MTs Faqih Hashim Buduran Sidoarjo has been examined on September 13, 2011 and approved by the Board of Examiners.

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CHAPTER I

INTRODUCTION

A. Background of the study

English is an international language that is spoken and learned by people in almost entire the world. Nowadays, English becomes an important thing in many areas of human life. English has main function as a means of communication, because almost all of people from countries around the world speak English as world medium language. English has many skills such as listening, speaking, reading and writing. All of these skills are important for learners, and each skill has its own function.

Among those four skills, speaking seems intuitively to be the most important skill to master due to some reasons.¹ First, English is spoken for international relationship. Second, people need to speak English to participate actively in wider world works. Due to those reasons, teachers think that learners should master speaking ability well. However, in learning speaking, students often face some problems. One of the most frequently faced problems is that they have lack motivation and interest to practice English speaking. Besides, learners are also too shy and afraid to take a part in conversations. Therefore, teachers should have interesting strategies to improve students' speaking skill.

¹ Naomi Rockler, *Teaching Public Speaking Classes: Speech Class*. May 6th 2008 <www.scribd.com> [accessed April 26, 2011]

Also, every class has 28 students on average, so the teacher thinks it's effective to have discussion uses U-shape.¹² Therefore, according to those reasons above, the researcher does research there. This study is aimed to analyze the effectiveness of U-Shape seating arrangement for discussion in speaking class of the first grade students at MTS Faqih Hasyim Buduran Sidoarjo.

B. Problem of the Study

From the background above, we can take some questions research below:

1. How does the teacher implement U-Shape seating arrangement for discussion in speaking class of the first grade students at MTS Faqih Hasyim Buduran Sidoarjo?
2. Is U-Shape seating arrangement effective for discussion in speaking class of the first grade students at MTS Faqih Hasyim Buduran Sidoarjo?
3. What are the students' responses toward U-Shape seating arrangement for discussion?

C. Objective of the Study

Derived from the formulated problems above, the purposes of the study are:

a. General Purpose :

1. To describe implementation of U-Shape seating arrangement for discussion in speaking class of the first grade students at MTS Faqih Hasyim Buduran Sidoarjo.

¹² Yuni Wulandari, interview, June 1st 2011



- ### b. Specific Purpose

Also, the researcher hopes it enrich teachers' knowledge about implementation of U-Shape seating arrangement for discussion activity. Therefore, teachers can create an effective teaching and learning process to well achieve the purpose of study. Besides, the researcher hopes by using U-Shape seating arrangements in the discussion, it can help teacher raising the students' confidence and interest in speaking English. As a result, they will actively convey their ideas in front of their friends and teacher.

D. Significance of the Study

1. For Observer :

To improve the understanding and enrich the insight about the effectiveness of U-Shape seating arrangement for discussion activity in speaking class.

2. For Teacher :

To get new knowledge by the research result and can be directly practiced in English teaching process.

3. For Student :

To help the students achieving the purpose of speaking study, so they can get maximal result in learning English.

E. SCOPE AND LIMITATION

The scope of this study is about the effectiveness of U-Shape seating arrangement for discussion in speaking class. This research is limited on the first grade students of MTS Faqih Hasyim Buduran Sidoarjo, more specifically 7A class.

F. DEFINITION OF KEY OF TERMS

1. Effective :

Based on pocket oxford dictionary, effective is producing the result that is wanted and intended.¹³ Teaching and learning process is effective when the

¹³ Oxford Learner's Pocket Dictionary New Edition, United Kingdom: Oxford University Press, 2000, p 138

instructional purpose of study is reached.¹⁴ In addition, Joko Susilo pointed out that someone has learnt effectively indicated by changing as follow:¹⁵

- a. Addition of information
- b. Addition and improvement of understanding
- c. Acceptance of new attitude
- d. Acceptance of new skills

Furthermore, students' learning is effective indicated by each element of teaching and learning works well, the students feel satisfied with the result of study, teaching and learning process is supported by good facilities, teaching material and teaching method are affordable, and the teacher is professional.¹⁶

2. U-Shape Seating Arrangement:

U-shape seating arrangement is a classroom arrangement style in which small number of students sits in U-Shaped arrangements.¹⁷ According to Collins, the U-shape seating arrangement features a series of rectangular tables set up in the shape of the block U with chairs set all around the outside perimeter.¹⁸

¹⁴ Drs. Moh. Uzer Usman, *Upaya Optimalisasi Kegiatan Belajar Mengajar*, Bandung: Remaja Rosdakarya, 1993, p. 7

¹⁵ M. Joko Susilo, *Gaya Belajar Menjadikan Anak Makin Pintar*, Yogyakarta: Pinus Book Publisher, 2006, p 156

¹⁶ <<http://www.konsep-efektivitas-pembelajaran.html>> [accessed June 06, 2011]

¹⁷ John W. Santrock, *Educational Psychology Second Edition*, New York: Mc Graw Hill, 2006, p.456

¹⁸ Paul Collins Jordan-Webb, *Meeting Room Configurations*, 15 September 2004. <<http://Jordan-webb.net>> [accessed April 10, 2011]

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some theories used in the study, as follow:

A. Review of Previous Study

1. Journal of English Teaching
2. Thesis

B. Effective Teaching and Learning

C. Speaking

- ## 1. Some Problems on English Speaking

D. Discussion

1. Kind of Discussions
2. Advantages of discussion
3. Plan for Discussion

E. Seating Arrangement

- ## 2. Seating Arrangement Style

F. The Effectiveness of U-Shape Seating Arrangement for Discussion

A. REVIEW OF PREVIOUS STUDY

1. Journal of English Teaching

There was a journal involved a research about seating arrangement entitled “Classroom Seating Arrangements: Instructional Communication Theory versus Student Preferences”. That research summary was written by James C. McCorskey and Rod W. McVetta.

