

**THE EFFECT OF TEACHING ENGLISH USING HORSESHOE
SEATING ARRANGEMENT ON THE SPEAKING ABILITY
OF FIFTH GRADE OF SDN 13 KOMBONG
IN 2013/2014 ACADEMIC YEAR**

A THESIS

Submitted as Partial Fulfillment of the Requirements
For the Attainment of a *Sarjana Pendidikan* Degree
in English Education



**By
Mutahhara
091630189**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHING TRAINING AND EDUCATION
STAIN PALOPO
2013**

NOTA DINAS PEMBIMBING

Perihal : *Skripsi*
Lamp. : 6 eks

Palopo, 10 Februari 2014

Kepada Yth.
Ketua Jurusan Tarbiyah STAIN Palopo
Di
Palopo

Assalamu 'Alaikum Wr.Wb.

Setelah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini :

Nama : Mutahhara
Nim : 09.16.3.0189
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Tarbiyah
Judul Skripsi : “ ***The Effect of Teaching English Using Horseshoe Seating Arrangement on the Speaking Ability of Fifth Grade of SDN 13 Kombong in 2013/2014 Academic Year***”.

menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.
Demikian untuk proses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.


Pembimbing,

Drs. Hilal Mahmud, MM
NIP.19571005 198303 1 024

PERSETUJUAN PEMBIMBING

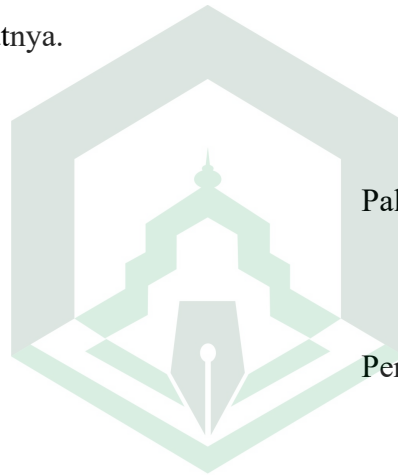
Judul Skripsi : *“ The Effect of Teaching English Using Horseshoe Seating Arrangement on the Speaking Ability of Fifth Grade of SDN 13 Kombong in 2013/2014 Academic Year”.*

Yang ditulis oleh :

Nama : Mutahhara
NIM : 09.16.3.0189
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Tarbiyah

disetujui untuk diujikan pada ujian munaqasyah.

Demikian untuk proses selanjutnya.



Palopo, 0 Februari 2014

Pembimbing I,

Pembimbing II,

Drs. Hilal Mahmud, MM
NIP.19571005 198303 1 024

IAIN PALOPO Dr. Masruddin, S.S., M.Hum
NIP.19800613 200501 1 005

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

Praise be to Allah, the writer has to say because of his blessing and guidance, thus he can finish this thesis although in a simple form.

The writer realizes that this thesis cannot be accomplished without help, guidance and motivation from the other. Therefore, in this chance the writer would like to express respecting and thanks to :

1. Prof. Dr. H. Nihaya M., as chief of STAIN Palopo who always support and gives motivations to their collegan during study at STAIN Palopo.
2. Prof. Dr. H. Mahmud Said Lc. MA., as an ex-chief of STAIN Palopo at 2006-2010 who ever taught and gave supporting us as his student.
3. Drs. Hasri, MA., the head of Tarbiyah Department of STAIN Palopo.
4. Jufriadi, S.S., M.Pd., the head of English Study Program, and all the lecturers and staffs of STAIN Palopo.
5. Drs. Hilal Mahmud, M.M as the first consultant and Masruddin, S.S., M.Hum., as the second consultant who have guided and give advice and motivations to the writer to accomplish this thesis.
6. The head of library of STAIN Palopo and all staffs who always provide many books as literature and give good service during writing this thesis.
7. Special thanks to my beloved parents Urfiah and Muh. Samsi, as the researcher's mother and father who always do the strenght effort and pray t the best for their sons and daughters.
8. My beloved husband namely Azwar Hidayat Ruslan and My beloved children Naufal and Dyah, for their lovely and miss, given suggestion, support and motivation.
9. My beloved brother namely Agus Salim, Abdul Marij, and sister Ekawati, Irawati who have given support and motivation.
10. My beloved friendship Dian Sasmita, Intan Purnama Sari, Sitti Mushawwira, Andi Isna Purnama Sari, for their contributions and suggestion, given support, spirit, and motivation.
11. All of my big Family in STAIN Palopo they are K'Fadhel, Nunu, Anha, Ikha, Accha', Adhel, Icha', Uchi', Qhira, and especially for

Mami Adilah Mahmud and Ayah Abdu Muin Razmal, who have given support, suggestion, and motivation when I was writing this thesis.

12. All of my closed friends in UIN ALAUDDIN MAKASSAR, especially for academic year two thousand and eight (Asdar, Imha, Unhy, Wanty, Enho, Enhi, Rinhi, Cumi, Umhi, and the others that I cant not mention their name one by one) for their contributions and suggestions.

Finally, the researcher prays to the God, and maybe Allah SWT, gives reward to all people who have helped the researcher, and the researcher hopes this thesis can be useful and gives positive contribution for the readers, religion, and the state.



The researcher

LIST OF APPENDICES

Appendix 1. Instrument

Appendix 2. Lesson Plans

Appendix 3. Syllabus

Appendix 4. The Statistic of Frequency

Appendix 5. Normality Test, Homogeneity Test, and T-Test

Appendix 6. Letters of Ratification

Appendix 7. Photographs



IAIN PALOPO

LIST OF TABLES

Table 3.1 Research Design	29
Table 3.2 The Members of the Experimental Group and the Control Group	29
Table 3.3 The Materials of Implementation	32
Table 3.4 Proficiency Description	36
Table 3.5 Weighting of Interview	39
Table 3.6 Conversion of Proficiency Description	40
Table 3.7 Basic Speaking Skill	41
Table 3.8 The Conversation Criterion by Five Scales of the Students' Speaking Ability	44
Table 4.1 The Result of the Pre Test of the Experimental Group.....	49
Table 4.2 The Frequency Distribution of the Pre Test Score of the Experimental Group	50
Table 4.3 The Result of The Pre Test of the Control Group	51
Table 4.4 The Frequency Distribution of the Pre Test Score of the Control Group	52
Table 4.5 The Result Pre Test of the <i>t</i> -test in the Experiment and Control Group	53
Table 4.6 The Result of the Post Test of the Experimental Group.....	53
Table 4.7 The Frequency Distribution of the Post Test Score of the Experimental Group	54
Table 4.8 The Result of the Post Test of the Control Group.....	55
Table 4.9 The Frequency Distribution of the Post Test Score of the Control Group	56
Table 4.10 The Normality Test Result of the Post Test.....	57
Table 4.11 The Result of Homogeneity Test	59
Table 4.12 The Main Statistic Data of the Experimental and the Control Group	60
Table 4.13 The Result of <i>t</i> -test.....	60



Appendix 1. Instrument

Appendix 2. Lesson Plans

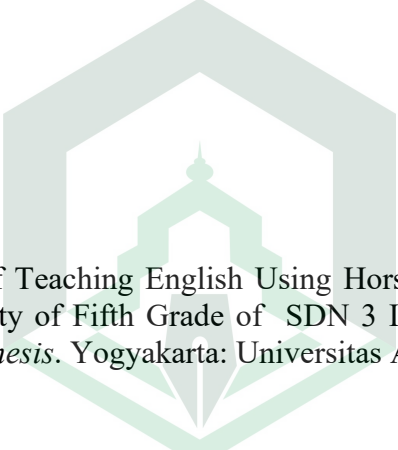
Appendix 3. Syllabus

Appendix 4. The Statistic of Frequency

Appendix 5. Normality Test, Homogeneity Test, and T-Test

Appendix 6. Letters of Ratification

Appendix 7. Photographs



. 2011. "The Effect of Teaching English Using Horseshoe Seating Arrangement on the Speaking Ability of Fifth Grade of SDN 3 Imogiri Bantul in 2010/2011 Academic Year". *SI Thesis*. Yogyakarta: Universitas Ahmad Dahlan.

ABSTRACT

IAIN PALOPO

The objective of the study is to find out whether there is a significant difference between the speaking ability of the fifth grade students taught using horseshoe seating arrangement and those taught without using horseshoe seating arrangement as a technique.

This research is an experimental study which was held at SD Negeri 3 imogiri Bantul Yogyakarta. The research subjects are the fifth grade students in 2010/2011 academic year. There are experimental groups and control group which is class VA as the experimental group that was taught by using horseshoe seating arrangement while class VB as the control group that was taught without using horseshoe seating arrangement. Both classes were given a pre-test at the beginning. Before the treatment these two groups were balanced early, so the two groups began from the same point. The post-test was given at the end after the treatment. The significant difference of the speaking ability of the students was found out from the gained scores of the students. The instrument for collecting the data was a speaking interview test. The data were tested by using *t*-test

computation. The collected data were analyzed by means of descriptive and inferential analyses.

The research finding indicates that there is a significant difference in the students' speaking ability between the experimental group who taught by using horseshoe seating arrangement and those taught without using horseshoe seating arrangement as a technique. The result of *t*-test shows that *t*-observed value is higher than the *t*-value of the table ($6.888 > 2.000$) in *df* 54 by 5%, with a probability value of 0.000 which is lower than the significance level ($0.000 < 0.05$). It shows that mean score of the post test in the experimental group is higher than that of the post test in the control group ($68.86 > 54.04$). Based on the hypothesis testing, it is concluded that using horseshoe seating arrangement could effectively improve the students' speaking ability.



IAIN PALOPO

ABSTRACT

Mutahhara, 2014. “The Effect of Teaching English Using Horseshoe Seating Arrangement on the Speaking Ability of Fifth Grade of SDN 13 Kombong in 2013/2014 Academic Year”. *SI Thesis*. Palopo: STAIN.

**Consultant 1, Drs. Hilal Mahmud, MM., and
Consultant II, Dr. Masruddin, S.S., M.Hum.**

Keywords : Effect, Teaching English, Horseshoe, Seating Arrangement, Speaking Ability, Fifth Grade, SDN 13 Kombong.

The Problem statement of The effect of Teaching English Using Horseshoe Seating arrangement on the Speaking Ability of Fifth Grade of SDN 13 Kombong in 2013/2014 Academic Year. (1.) Is there any significant difference in speaking ability between the students who are taught by using horseshoe seating arrangement and who are taught without using horseshoe seating arrangement of fifth grade students of SDN 13 Kombong?

The objective of the study is to find out whether there is a significant difference between the speaking ability of the fifth grade students taught using horseshoe seating arrangement and those taught without using horseshoe seating arrangement as a technique.

This research is an experimental study which was held at SD Negeri 13 Kombong Suli. The research subjects are the fifth grade students in 2013/2014 academic year. There are experimental groups and control group which is class VA as the experimental group that was taught by using horseshoe seating arrangement while class VB as the control group that was taught without using horseshoe seating arrangement. Both classes were given a pre-test at the beginning. Before the treatment these two groups were balanced early, so the two groups began from the same point. The post-test was given at the end after the treatment.

The research finding indicates that there is a significant difference in the students' speaking ability between the experimental group who taught by using horseshoe seating arrangement and those taught without using horseshoe seating arrangement as a technique. The result of *t*-test shows that *t*-observed value is higher than the *t*-value of the table ($6.888 > 2.000$) in *df* 54 by 5%, with a probability value of 0.000 which is lower than the significance level ($0.000 < 0.05$). Based on the hypothesis testing, it is concluded that using horseshoe seating arrangement technique in teaching speaking English is more effective than that without using horseshoe seating arrangement.

CHAPTER 1

INTRODUCTION

This chapter consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significances of the study. The researcher discusses each component in the following sections.

A. Background of the Study

English as an international language or the world language is used as a means of communication. Many people learn English to communicate with other people in the world. English in Indonesia as a foreign language is used and learned by all people. They learn English from the elementary school to the university.