Dr. McCorskey is a professor and Chairperson of the Department of speech communication at West Virginia University, and Mr. McVetta is a doctoral candidate specializing in communication in instruction at the same institution. They researched about three common seating arrangements: traditional arrangement, horseshoe arrangement, and modular arrangement. The research questions were:

1. Do the students have differential preferences for the three common types of classroom arrangements?
2. Does the type of course to be taken affect student preferences for classroom arrangement?

Subjects were 972 college students who were enrolled in two basic courses in communication and a lecture course with over 300 students per section.

The results of their research:

2. Thesis

There was a thesis involved discussion. The thesis was researched by Nur Lailatul Mahmudah. She was an English Department student in State Institute for Islamic Studies Sunan Ampel Surabaya (IAIN Sunan Ampel Surabaya). The research entitled “Using Discussion Technique to Improve the Speaking Skill of Students of Second Grade of MAN I Bojonegoro”. She conducted a research in MAN I Bojonegoro, more specific at XI-4 class of

science department on 23rd of December 2009 – 02nd of January 2010. The research questions are:

- 1) How is the implementation of discussion technique to improve the students' speaking skill in teaching speaking?
- 2) How is the students' response after the implementation of discussion technique?
- 3) How is the progress of the students' speaking ability after the implementation of discussion technique in teaching skill?

The results of the research:

1. The main problem of teaching and learning process during the research was many students speak Indonesian. At the first meeting, the students' activities didn't run well. Some students debated by speaking native language and others just kept silent. At the second meeting, some students seemed enthusiastic and others were not confidence to speak. But at the next meeting the students seemed better.
2. The result of questionnaire indicated that the students' responses when the discussion applied were good. 85,36% of students answered that they liked discussion as a method of teaching speaking. And 97,55% of students hoped that discussion could be implemented in their school.
3. Students speaking ability could be improved after the discussion applied in every meeting. Some students could improve their speaking score, but it

was not significance, because not all students could improve their score well.

Both researches above have correlation with this research, but this research is different from both previews ones due to some reasons. First, the journal research involved three common seating arrangements toward students' preferences, while this research focuses on U-shape seating arrangement for discussion. Second, Nur Lailatul Mahmudah did a research about discussion only in the thesis, while this research focuses on U-shape seating arrangement for discussion. In brief, both researches couldn't answer this research question, so the researcher thinks that she needs to do the research about the effectiveness of U-shape seating arrangement for discussion.

B. EFFECTIVE TEACHING AND LEARNING

Learning is a change in the individual due to instruction of that individual and his environment, which feels a need and makes him more capable of dealing adequately with his environment.¹ In that statement, there is a word 'change' means people who have passed learning process would get changes of behavior whether it is in knowledge, skill or attitude. People has learnt if they got good moral, for example he can't respect each other well, then after passing learning

¹ Drs. Moh. Uzer Usman, *Upaya Optimalisasi Kegiatan Belajar Mengajar*, Bandung: Remaja Rosdakarya, 1993, p 4

6. Thoughtful discourse
7. Practice and application activities
8. Scaffolding students' task engagement
9. Strategy teaching
10. Cooperative learning
11. Goal-oriented assessment
12. Achievement expectations

C. SPEAKING

Speaking is an important aspect in language, because speaking is used to communicate among people. By speaking, people can convey information and ideas, and maintain social relationship by communicating with others. As speakers, people used their speech to create an image of themselves to others. By using speed and pausing, and various pitches, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. The sound of people's speech is meaningful and that is why this is important for assessing speaking.⁸ Speaking is different with four keys skill in a language learning, because the other three of language skill can be done alone by people but people can't really speak by their selves. Therefore, if people want to be competent in speaking English, they need to be confident to deliver their ideas well.

⁸ Sari Luoma, *Assessing Speaking*, United Kingdom: Cambridge University Press, 2003, p 10.

1. Some Problems on English Speaking

Many people think that it is difficult to speak English fluently. There are many factors that affect people to think that. One of those difficulties is that English is not their first language. The English dialect, intonation and pronunciation are much different from their first language ones. In learning speaking, According to Ur, the students have difficulties to perform their speaking ability, those difficulties are:

- a. **Inhibition.** Students are often inhibited about trying to say things in a foreign language in the classroom.
- b. **Nothing to say.** Even if they are not inhibited, teachers often hear learners complain that they can't think of anything to say.
- c. **Low or uneven participation.** Students have low motivation to take part in a speaking activity.
- d. **Mother tongue use.** The students may tend to use it because it is easier.⁹

2. Teaching Speaking

The goal of teaching a foreign language is to gain the ability of communication by speaking the target language. In learning foreign language, speaking is very important. Therefore, the teacher should give the students opportunities to use the target language to communicate with others. According to Jeremy harmer said, there are three main reasons of getting students to speak in the classroom.

⁹ Penny, Ur, *A Course In Language Teaching*, Cambridge: Cambridge university press, 1996, p 121

- b. To help the students developing their understanding by giving them more chances to think hard of various topics
- c. To help the students getting communication skill.¹⁵

3. Plan for Discussion

Planning discussions is very important before teacher does discussion.

If the discussion is unexpectedly or hasn't planned yet, it will degenerate into an aimless airing of views; the students will learn nothing of value, and the experience will be a waste of time for all concerned.¹⁶ In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. Therefore, the teacher needs to plan discussions carefully and look at levels of students.

According to Wallwork, a good discussion involves:¹⁷

- a. A pre-discussion activity where students, either in groups or individually, write down related questions.
- b. A discussion is indicated by answering such questions, and if possible, drawing on students' own personal experiences.
- c. The logical or illogical extension of ideas brought up by the discussion
- d. A round-up of conclusion involving cross group questioning followed by whole class feedback.

¹⁵ Daniel Muijs and David Reynolds, *Effective Teaching: Teori dan Aplikasi*, Yogyakarta: Pustaka Pelajar, 2008, p 75

¹⁶ Geoff Petty, *A Practical Guide Teaching Today*, United Kingdom: Nelson Thornes Ltd, 2004, p 212

¹⁷ Adrian Wallwork, *Discussion A-Z*, United Kingdom: Cambridge University Press, 1997, p 7

e. A written summary for consolidation.

There are several steps using U-Shape for discussion that is explained by a freelance writer of eHow Contributor, Marilyn Lindblad. Those steps are:¹⁸

a. How to prepare a discussion

- Review the objectives for the group discussion. Figure out what you want the members of the group to do and how they'll work together to accomplish the objective.
- Get the supplies that you need for the meeting (flip charts, markers, white boards and sticky notes). Arrange for seating at a U-shaped table.
- Practice your opening remarks to the group.

b. How to lead a discussion

- **Introduce the discussion topic to the group. Give the instructions as you rehearsed them and distribute the written instructions. Explain the purpose of the exercise and what you expect the participants to do. Tell them how much time they'll have for the discussion. Explain how they should use the flip charts, white boards and other resources. Invite questions about the process from the group. Answer their questions, and then tell them to start the discussion.**

¹⁸ Marylin Lindblad, *How To Facilitate Group Discussions And Ladership Skills*, eHow, 13 January 2011, <http://www.ehow.com/how_7771203_facilitate-group-discussions-leadership-skills.html> [accessed April 10, 2011]

- Walk around the room and listen to the group discussion. Redirect any conversations that aren't focused on the exercise.
- Announce time remaining for the group discussion when five minutes are left and again when two minutes are left. Finally, announce the end of the discussion.

c. How to summarize a discussion

- Restate the purpose of the discussion and the key points that the participants were supposed to discuss. Answer any questions that came up during the discussion.
- Praise the group. Give positive feedback about the discussion and bring it to a conclusion. Identify action items that arose during the meeting or next steps the group needs to take. Thank the group for its participation.

E. SEATING ARRANGEMENT

Seating arrangements is an important aspect of classroom management. Teachers have to have to consider both students' physical arrangement and their affective. The way a class should be arranged clearly depends on the purpose of teaching and learning, availability of time, and also implementation of active students' learning style.¹⁹ An appropriate seating arrangement needs to implement by adjusting both format of study and its purposes, because the

¹⁹ Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif*, Jakarta: Rineka Cipta, 2005, p 175

seating arrangement can influence the effectiveness of various teaching learning style.²⁰ Therefore, there is no the best seating arrangement for teaching generally, because it depends on the availability of space, type of chairs and tables, personality of students and type of lesson plan. Seating arrangement needs to implement in a classroom, because students seated in the same arrangement for the entire year, means likely to be paired with the same person throughout the lesson. By changing the seating arrangement, everyone can maximize amount of material they learn in class and have opportunity to work with other students. One of general principles in seating arrangement is students should have enough space to work in comfortable room.²¹ There will be explained more about principles of seating arrangement.

1. Principles of Seating Arrangement

Teacher's and students' desks should be well arranged to support classroom teaching and learning process in a class so the students' active participation grows.

According to John W. Santrock, there are four basic principles that can be implemented when arranging the classroom.²²

a. Reduce congestion in high-traffic areas

²⁰ Daniel Muijs and David Reynolds, *Effective Teaching: Teori dan Aplikasi Second Edition*, Yogyakarta: Pustaka Pelajar, 2008, p 119

²¹ Ibid. p 118

²² John W. Santrock, *Educational Psychology Second Edition*, New York: Mc Graw Hill., 2006, p 454

Distraction and disruption can often occur in high-traffic areas. These include group work areas, students' desks, teacher's desk, bookshelves, computer station, and storage locations. Separate these areas from each other and make sure that they are easily accessible.

- b. Make sure that you can see all students easily.**

One of the important teacher's rules is to monitor students easily. To do this, you will need to be able to see all students at all times. Before implementing seating arrangement, the teacher should make sure that there is a clear line of sight among teacher's desk, instructional location, students' desks and all students' work areas.

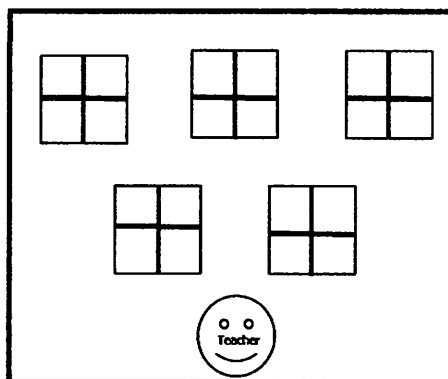
- c. **Make often-used teaching materials and student supplies easily accessible.**
- d. **Make sure that students can easily observe whole-class presentation. For these activities, students should not move their chairs or stretch their necks.**

2. Seating Arrangement Style

There are many seating arrangements styles that to implemented. This section provides theories of six common used seating arrangements. They are cluster, desk row (traditional), centers (activity zones) and U-Shape.

a. Cluster

Figure 1. cluster seating arrangement



Cluster style is initiated by small numbers of students (usually four to eight) work in small, closely bunched groups. This arrangement is especially effective for collaborative learning activities.²³ Clusters are

commonly found in situations where there is a lot of learning groups and work. In this situation, the teachers freely walk around the room without bumping into students' desks or chairs. Also, teacher can help the groups.

— Planning is needed before setting up grouping of students. The students need to be able to work together. Each group consists of multilevel intelligence students, so they can help each other learning.