Teaching English to the children is different from teaching it to adults because adult and children have different needs, competences, and cognitive skills¹. English for children must be more interesting because English is a new language in their life. It is difficult for them to learn English. But actually, all of students in the elementary school have to learn English. English is considered by the government as a local content subject in the curriculum. The purpose of

¹Harmer, Jeremy. *The Practice of English Language Teaching*.(London: Longman Group, 2001), h. 37.

language teaching in elementary school is to make the learners or the students able to master the four basic skills. They are listening, speaking, reading and writing. Those four basic skills should be covered in teaching and the learning English process. Every skill should have the same proportion in the language learning. The other instructional objective of English teaching is that the students must be able to answer and make the questions. The students must also be active in English teaching process.

The instructional objective of English teaching in Indonesia is that students or the learners are able to communicate in English. To achieve the goals of English teaching the learners must master the speaking skill because it is one of the important things to use in communication. Speaking is highly needed to improve the knowledge. It is one of the four skills to be developed in language learning. To make students active to communicate in English is not easy for the teachers. The teacher should be effective and efficient in teaching speaking. The teacher is also as a model and motivator for them to speak English fluently. Besides, students have also to have willingness and motivation, and they must get support from people around them. In other words, the factors that affect students in learning speaking must support their learning if they want to be able to speak English well.

It is difficult for students in elementary school to produce English words and sentences in learning English because most of them are afraid of making

mistakes, shy, and do not have enough vocabularies, skills especially in speaking skill. There are many problems during speaking activities in the classroom; the problems in speaking are not only from the students. Sometimes the teachers give less attention to the classroom management, especially in the physical environment of the classroom that is seating arrangement. Many students chat with other students when the teacher explains the lesson in the front of class. Students will not talk or say anything. When students work in pairs or groups they just end up chatting in their own language, and when all the students speak together it gets too noisy and out of hand and the teacher loses control of the classroom.

In this research, the writer tries to find out an alternative solution as to improve teaching and learning speaking in the classroom so that the teaching speaking is more effective and efficient.

The success of teaching and learning process is generally influenced by many factors; they are internal factors and external factors. The internal factor comes from the students. The internal factors of the learner can be divided into talent, interest, intelligence, motivation and cognitive ability. The external factors come from the outside of the students. External factors include environmental condition and instrumental aspects. Environmental aspects include the nature and society. Instrumental aspects include curriculum, the teacher, media, methods, material, technique and evaluation.

Most elementary school institutions do not give more attention to the designing and implanting the classroom arrangement, whereas that is very important in successful language learning. To design the classroom arrangement we have to use appropriate technique in the learning activities, we plan the lesson and manage the classroom so that the students can get much advantage from those and their learning can more be effective. Classroom management is one of the factors in getting success in language classroom which encompasses about how we arrange the things in the classroom. The important thing in classroom management is we can improve students' skill in the language learning process. To arrange the physical environment for learning in the classroom is a seating arrangement. The teachers and the students have to arrange the seat. As there are many different seating arrangements, they must select seating arrangement appropriate to the lesson and skill².

We know that the children usually give less attention to the teacher, they are also easy to get bored so the teachers have to arrange the seat appropriate to the lesson and the skill that want to teach to the students so that they are interest to learn English.

Based on the identification of the problems, the problem of this study will be limited to focus on using horseshoe seating arrangement as a technique to improve of the students' speaking ability. The seating arrangements have make

²Scott, A.Wendy and Lisbeth, H.Ytreberg, *Teaching English to Children*, (New York: Longman, 1990), h. 13.

the students give more attention to the teacher and motivate them in the teaching and the learning process. This seating arrangement of developing speaking skill is an effective way based on the children's characteristic and in order to avoid the children's boredom so that they have motivation in the English learning. Variations of seating arrangement make the classroom more colorful and more comfortable in the learning activities. The writer focuses on the fifth grade students because they have enough ability to master English and prepare them to face final examination when they will be promoted in grade six.

This research is done at SDN 13 Kombong. The researcher chooses SDN 13 Kombong because in that school the most students are active learners but they are still taught by the teacher which is using monotonous method and technique. The other reasons are the class consists of students with various differences in intellectual ability. They are also easier to get bored for learning activities in the classroom because physical environment of that classroom is uncomfortable for the English teaching and the learning process. The seating arrangement of the classroom always uses a monotonous seat; there is no variation in every lesson and skill. Looking at that condition, the teachers have to manage the classroom. They can use horseshoe seating arrangement as the alternative of classroom management in the English teaching activities. The horseshoe seating arrangement is a way of teaching students speaking of SDN 13 Kombong, which is supposed to be able to raise the students' grade of English.

B. Problem Statement

1. What is the speaking ability of the students taught using horseshoe seating arrangement like?
2. What is the speaking ability of the students taught without using horseshoe seating arrangement like?
3. Is there any significant difference in speaking ability between the students who are taught by using horseshoe seating arrangement and who are taught without using horseshoe seating arrangement of fifth grade students of SDN 13 Kombong?

C. Objectives of the Research

1. To describe the speaking ability of the students taught using horseshoe seating arrangement like.
2. To describe the speaking ability of the students taught without using horseshoe seating arrangement like.
3. To find out whether there is a significant different in speaking ability between the students who are taught by using horseshoe seating arrangement and those taught without using horseshoe seating arrangement of fifth grade students of SDN 13 Kombong.

D. Significance of the Research

This research is expected to give contribution to the teaching and the learning process, especially for:

1. Academic Significance

This thesis is expected to be able to give more insight into or to find out new ideas in the teaching English process especially in the teaching speaking. It helps to solve the problems in the teaching English in the school where the teacher can use appropriate technique by seeing the condition of the students.

2. For the Teachers

This study will give an idea to propose teachers to teach English speaking skill in various way effectively. The teachers can apply the horseshoe seating arrangement as an alternative in the teaching English, especially in the speaking class. The result of the research can be an input for the teacher to improve the students' speaking ability in order to get students' enjoyment and to raise children's motivation in the English learning process.

3. For the Students

The students will enjoy learning English more. It will create the student's fun in learning English so that it is easy for them to understand the material especially speaking skill.

4. To Other Researchers

The researcher expected that this finding will give other researchers some early information to conduct further researchers on similar topic.

E. Scope of the research

The scope of the researcher is restricted by discipline, content, and activity of the students in english class.