Cluster is ideal for small breakout or study groups that require a lot of group interaction, discussion, or note taking.²⁴ It's parallel with Santrock, he said that this arrangement is especially effective for collaborative learning activities.²⁵ Therefore, the teacher is advised to use clusters when teacher needs collaborative learning for the students. It is purposed the students can easily interact with their group. Students group's

²³ John W. Santrock, *Educational Psychology Second Edition*, New York: Mc Graw Hill., 2006, p 456

²⁴ Paul Collins Jordan-Webb, *Meeting Room Configurations*, 15 September 2004. <<http://Jordan-webb.net>> [accessed April 10, 2011]

²⁵ Ibid. p 456

critically. All these active learning will happen if the students are involved in particular activity that invites them to think, work and feel.⁴²

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is conducted in term of qualitative research paradigm. This research is purposed to give more detailed explanation of a phenomenon. Therefore, this research is categorized into descriptive clarified research. It focuses on the effectiveness of U-Shape seating arrangement for discussion in speaking class of the first grade students at MTs Faqih Hasyim Buduran Sidoarjo. Descriptive qualitative study is a research relaying primarily on the collection of qualitative data-non numerical data such as words and pictures.¹

I choose qualitative as research paradigm, because the collected information is in form of words and sentences to describe the result of data. I collect the data by using observation, questionnaire, and also interview. There are three steps that I do in my study. First, I do observation about teaching and learning process of speaking English. Second, I distribute questionnaire to the students after teacher implements U-Shape seating arrangement for discussion in speaking class. The questionnaire is related to the students' responses after the teacher implements U-Shape seating arrangement. The last step is interviewing the teacher to get more information related to the problems.

¹ Burke Johnson and Larry Thriftersen, *Educational Research Qualitative, Quantitative and Mixed Approaches Second Edition*, Boston: Pearson Education, 2004, p 359

B. Research Setting

I do the research at MTS Faqih Hasyim Buduran Sidoarjo, more specific at the first grade students. This research is conducted in 7A class only. MTS Faqih Hasyim Sidoarjo has competent English teachers, comfortable and wide classrooms for students, also other facilities that support English teaching and learning process.

C. Subject of the Study

This study is conducted to the first grade students of MTS Faqih Hasyim Buduran Sidoarjo. Exactly, I do the research in 1A class only.

D. Data of the Study

Data of this study are collected from the result of observation checklist, questionnaire, and teacher's interview. Then, the data are functioned as bellow:

1. The result of observation checklist is used to answer the research question about the implementation of U-shape seating arrangement for discussion in speaking class (1st research question) and the effectiveness of U-shape seating arrangement for discussion in speaking class (2nd research question).
2. The result of questionnaire is used to answer the research question about the effectiveness of U-shape seating arrangement for discussion in speaking class (2nd research question), and the students' responses toward U shape seating arrangement for discussion (3rd research question).

3. The result of interview is used to get more specific information about the research problems. It completes and supports the data from observation and questionnaire.

E. Data Collection Technique

1. Observation

The researcher observes about how the teacher tries to create effective speaking class by using U-Shape arrangement for discussion and the effectiveness of U-shape seating arrangement for discussion. In this research, the data is collected by researcher whereas the researcher didn't include in teaching process. It means the researcher is an observer only and do not take part in teaching and learning process. Observation was conducted during teaching and learning process on the first and second day of the research. The researcher does observation directly to describe the real situation during discussion in speaking class. Then, all of the result of observation is written descriptively.

2. Questionnaire

List of questions of questionnaire are appropriate with the research problems. And then, the questionnaire was copied as number as students at the first grade students (1A) of MTs Faqih Hasyim Buduran Sidoarjo. After that, the researcher distributed them to the students. After collecting those questionnaires, the researcher analyzed them by using percentage technique.

The sum of students' response of one item question is divided into the number of the students' answer and multiplied by 100%.

3. Interview

The interview is conducted in order to get more specific information about the study and also to support the data gained from questionnaire and observation. The researcher interviewed the teacher in the last day of the research in MTs Faqih Hasyim Buduran Sidoarjo.

F. Research Instrument

The instruments to collect the data can be described below:

1. Observation:

The researcher uses observation to look for information during teaching and learning English process in the class that involves of U-Shape seating arrangement for discussion. However, the researcher is just an observer who observes teaching and learning process and students' activities in the class during discussion in U-shape by observation checklist.

The researcher uses rating scale instrument for her observation checklist. The use of rating scale instrument is introduced by Kerlinger. Rating scale is an instrument of observation which requires the observer to determine the subject into categories by giving numbers in each category.²

² Moh Nazir, *Metode Penelitian*, Bogor: Ghalia Indonesia, 2005, p 185

will support and complete the data of observation and questionnaire which has been analyzed.

After analyzing all data, the researcher synthesizes all data from observation and questionnaire. Then the researcher decides what she reports in Chapter IV. The researcher summarizes them critically and logically by collaborating them with the result of qualitative data or interview.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter the researcher describes the result and discussion. The data obtained is expected to be able to answer the research problems mentioned in the first chapter, they are:

1. How does the teacher implement U-Shape seating arrangement for discussion in speaking class of the first grade students at MTS Faqih Hasyim Buduran Sidoarjo?
2. Is U-Shape seating arrangement effective for discussion in speaking class at the first grade students of MTS Faqih Hasyim Buduran Sidoarjo?
3. What are the students' responses toward U-Shape seating arrangement for discussion?

To answer the first question, the researcher needs to describe the implementation of U-shape seating arrangement for discussion. The data was obtained from the result of observation checklist. The observation of teaching and learning process are included the teacher's and the students' role to implement U-shape for discussion.

To answer the second question, the researcher needs to describe the effectiveness of U-shape seating arrangement for discussion. The data was obtained

from the result of observation checklist. Here, the observation is included the teacher's and the students' activities during discussion. Besides, the data was also obtained from the result of questionnaire forms. Also, the data was supported by the result of teacher's interview.

To answer the third question, the researcher needs to describe the students' responses toward U-shape seating arrangement for discussion. To know about the students' responses, the writer obtained the data from the result of questionnaire forms which were given to the students in the second meeting. The data was described by using percentage in each question. The data was also supported by the result of teacher's interview.

The researcher describes the result and findings based on the explanation above.

A. EXPLANATION OF OBJECT OF THE STUDY

Table 4.1. General Profil of MTs Faqih Hasyim

1.	Name of School	MTs Faqih Hasyim
2.	Addressed	Jln. KH. Khamdani No. 26 Desa Siwalanpanji
3.	Sub district	Buduran
4.	Regency	Sidoarjo
5.	Year of founding	1971
6.	Phone number	(031) 70131714

For being detail, the researcher provides Calculation of observation checklist data on 1st meeting in appendix 8.

The result of mean score above is 3.25. It means the teacher's and students' role to implement U-shape seating arrangement is good. On the first day observation, the researcher came in the 1A class with the English teacher at seven o'clock in the morning. The English teacher was Mrs. Wahyuni. First of all, the teacher opened the class by addressing the students, then allowing the researcher to introduce herself to the students. The introduction took about three minutes. It did not take a long time, because two days before the teacher said to the students that there would be university student who were going to do observation for a research in the class. Then, the teacher said to the students that they would have discussion in U-shape seating arrangement. Then, the teacher drew a big U-shape on the white board to make clearer the instruction. After that, she gave a clear instruction to the students to arrange their seat into U-shape. It took about fifteen minutes to arrange the students' seat. At first, they faced difficulties to arrange their seat. Some students looked confused how to move their seat, so the class looked noisy and uncontrolled. However, next they were able to arrange their seat into U-shape, because they helped each other. The teacher and the researcher only waited for and monitored the students. They did not help the students, because they wanted to know how long the students arrange their seat into U-shape. The

researcher sat in front of the class close to the teacher, because she thought that it was the best angle to observe the students well. The teacher divided the class into six groups, and each group consisted of four or five students. Then, the teacher asked the students to move and gather with their group.

Generally, according to the result of checklist observation, the researcher concluded that teacher's and student's role to implement U-shape seating arrangement was good. First, the teacher gave instruction very clearly to the students to arrange their seat into U-shape. Second, the teacher drew a big U-shape on the white board to make clearer the instruction. The last, the students were able to arrange their seat. Even though they faced troubles to arrange their seat, but finally they were able to arrange their seat well.

2. The Result of Second Day Observation

The second day observation of the research was done on Thursday, June 2nd, 2011.

Table. 4.4 Second Day Observation

Mean of Score	Second Day Observation
3.5	Teacher's and students' role to implement U-shape seating arrangement

The result of mean score above is 3.5. It is gotten from the total score of each indicator is divided into the total number of sub-indicators. The total score of first indicator in 2nd meeting is 14, whereas the total number of sub

Generally, based on the mean score of observation checklist, the researcher concluded that the implementation of U-shape seating arrangement on second day observation was much better due to some reasons. First, the students only needed about five minutes to arrange their seat, because they had been preparing their seat into U-shape before the teacher came in the class. As a result, the teacher was able to make use of times to give the students warmer activity before beginning the lesson. Also, the students didn't face many troubles to arrange their seat just like they faced on first day observation. However, on second day observation, the teacher did not take a part in implementing U-shape seating arrangement for discussion. Two days before, Mrs. Yuni asked the students to arrange their seat into U-shape, so the students moved their seat without waiting for the instruction again.

The second research question of this study is about the effectiveness of U-shape seating arrangement for discussion. To answer it, the researcher uses observation checklist and questionnaire. The researcher analyzes indicator number two and three in observation checklist to answer the second research

Total score of each indicator = $\frac{21}{6} = 3.5$

Yuni went around the class to see the students' task, and check whether they needed a help or not.

After fifteen minutes passed, the teacher stood in front of the class and led the students to check the answer together. They answered the material enthusiastically. All of groups fought for point to answer the question when Mrs. Yuni checked the answer one by one. Therefore, Mrs. Yuni pointed to a group to answer one question, so all groups could deliver their answer and opinion about why they answer that. After that, Mrs. Yuni always asked for the other group's opinion. Sometimes, there were other groups who were not in parallel with the answer. When there were groups have different idea, they raise their hand and one member of that group delivered their opinion. Most of them forgot using expression of giving opinion, so Mrs. Yuni wrote on the white board the expression of giving opinion, such as "in my opinion the answer is", I think the answer is". Then, all groups used those sentences when they wanted to give opinions. Sometimes, there were also students who wanted to deliver their opinion, but they didn't say expression of giving opinion. Then, Mrs. Yuni reminded them to use those sentences every time they wanted to give opinion.

The biggest problem of discussion in U-shape seating arrangement was most students spoke Indonesian or English-Indonesian when the teacher asked a question about why their answer was different. However, Mrs. Yuni

kept in patient to encourage the students to speak English. After checking the answer for about twenty minutes, the teacher asked three questions related with the discussion text to know the students' understanding toward the material text. Most all students knew the answer, and they answered it together. After checking the students' understanding, Mrs. Yuni asked the students to write new vocabularies from the material text in their book. Mrs. Yuni told me that she always asked her students to write new vocabularies in their book after teaching and learning process was over. Before closing the lesson, Mrs. Yuni said that they would have discussion again in U-shape seating arrangement on Thursday, so she hoped the students would have prepared their seats into U-shape seating arrangement before she came in to the class.