1. By discipline, this researcher was limited to the field of applied linguistic study deadling with English Language teaching especially receptive skill that is called reading.
2. By content, in this research, the researcher used standard of competence and basic of competence of the second semester in Junior High School as follows :
 - a. Standard of Competence :
 - Understanding the meaning of the simple essay text, in narrative and recount form to make an interaction with surroundings.
 - b. Basic Competence :
 - Responding the message and metorical steps accurately, fluently, and appropriately in simple essay text in close surround in narrative and recount form.
 - c. By activity, this research employed teaching reading by using folktales trough various methods to the eight year student of Elementry School.

CHAPTER II

LITERATURE REVIEW

A. *Speaking*

1. **Speaking Ability**

Speaking is one of the four skills in the language activity. It is an important skill to convey in the communication. According to Cameron that speaking is the active use of language to express meanings so that the other people can make sense of them.³ It means that speaking is a production in using the language. Speaking also has other meaning that is an activity to use the language rally to communicating among members in society as a manifestation of one's language competence. According to Tarigan the main point in speaking is to communicating so that way we can convey the thinking and the feeling effectively so the speaker must be understand all of meaning which want to be communicated with other people.⁴

The important skill that will be discussed is a speaking skill or speaking ability. Actually the people in the world have speaking ability

³Cameron, Lynne. *Teaching Language to Young Learners*.(Cambridge: Cambridge University Press, 2001), h. 40.

⁴Tarigan, Henry Guntur. *Berbicara Sebagai Suatu Ketrampilan Berbahasa*. (Bandung: Angkasa, 1981), h. 15.

because speaking is an activity that always we do in every time to communicate with other people and to make good relationship with other people in community and society. Tarigan says that speaking is a language skill that is developed in children's life. That is begun by speaking skill and in this period; the children begin to learn speaking skill.⁵

The development of oral ability (speaking skill) is a good motivation resource to the learner. Here is some point to pay attention to:

- a) Try out to find demonstrating way to the learner that is making progress in the language all the time.
- b) Ensure that controlled practice when you will monitor and want to correct the learners performance matched by opportunities for free expression when the learner should not be discouraged by correction, and
- c) Show the learners how to make the best use of the little word they know.

Speaking ability is related to communicative competence. According to Brown, foreign language learning started to be viewed not just as a potentially predictable development process but also as the

⁵Tarigan, Henry Guntur. *Berbicara Sebagai Suatu Ketrampilan Berbahasa*. (Bandung: Angkasa, 1981), h. 3.

creation of meaning through interactive negotiation among learners.⁶ It means that communicative competence is the aspect of our competence that enables us to convey and interpret the message and to negotiate meanings inter-personally within specific context. Speaking abilities consists of mental and physical act which are interrelated and which must take place instantaneously and simultaneously. They consider speaking as a complex skill that involves the knowledge of sounds, structures, vocabulary, and culture subsystems of language.

According to Bacman and Palmer's model of oral language in McKay, there are some characteristics of oral language ability:

a. Grammatical knowledge

Grammatical knowledge is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics which refers to basic sound of letters and syllables, pronunciation of words, intonation, and stress. Children's knowledge of vocabulary, syntax and phonology needs to grow and deepen. Their syntax needs to increase in accuracy. Their knowledge of phonology needs to improve and they need to utter sounds, words sentences clearly with appropriate pronunciation and intonation. They need

⁶Brown, H. Douglas. *Principles of Language Learning and Teaching (4th ed)*. (New Jersey: Prentice-Hall,2000), h. 245.

increasingly to understand others' pronunciation and intonation clearly.⁷

b. Textual knowledge

It is ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. It means that they need textual knowledge to be able to form a text by combining utterances or sentences. Children need to be increasingly able to speak in ways that are cohesive and well organized.

c. Functional knowledge

Functional knowledge is children's ability to use language for many different functions needs to grow. They need to learn how to use language to get what they want, to learn, to imagine things, to think about things. They need to learn how to understand the purpose behind the language that is spoken to them, even when those purposes are not directly stated.

d. Sociolinguistic knowledge

It is the knowledge of the socio cultural rules of language and of discourse. Children need to learn to use oral language appropriate to the language use situation that they are in. Learners must have

⁷Mckay, Penny. *Assessing Young Language Learners*. United Kingdom: (Cambridge University Press,2006), h. 183-184.

competence which involves knowing what is expected socially and culturally by users of the target language. Understanding the socio-linguistic side of language helps learners know what comments are appropriate, know how to ask questions during interaction, and know how to respond nonverbally according to the purpose of the talk. The learners also need to learn how to appropriate the humor, the attitudes, beliefs, ideals and values inherent in the talk of other people from different cultures, and to communicate and act in ways that help them to reach out to people from another culture ⁸.

2. Teaching Speaking

Speaking means the ability to function in another language that is characterized in terms of being able to speak that language. In the English learning process, it often happens that there are some students having good and poor English speaking ability and the students that have English speaking ability are those that have ability to communicate in speaking English fluently with clear pronunciation, grammar mastery and vocabulary, and comprehension to understand speaking in communication.

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities above. However,

⁸Mckay, Penny. *Assessing Young Language Learners*. (United Kingdom:Cambridge University Press,2006), h. 184.

according to Harmer, there are three suggestions if we are trying to get students to speak fluently:⁹

a. Prompter

Students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situation on their own, and indeed sometimes this may be the best option. However we may be able to help them and the activity to progress by offering discrete suggestion.

b. Participant

Teachers should be good animators when asking students to produce a language. Sometimes this can be achieved by setting up an activity clear and with enthusiasm. At other times, however, teachers may want to participate in discussion an object of the picture themselves

c. Feedback Provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the affect of possible different approach.

The teachers of the language are not only to inform our students about the language, but to develop their ability to use the language for a

⁹Harmer, Jeremy. *The Practice of English Language Teaching.*(London: Longman Group,2001), h. 276.

variety of communicative purposes. To develop the skills needed for this, especially the oral ones of understanding and the speaker. According to Byrne to solve a numbers of obstacles in the teaching speaking, such as¹⁰:

- a) The size of the class (often thirty or more learner)
- b) The arrangement of the classroom (which rarely favor communication)
- c) The number of hours available for teaching the language (which cannot and should not all be spent on oral work)
- d) The syllabus itself, particularly examinations, which may discourage us from giving adequate attention to the spoken language.

From these conditions it is difficult to provide effective oral practice, especially in large class so that way it is important to have clear understanding and using the technique and procedure through which can develop oral ability. The technique and the procedure are a way to make environment of the classroom comfortable in the language learning process.

In the process of the speaking, there are some important aspects that should be paid attention. Dolman in Tarigan lists those as follows¹¹:

- a) Pronouncing the language sounds
- b) Expressing the idea, the thinking and the feeling as clearly as possible
- c) Having good attitude in speaking
- d) Pronouncing the word correctly
- e) Using different sentence

¹⁰ Byrne, Donn. *Teaching Oral English*. (England: Longman,1986), h. 1.

¹¹ Tarigan, Henry Guntur. *Berbicara Sebagai Suatu Ketrampilan Berbahasa*. (Bandung: Angkasa,1981), h. 15.

From the list above, the researcher can explain that a good speaking can be influence by people that are capable to express the idea, the thinking and the feeling as clearly as possible.

3. Evaluating speaking

Hughes gives a wide explanation that is summarized into five factors that must be paid attention to in evaluating speaking ability¹².

Those are as follows:

a. Accent

It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation pattern. The listeners are supposed to apply them well and correct.

b. Grammar

Grammar is the role in spoken language and written language. To get a good result in speaking ability, we should obey the roles of grammar.

In writing, we can also find the grammar role in pronunciation, morphology, and syntax.

c. Vocabulary

¹²Hughes, Arthur. 2003. *Testing for Language Teachers*. United Kingdom: Cambridge University Press.

Vocabulary is one of the linguistics factors in which it is the total number of words which make up a language vocabulary is very essential because the speaker can not speak more if he or she has a limited vocabulary.

d. Fluency

We already know that one of the good criteria in English speaking is being able to speak English well and fluently. Fluently here means the speed of speaking. However, speaking fast is does not always mean speaking correctly. Someone can be said fluent in speaking if he or she can say the words fluently with a good grammar with a high speed. English fluency of course makes the people communicate their ideas, thought, and feeling easily in any situations.

e. Comprehension

It means the minds or power of understanding. In speaking, the speaker and listener must have a good understanding so that comprehension for oral communication certainly requires a subject to respond the speech as well as to initiate it.

B. Good Classroom Management

Commonly, the teacher directly and indirectly manages classroom interaction in the teaching and the learning process activities, because every teacher wants his/her classroom comfortable when they are

teaching. The classroom management is one of the important steps to get success for the language teaching and the learning process in the classroom. According to Doyle in Burder and David classroom management refers to the actions and strategies teachers use to maintain students' performing within acceptable limits the actions necessary for a particular the classroom event to be successful¹³. In other words, classroom management is all of the things a teacher does to organize student space, time, and materials to foster student involvement and cooperation in the classroom and to establish a productive working environment. It means that classroom management can create and maintain benefit condition for the teachers and the students in transferring the knowledge and achieve the goals of the learning¹⁴. (Rohani, 2004:122)

Classroom management is leadership and ability of the teacher in organizing his or her class. Managing class is one way of teaching technique in which teacher can avoid such difficulties in the classroom activities. If we want to manage classrooms effectively, we have to know how the classroom space is organized, whether the students are working on their own or in groups and how we organized the classroom time.

¹³Burder, Paul R and David M. Byrd. *Methods for Effective Teaching (2nd ed)*. (USA: Aviacom Company,1999), h. 162.

¹⁴Rohani, Ahmad. *Pengelolaan Pengajaran*. (Jakarta: PT Rineka Cipta,2004), h. 122.

Actually some characteristics of a well managed the classroom include students deeply involved in their work, students know what is expected of them, students are generally successful, little wasted time, disruption and confusion, classroom climate is work oriented, relaxed, and positive¹⁵.

Brown explains there are ways of developing a good classroom management of English teacher¹⁶. Classroom management encompasses an abundance of factors ranging from how teachers arrange the classroom. One of the simplest principles of classroom management centers is on the physical environment for the learning: the classroom itself. Consider four categories they are:

- 1) Sight, sound, and comfort
- 2) Seating arrangement
- 3) Chalkboard use
- 4) Equipment

Before teaching, the teacher has to make sure that the classroom is ready to use and the students feel secure and enjoy in the classroom during the teaching and the learning process, therefore the teacher should create the best condition for the learning as a physical environment of the classroom.

¹⁵Kounin, Jacob S. *Classroom Management*. 2008, h. 2.

<http://www.goodclassroommanagement.com/>accessed on 2 April 2010

¹⁶Brown, H. Douglas. *Principles of Language Learning and Teaching (4th ed)*. (New Jersey: Prentice-Hall, 2000), h. 192-193.

C. Seating Arrangement

The teacher's first concern is the arrangement of the seating. No matter what basic seating arrangement is used, it should be flexible enough to accommodate and facilitate the various learning activities that occur in a given the classroom¹⁷. It means that arrangement of the seating is one of some important thing in physical environment of the classroom management for the learning. Planning physical environment is influence students' motivation in the teaching and the learning process. Based on Jacobsen and Kauchak the class is attractive, bright and clear, comfortable, and colorful can create the positive behavior, which can increase the students' achievement¹⁸. In planning design of physical class there are three factors that must give attention:

- 1) Visibility. How the students can see the blackboard or the other visual aids? Whether the teachers have the clear view about the regions of instruction that they will be observe? (*Dapatkah siswa melihat papan tulis atau tampilan-tampilan visual lain? Apakah guru memiliki pandangan yang jelas mengenai wilayah-wilayah pengajaran yang akan mereka amati?*)
- 2) Accessibility. Whether the regions that have a high traffic such as sharpen the pencil or the enter door have be controlled efficiently in the classroom? (*Apakah wilayah-wilayah ber-traffic tinggi*

¹⁷Levin, James and James F.Nolan. *Principles of Classroom Management*. (2nd ed). (England: Longman,1996), h. 126.

¹⁸Jacobsen, David A, Paul Eggen, and Donald, Kauchak. *Methods for Teaching (Metode-metode Pengajaran Peningkatan Belajar Siswa TK-SMA)*. (Yogyakarta: Pustaka Pelajar,2009), h. 49.

(seperti mengasah pensil atau pintu masuk) sudah benar-benar diperhitungkan secara efisien dalam kelas?)