Generally, based on the result of first day observation, the researcher concluded that U-shape seating arrangement was effective for discussion in speaking class due to some reasons. The discussion of first day observation ran well when the students implemented U-shape seating arrangement for discussion. All elements of teaching and learning process worked as their function. The mean score of teacher's activity in checklist observation was 3.33. It means teacher's activity on first day observation was good. During discussion in U-shape seating arrangement, the teacher was able to monitor the students very well, interact with the students very easily, and also lead the

discussion without facing significance problems. The only one teacher's problem on first day observation was the teacher was not able to manage time very well. It was probably caused by the students who needed more than ten minutes to arrange their seat into U-shape. However, that problem did not give big obstacle in discussion process. Based on the result of mean score, the students' activity was good. It means they were able to easily discuss in U-shape seating arrangement. During discussion in U-shape seating arrangement, the students were able to deliver their idea freely, focus on the material of discussion, and easily watch the teacher, instructional aides and other students. Therefore, in the end of teaching and learning process, most of them could achieve the purposes of study. Most of them understood the material of the discussion well, got new vocabularies and new information from the discussion text. However, the students did not know how to show their opinion very well, because many students forgot using expression of giving opinion when they wanted to deliver their opinion in the discussion. Also, there were also some students who could not achieve purpose of the study well, because during discussion they prefer to be passive students rather than to be active one. It is probably caused by uninteresting material of discussion, so not all students actively participate in the discussion.

2. The Result of Second Day Observation

Table. 4. 6 Second Day Observation

The procedures of implementing U-shape seating arrangement on 2nd meeting have been explained before. Therefore, in this section, the researcher reviews the teacher's activity and students' activity, so the second question of the research can be answered by analyzing those indicators.

After the students implemented U-shape seating arrangement, the teacher asked them to move and gather with their group. The group member was same with the group on last Tuesday. Then, Mrs. Yuni gave them short warmer. The theme of discussion was “what do you do?”, so Mrs. Yuni chose pantomime of job as warmer. Before starting the warmer, Mrs. Yuni gave a clear instruction about what they should do. Then, she gave two examples. They participated in warmer activity very enthusiastically.

After warmer activity was over, Mrs. Yuni distributed the material sheet to the students. The material text entitled "Mrs. Kartolo, the Farmer", while the assignments were questions and matching words. Mrs. Yuni gave a clear instruction about what they should do in group. She gave them 15 minutes to do the material text. Just like on first day observation, on second day observation, Mrs. Yuni also sat down beside me, and monitored the class well. Sometimes, Mrs. Yuni went around the class to see the students' task and check whether they needed a help or not.

On second day observation, all students remembered using expression of giving opinion when they wanted to give their opinion. Even though Mrs. Yuni had no present to give, all groups still participated actively in the discussion to get more points. The last, before closing the discussion, Mrs. Yuni gave general statement about kind of jobs. The students should guess whether the statement was true or false. For example, farmer works on a farm, pilot flies a plane, etc. In this case, all groups should answer quickly and correctly. During this activity, all students also participated very actively. After playing a game of true or false, Mrs. Yuni asked them to write new vocabularies on their book.

Generally, based on the result of checklist observation on second day observation, the researcher concluded U-shape seating arrangement was very effective for discussion. On second day observation, the discussion in U-shape seating arrangement ran much better than the discussion on first day observation. The mean score of teacher's activity in checklist observation was 3.67. It means the teacher's activity was very good. The teacher organized the class very well, even though the class sometimes becomes little bit noisy. It is probably caused by the students who participate very enthusiastically. The teacher had balance grouping strategy, so all groups actively participated in the discussion. The teacher was also able to easily monitored the students and interact with the students during discussion in U-shape seating arrangement. Besides, the teacher could manage the time much better than on first day observation. Based the result of checklist observation, the students' activity was good. The students' attitude during discussion on second day observation was better than on first day observation. They knew how to behave during the discussion and deliver their opinion during discussion in U-shape seating arrangement. On second day observation, they remembered using expression of giving opinion, so the teacher didn't need to remind them using that expression. Therefore, in the end of discussion, most of them well understood the material of discussion, knew how to show their opinion in discussion, and also get new vocabularies and new information from the discussion text.

The result of first day observation and second day observation are also supported by the result of teacher's interview on 1st of June 2011. According to Mrs. Yuni, U-shape seating arrangement was very appropriate for discussion. She was able to monitor the students well and the students seemed actively deliver their ideas in discussion used U-shape. Also, U-shape seating arrangement was able to elicit wider participants in the discussion. Therefore, Mrs. Yuni was strongly in favor of U-shape seating arrangement for discussion.

3. The Result of Questionnaire

The result of questionnaire below is analyzed to know the students' opinion about U-shape seating arrangement for discussion whether it is effective or ineffective. Questionnaire was distributed to 7A students on June 2nd, 2011 after teaching and learning process finished. Each student was given 20 questions (see appendix 3). There are four indicators were measured in questionnaire:

- a. Students' opinion about speaking skill
- b. Students' opinion about discussion.
- c. Students' opinion about discussion in U-Shape seating arrangement.
- d. Students' opinion about U-Shape seating arrangement for discussion whether it is effective or not.

However, in this section, the researcher only analyzes the last indicator to answer the second research question. The last indicator consists of six questions. They are question number 15 up to 20. The classification of students' answer can be seen as follow:

Table. 4. 7 Number of Students' Answers in Questionnaire no. 15-20

	The number of students' answers				
No	A	B	C	D	Total
15.	14	13	-	-	27
16.	3	19	5	-	27
17.	2	15	7	3	27
18.	8	19	-	-	27
19.	21	6	-	-	27
20.	7	18	2	-	27

After classifying the students' answers, the researcher calculated the answer into percentage. The indicator is students' opinion about U-Shape seating arrangement for discussion whether it is effective or ineffective, whereas the results are:

discussion when implementing U-shape seating arrangement. However, 18.52% of total students state that they don't understand enough the material of discussion, and no one student states that he or she doesn't understand the material of discussion when implementing U-shape seating arrangement.