- 3) Attention. Whether possible the noisy regions are separated from the other regions? Whether the door or the window of the class makes the students loss attention to the teacher? *(Apakah mungkin wilayah-wilayah yang gaduh dipisahkan dari wilayah-wilayah lainnya? Apakah pintu atau jendela kelas membuat siswa kehilangan perhatian terhadap guru?)¹⁹.*

The teachers and the students have opportunities to arrange the seating room to create the best condition; seating arrangement depends on the class size. If the class size is small enough, they can use one circle so that the students are not all squarely facing the teacher. But if the classroom has the movable desk and chair the teachers have several alternatives to change and arrange the classroom seating. According to Harmer there are different seating arrangement in the class such as separate tables, circle, orderly rows and horseshoe²⁰. The teachers can arrange the desks and the chairs in different ways for different the lessons, but it is simpler if the teachers decide on the most suitable with the lesson and the skill.

¹⁹Jacobsen, David A, Paul Eggen, and Donald, Kauchak. *Methods for Teaching (Metode-metode Pengajaran Peningkatan Belajar Siswa TK-SMA)*. (Yogyakarta: Pustaka Pelajar,2009), h. 49-50.

²⁰Harmer, Jeremy. 2007. *How to Teach English*. (England: Longman,2007), h. 40-41.

D. Horseshoe Seating Arrangement

According to Oxford advance Learner's Dictionary of Current English Horseshoe is anything shaped like a horseshoe, therefore horseshoe seating arrangement in this case means students arrange the seat like a shape U in the classroom²¹. In addition, this is not done every time they have an English class but it is conducted as a variation of seating arrangement based on suitable the lesson and the skill.

Scott and Lisbeth say that with horseshoe seating arrangement, it is easy for the teacher to teach the whole class, and the teacher has group work for some of the time²². It also gives the teacher room to play games, tell stories, act out dialogues, etc. It means that this arrangement allows the teacher to be able to see all the students in the classroom.

Group discussions happen with the desks set up this way. The teacher led discussions are easily started when the desks are arranged in semicircle or horseshoe. All the students are able to see the blackboard and the teacher, as well as each other. Actually, seating is planned so that the teacher may easy reach any student in the class without disturbing the other students.

²¹Hornby, A.S. *Oxford Advanced Learner's Dictionary*. (London:Oxford University Press,1995), h. 575.

²²Scott, A.Wendy and Lisbeth, H.Ytreberg. *Teaching English to Children*. (New York: Longman,1990), h. 13.

The horseshoe seating arrangement makes it easy for all the students to be actively engaged in the group discussions, the teacher led discussions, and even teaches. There is no front or back of the room. Harmer mentions that the classroom which is arranged like shape U, 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 grater²³.

According to Silberman shape U is a multipurpose formation. Students can use surface table for reading and writing, they also can see the teacher in the front of the class clearly and visual media easily²⁴.

E. Seating Arrangement at VB of SDN 13 Kombong

Most schools in Indonesia still use the traditional seating arrangement which can create students' boredom with the situation of the classroom. The traditional seating arrangement is the teacher stands in the front of the room and all the students' desks face the teacher, especially in control group. Since all the students are facing forward and the teacher is in the front of the classroom, the teacher is the primary source of the knowledge.

²³Harmer, Jeremy. *The Practice of English Language Teaching*. (London: Longman Group,2001), h. 42.

²⁴Silberman, Malvin L. *Active Learning*. (Nusamedia: Bandung,2006), h. 36.

In this seating arrangement it is difficult for the teacher to make groups work because the students must move their chairs over to the neighbor's first, that's need the time to move the seat. The group work and the group discussions are an important part of the curriculum. It is difficult to do this when the desks are in rows. Since the desks are in rows, some students will be closer to the blackboard and the teacher than others. This is a major disadvantage for the students who are seated in the back rows. This type of the classroom is more adult run than anything else. It is very controlled and organized by only the teacher. Desk rows promote a one-sided the classroom environment. Again, with this type of seating arrangement, the group work and the group discussions are difficult to do.

According to Jacobsen and Kauchak in the traditional seating arrangement the students that sit in the back of the class disposed to separate physically with the teacher and they sometimes as trouble maker in the classroom of the teaching and the learning process²⁵. This is seating arrangement is not suitable for language work because does not encourage

²⁵Jacobsen, David A, Paul Eggen, and Donald, Kauchak. *Methods for Teaching (Metode-metode Pengajaran Peningkatan Belajar Siswa TK-SMA)*. (Yogyakarta: Pustaka Pelajar,2009), h. 50.

²⁶Scott, A.Wendy and Lisbeth, H.Ytreberg. *Teaching English to Children*. (New York: Longman,1990), h. 14.

natural communication since students can only see the back of the head of the student in the front of them²⁶.

F. Conceptual Framework

The classroom management is one of the important steps to get success for the language teaching and the learning process in the classroom. Every teacher wants his/her classroom comfortable went they are teaching so that way teacher or student may manage the classroom more colorful and comfortable to learn. According to Rohani classroom management can create and maintain benefit condition for the teachers and the students in transferring the knowledge and achieve the goals of the learning²⁷. If we want to manage the classroom effectively we have to know how the classroom space is organized, whether the students are working on their own or in group and how we organized classroom time. Brown notes that the classroom management centers is on the physical environment of the classroom itself²⁸. One of the physical environment categories is seating arrangement. It means that arrangement of the seating is one of some important thing in physical environment of the classroom management for the learning.

²⁷Rohani, Ahmad. *Pengelolaan Pengajaran*. (Jakarta: PT Rineka Cipta,2004), h. 122.

²⁸Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Longman,1994), h. 192.

Horseshoe seating arrangement is one of the variations in the seating arrangement. It is an appropriate seat for the children in teaching English especially in speaking class. Sometimes teacher needs to give children variation learning activities in speaking class like playing games, telling stories, group work or pair work which the teacher has to change the physical environment especially in seating arrangement. Scott and Lisbeth say that with horseshoe seating arrangement, it is easy for the teacher to teach the whole class, and the teacher has group work for some of the time²⁹. It also gives the teacher room to play games, tell stories, act out dialogues, etc. It means that this arrangement allows the teacher to be able to see all the students in the classroom. Horseshoe seating arrangement is also more intimate place and potential for students to share feelings and information through talking, eye contact or expressive body movement. Actually, teacher can make students more active and interested in learning activities.