17. Can discussion in U-shape seating arrangement helps you improving your English speaking?

Table. 4. 10 Questionnaire No. 17

No. Soal	Students' option			
	A	B	C	D
17.	7.41%	55.56%	25.93%	11.11%

Based on the students' answer in the table above, it reveals that more than half of the students (55.56%) state that discussion in U-shape seating arrangement can help them improving their English speaking. Moreover, 7.41% of the students state that discussion in U-shape seating arrangement help much the students improving their speaking English. However, 25.93% of number of the students state that U-shape seating arrangement doesn't help enough the students improving their speaking English, and 11.11% of number of the students state that U-shape seating arrangement doesn't help them improving their speaking English.

18. Can discussion in U-shape seating arrangement helps you to enrich new vocabularies in English?

Table. 4. 11 Questionnaire No. 18

No. Soal	Students' option			
	A	B	C	D
18.	29.63%	70.37%	0%	0%

Based on the students' answer in the table above, it reveals that almost all of the students or 70.37% of number of the students state that discussion in U-shape seating arrangement helps the students to enrich their vocabularies. Moreover, 29.63% of the students state that discussion in U-shape seating arrangement helps much the students to enrich their vocabularies. No one student states that U-shape seating arrangement doesn't help them to enrich their vocabularies.

19. Do you know how to well behave during discussion after discussing in U-shape seating arrangement?

Table. 4. 12 Questionnaire No. 19

No. Soal	Students' option			
	A	B	C	D
19.	77.78%	22.22%	0%	0%

Based on the students' answer in the table above, it reveals that almost all of students or 77.78% of number of the students state they strongly get new attitude about how to behave in discussion after discussing in U-shape

seating arrangement. Moreover, 22.22% of students state that they get new attitude about how to behave in discussion after discussing in U-shape seating arrangement. 0% for column C and D means there was no one of student states that she or he doesn't get new attitude about how to behave in discussion after discussing in U-shape seating arrangement.

20. Do you get a new skill about how to ask for and give opinion in discussion after discussing in U-shape seating arrangement?

Table. 4. 13 Questionnaire No. 20

No. Soal	Students' option			
	A	B	C	D
20.	25.93%	66.67%	7.41%	0%

Based on the students' answer in the table above, it reveals that more than half of number of the students (66.67%) state they get new skill about how to ask for and give opinion in discussion after discussing in U-shape seating arrangement. Moreover, 25.93% of number of the students state that they strongly get new skill about how to ask for and give opinion in discussion after discussing in U-shape seating arrangement. However, 7.41% of number of the students state they don't get enough new skill about how to ask for and give opinion in discussion after discussing in U-shape seating arrangement. 0% for column D means there was no one of student states that

he or she doesn't get new skill about how to ask for and give opinion after discussing in U-shape seating arrangement.

Conclusion of questionnaire:

Questionnaire numbers 15 up to 20 are used to measure the effectiveness of U-shape seating arrangement. The questions are about the final result that the students achieved after discussing in U-shape seating arrangement. Based on the result of questionnaire above, the researcher concluded that U-shape seating arrangement was effective for discussion. Discussion in U-shape seating arrangement helped them accepting new information from the text, new vocabularies, new attitude about how to well behave during discussion, and new skill of using expression of ask for and give opinion. Almost all students stated that they got new vocabularies, knew how to behave during discussion, and knew how to deliver their opinions in discussion after they discussed in U-shape seating arrangement. Many more students also stated that discussion in U-shape seating arrangement helped them improving their English speaking. However, there were also some students stated that discussion in U-shape seating arrangement did not help much improving their English speaking. Based on the result of questionnaire above, no one student answered that U-shape was not appropriate for discussion. It means all students strongly agree that U-shape was appropriate

1. Do you speak English during English speaking class?

No. Soal	Students' option			
	A	B	C	D
1.	0%	62.96%	37.04%	0%

2. How is your English ability?

No. Soal	Students' option			
	A	B	C	D
2.	0%	70.37%	22.22%	7.41%

Based on the students' answer in the table above, it reveals that no one student states that their English is extremely good. However, 70.37% of number of the students state that their English is good, 22.22% of number of

the students state that their English is bad. The last, 7.41% of number of students state their English is very bad.

3. Do you like discussion in speaking class?

Table. 4. 17 Questionnaire No. 3

No. Soal	Students' option			
	A	B	C	D
3.	33.33%	55.56%	7.41%	3.7%

Based on the students' answer in the table above, it reveals that 33.33% of number of the students state that they like discussion very much, and 55.56% of them state that they like discussion. On the other hand, 7.41% of number of the students state that they don't like enough discussion and 3.7% of them state they don't like discussion.

4. Do you often speak English during discussion activity?

Table. 4. 18 Questionnaire No. 4

No. Soal	Students' option			
	A	B	C	D
4.	0%	59.26%	37.04%	3.7%

Based on the students' answer in the table above, it reveals that no one student always speaks English during discussion, but 59.26% of number of the students state they often speak English during discussion. On the other

Table. 4. 20 Questionnaire No. 6

No. Soal	Students' option			
	A	B	C	D
6.	22.22%	55.56%	22.22%	0%

Based on the students' answer in the table above, 22.22% of number of the students state that they like implementing U-shape seating arrangement for discussion very much, and 55.56% of them state they like implementing U-shape seating arrangement for discussion. On the other hand, there are 22.22% of numbers of the students who state that they don't like enough implementing U-shape seating arrangement for discussion, whereas no one student states that he or she doesn't like U-shape seating arrangement for discussion.

7. Do you feel comfortable when implementing U-shape seating arrangement for discussion?

Table. 4. 21 Questionnaire No. 7

No. Soal	Students' option			
	A	B	C	D
7.	33.33%	51.85%	14.81%	0%

Based on the students' answer in the table above, it reveals 33.33% of number of the students state they feel comfortable with U-shape seating arrangement for discussion very much and 51.85% of them state they feel comfortable with U-shape seating arrangement for discussion. On the other

Table. 4. 23 Questionnaire No. 9

No. Soal	Students' option			
	A	B	C	D
9.	59.26%	29.63%	11.11%	0%

Based on the students' answer in the table above, it reveals 59.26% of number of the students state that they are strongly free to take a part in the discussion implements U-shape seating arrangement, and 29.63% of them state they can freely take a part in the discussion in U-shape seating arrangement. On the other hand, 11.11% of number of the students state they are not free enough to take part in discussion, whereas no one student states that he or she can't freely take a part in the discussion when implementing U-shape seating arrangement.

10. Does the teacher more take note of you when implementing U-shape seating arrangement?

Table. 4. 24 Questionnaire No. 10

No. Soal	Students' option			
	A	B	C	D
10.	22.22%	66.67%	11.11%	0%

Based on the students' answer in the table above, it reveals that more than half of number of students (66.67%) state they get much attention from the teacher during discussion in U-shape seating arrangement. 22.22% of number of the students state they get enough attention from the teacher

The conclusion of questionnaire:

Questionnaire numbers 1 up to 14 are used to know the students' opinion toward U-shape seating arrangement for discussion. The questions are included the students' opinion about speaking class and discussion in U-shape seating arrangement. Based on the result of questionnaire above, the researcher concludes that the students show good responses during discussion in U-shape seating arrangement. 55.56% of number of the students state that they like implementing U-shape seating arrangement for discussion, whereas 22.22% of number of the students state that they strongly like implementing U-shape seating arrangement for discussion. More than half of number of the students state that U-shape seating arrangement is very appropriate for discussion, and the others stated that it is appropriate for discussion due to some reasons. First, almost all students stated that they feel comfortable and can focus on the discussion when implementing U-shape seating arrangement. 59.26% of number of the students state that U-shape seating arrangement can help them making closer the interaction between the teacher and the students, so the teacher could give more attention during discussion in U-shape seating arrangement. Also, 59.26% of number of the students state that they can freely participate in the discussion when implementing U-shape seating arrangement. Besides, almost all students state that they can clearly listen to the discussion in U-shape seating arrangement. The result of questionnaire is also supported by the result of interview. According to the teacher's interview,

because they are sitting directly next to each other which make hands on activities and collaborative learning possible.³

In brief, there is no best seating arrangement which is appropriate for all teaching and learning purposes. Each of them has positive and negative points. Therefore, before implementing seating arrangement styles, teachers should make sure that teaching and learning purposes are appropriate to seating arrangement.

2. U-shape seating arrangement is effective for discussion due to some proofs.

First, U-shape seating arrangement helps the teacher leading the discussion well. The teacher can clearly give instruction to the students, easily monitor the students, and easily interact with the students during discussion in U-shape seating arrangement on the first day and second day observation. However, the teacher do not manage the time well on first day observation, because the students need about 15 minutes to arrange their seat into U-shape. Second, U-shape seating arrangement supports the students to run discussion effectively. The openness of U-shape seating arrangement can elicit wider participants in the discussion, so the students can actively deliver their opinion during discussion in U-shape seating arrangement. Besides, the students can be focused on the discussion in U-shape seating arrangement, clearly able to listen to the material of the discussion, and easily able to watch instructional aides and other students. However, discussion material influences the students' participation. On first day observation, there are some students who do not actively participate in discussion, because the discussion material is not interesting enough. On second day observation, almost all students actively participate in discussion, because the teacher gives them interesting discussion material. Third, U-shape seating arrangement helps the students achieving the purposes of study. In the end of the lesson, the students can get new information from the material text, accept new attitude and new skill, and improve their understanding.

3. The students show good responses toward U-shape seating arrangement for discussion. 55.56% of number of the students state that they like implementing U-shape seating arrangement for discussion, and 22.22% of number of the students state that they like implementing U-shape seating arrangement for discussion very much. Besides, 51.85% of the students state that they feel comfortable with U-shape seating arrangement for discussion, and 33.33% of them state that they feel much comfortable.

B. SUGGESTIONS

After concluding this study, the researcher gives several suggestions that may be useful for teachers and other researcher.

1. For teacher, especially English teacher. The result of this research proves that U-shape seating arrangement is effective for discussion. Thus, the teachers are suggested to implement U-shape seating arrangement when they want to set up the class into discussion activity. It is expected the students to actively participate and feel comfortable during discussion in U-shape seating arrangement. As a result, in the end of the lesson, the students can achieve the purposes of study well. However, arranging students' seat into U-shape will probably need much time, so the teacher is suggested to ask the students to prepare their seat into U-shape before the teacher comes in to the class. Teachers are also suggested to give the students interesting material of

discussion, so all students enjoy the discussion process. As a result, all students will actively participate in discussion.

2. For researcher in related field of study. It is suggested to compare the implementation of U-shape seating arrangement with another seating arrangement for discussion. For example, with clusters that is also commonly used in discussion. It is also suggested to research other level of students, such as senior high school. This is purposed to enrich information about the implementation of U-shape seating arrangement for discussion in various students' level.

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