Different with horseshoe seating arrangement there is a traditional seating arrangement which commonly used by English teacher. That is teacher stands in the front of the room and all the students' desks face the teacher. In this seat is difficult for teacher to make groups work or make variation in

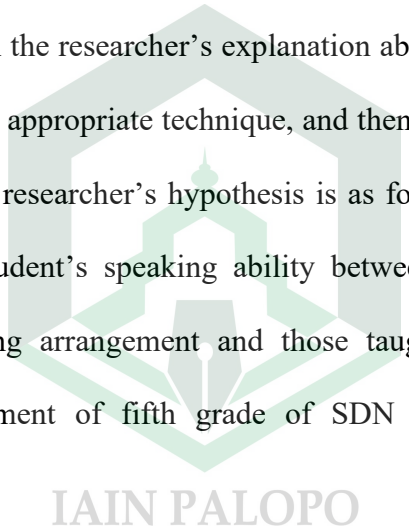
²⁹Scott, A.Wendy and Lisbeth, H.Ytreberg.1990. *Teaching English to Children*. (New York: Longman,1990), h. 13.

learning activities because it is difficult to do this when the desks in rows. It is make the students easy to get bored in learning English.

From the discussion above, it can be understood that horseshoe seating arrangement is appropriate in manage the classroom. It can improve the student's ability in the English learning.

G. Hypothesis

Based on the researcher's explanation above, in teaching speaking, the teacher needs an appropriate technique, and then the researcher formulates the hypothesis. The researcher's hypothesis is as follows: "There is a significant difference in student's speaking ability between the students taught using horseshoe seating arrangement and those taught without using horseshoe seating arrangement of fifth grade of SDN 13 Kombong in 2013/2014 academic year".



CHAPTER III

RESEARCH METHOD

In this study, the researcher presents type and design of research, population and sample, technique of collecting data, research instrument and analyzing technique.

A. Research Type and Design

This research is an experimental study. This research uses two groups which involve a group of students who belong to experimental group and students who belong to the control group. The objective of the study is to know the effect of teaching English using horseshoe seating arrangement on the speaking ability of fifth grade of SDN 13 Kombong in 2013/2014 academic year.

In this study, there are two groups that are given the same material, the same theme and the same topic of the treatment. The difference between those groups are that the experimental group is taught using horseshoe seating arrangement but the control group is taught using traditional seating arrangement that is commonly used by the English teachers in teaching speaking. The traditional seating arrangement which is commonly used by the teacher is in the classroom. There will be a pre-test before the treatment that is given to experimental group and control group, and after the treatment a post-

test of the same instrument test is given to both two groups. The score result in the pre test and the post test then are compared to each other to find out the differences.

Table 3.1
Research design

Group	Pre-Test	Treatment	Post-Test
Experimental group (using horseshoe seating arrangement)	√	√	√
Control group (without using horseshoe seating arrangement)	√	×	√

B. Population and Sample

According to Arikunto population is everything about the subjects of the research³⁰. The population of this research includes all of the fifth grade students of SDN 13 Kombong that are divided into two classes. They are VA and VB for the 2013/2014 academic year.

³⁰Arikunto, Suharsimi. *Prosedure Penelitian, Suatu Pendekatan Praktek*. (Jakarta: Renika Cipta,2002), h. 108.

Table 3.2**The Members of the Experimental Group and the Control Group**

Class	Group	Treatment	Members
Class VA	Experimental group	Using horseshoe seating arrangement	28
Class VB	Control group	-	28

The table above shows that the students of the experimental group are taken from class VA and the control group is taken from class VB of the fifth grade students of SDN 13 Kombong. Both two groups consist of 28 students. The researcher takes all of the populations as sample. Arikunto states that the researcher can take all of the population if the subject is less than 100 students³¹. Arikunto states that if the researcher intends to see all the elements in this research area³². This kind of the research is called population research.

C. The Procedure of Experimental**1. Pre Test**

This step has a purpose to prepare the equipment and everything which is related to the implementation of the experiment technically. In this research, the researcher does the observation in the school which becomes the object of the research. The researcher also needs to prepare the other needs, for

³¹Arikunto, Suharsimi. *Prosedure Penelitian, Suatu Pendekatan Praktek*. (Jakarta: Renika Cipta,2002), h. 112.

³²Arikunto, Suharsimi. *Prosedure Penelitian, Suatu Pendekatan Praktek*. (Jakarta: Renika Cipta,2002), h. 108.

example, the subject which was given, and the equipment of the evaluation instrument.

The pre-test was conducted on 25 Januari 2014. The test was speaking interview test. There were fifteen questions about introduction, hobbies, things in the classroom and telling time. It has to be done to know the speaking ability between the experimental group and the control group.

2. Treatment

In this step the researcher has a purpose to take and collect the data. The treatment is given to class VA and VB. There are six meetings. One meeting took 70 minutes. The meeting is held every Saturday for class VA and class VB. Class VA is held at 07.00-08.10 and class VB at 08.10-9.20. The teacher taught speaking in the control group without using horseshoe seating arrangement. In the experimental group the researcher taught speaking using horseshoe seating arrangement.

The treatment was given from 26 Januari 2014 until 01 Februari 2014. The researcher took two classes, one as the experimental class and the other one as the control class. The experimental class and control class consists of 28 students. English lesson given once a week in SDN 13 Kombong. The researcher taught the experiment class and the control class.

The evaluation of the implementation of experiment of teaching speaking skill is done in every meeting time of teaching learning process. The teacher stimulates the children to speak.

a. The Data of the Experiment of the Experimental Group

In the first meeting, the researcher needs to introduce herself and the role of teaching learning process about six meetings. She gave the students material about hobbies, occupation, things in the classroom, request (preposition), telling a position and telling time. In the first part, the researcher gave the students class survey. The students ask to their friends about hobbies in English language. The students enjoyed the situation of the teaching learning process. In the carrying out of class survey the researcher observe the students in doing it. The next meeting the researcher gave material based on the schedule.

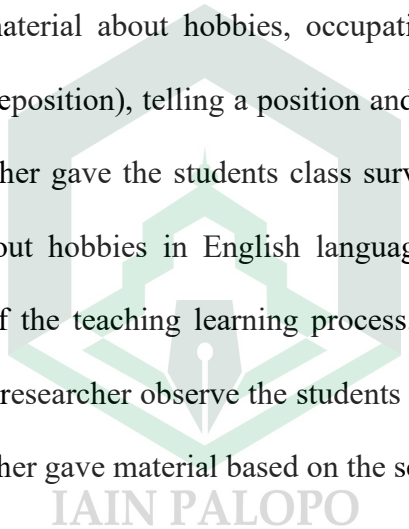


Table 3.3
The Materials of Implementation

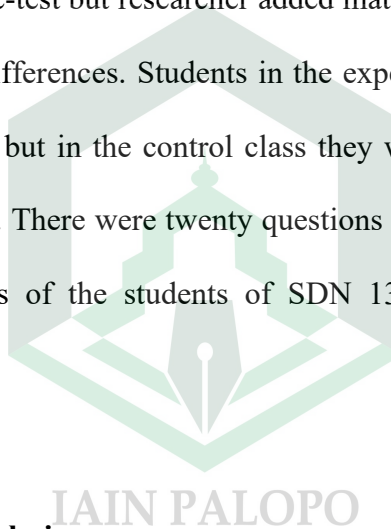
No.	Materials
1.	Hobbies <ul style="list-style-type: none"> - Vocabularies: swimming, reading, writing, etc. - Expression: what is your hobby? My hobby is.... - Class survey
2.	Occupation <ul style="list-style-type: none"> - Vocabularies: student, teacher, librarian, etc. - Expression: what is your father's job? My father is... - Class survey.
3.	Things in the classroom <ul style="list-style-type: none"> - Vocabularies: table, chair, cupboard, map, etc. - Expression: what this is? This is... - Games Simon says
4.	Telling time <ul style="list-style-type: none"> - Expression: what time is it? - dialog

3. Post-test

The post test was given to both groups; the experimental and the control group. This step is to measure the treatment which is given by the teacher, in which the experimental group taught using horseshoe seating

arrangement then the control group taught without using it. Both of them were given the same material. In this research the post test is to know the result of the effect of teaching English using horseshoe seating arrangement on the speaking ability of fifth grade of SDN 13 Kombong in 2013/2014 academic year.

The post-test was conducted on 03 Februari 2014. The test was still similar to the pre-test but researcher added material in treatment. The post-test showed many differences. Students in the experimental class were enthusiast to join this test, but in the control class they were not. It was showed in the result of the test. There were twenty questions which are based on the pre-test and the syllabus of the students of SDN 13 Kombong in academic year 2013/2014.



D. Data Collecting Technique

Data collecting technique is a technique used by the researcher to get and collect the data. This research, in collecting data the researcher uses observation, orientation and scale of measuring. In the research there are two kinds of the data, they are a pre-test data and a post-test data. In this research, the subjects had been given a speaking test.

A test is one of the techniques to collect the data. In applying testing technique, the writer uses a test to collect the data. Test is the series of questions or exercises that is used to measure the skill, knowledge, ability or talent of individual or groups. According to Hornby a test is an examination or trial or something to find its quality, value, composition, etc³³. A test will be given to two groups, the experimental group and the control group.

Scale of measuring is intended to know a pre-test and a post-test data. The pre-test is given to the experimental group and the control group. Giving a pre-test has a function as an adjustment to determine the balance between the experimental and the control group.

After the treatment had been conducted to both groups; the experimental group and the control group, then they were given a post-test. The purpose of the post-test is to get scores of speaking skill of the fifth grade students between the students taught using horseshoe seating arrangement and the students taught without using horseshoe seating arrangement.

³³Hornby, A.S. *Oxford Advanced Learner's Dictionary*. (London: Oxford University Press, 1995), h. 893.

E. Research Instrument

The instrument that is used in this research to collect the data is a speaking test. Speaking skills of fifth grade students through observation orientation consist of some factors which are related to the students' speaking skill. The test includes introducing one self, mention their hobbies, describing things in the classroom, time and retell their daily activities. According to Hughes the result of the test will be scored based on these categories³⁴:

Table 3.4
Proficiency Descriptions

No.	The Aspect Evaluated	Score	Criterion
1.	Accent	1	Pronunciation frequently unintelligible.
		2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
		3	“Foreign accent” require concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
		4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.

³⁴Hughes, Arthur. 2003. *Testing for Language Teachers*. (United Kingdom: Cambridge University Press,2003), h. 131-133.

		5	No conspicuous mispronunciations, but would not be taken for native speaker.
		6	Native pronunciations, with no trace of “foreign accent”
2.	Grammar	1	Grammar almost entirely inaccurate except in stock phrases.
		2	Constant errors showing control of very few major patterns and frequently preventing communication.
		3	Frequent errors showing same major patterns uncontrolled and causing occasional irritation and misunderstanding.
		4	Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
		5	Few errors, with no patterns of failure.
		6	No more than two errors during the interview.
3.	Vocabulary	1	Vocabulary inadequate for even the simplest conversation.
		2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
		3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some comment professional and social topic.
			Professional vocabulary adequate to discuss

		4	special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
		5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
		6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
4.	Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.
		2	Speech is very slow and uneven except for short or routine sentences.
		3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
		4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
		5	Speech is effortless and smooth, but perceptively non-native in speech and evenness.
		6	Speech on all professional and general topics as effortless and smooth as a native speaker's.
5.	Comprehension	1	Understands too little for the simplest type of conversation.
		2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

		3	Understand careful; somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
		4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
		5	Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
		6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

Table.3.5

Weighting of Interview

Proficiency Description	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	12	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
Total							

Table 3.6
Conversion of proficiency Description

Score	Rating
16-25	0 ⁺
26-32	1
33-42	1 ⁺
43-52	2
53-62	2 ⁺
63-72	3
73-82	3 ⁺
83-92	4
93-99	4 ⁺

This instrument is used to analyze the effectiveness of teaching learning process of speaking, in this case the researcher would like to focus on the use of oral test and recording between the class which in the treatment using horseshoe seating arrangement as a technique and the class without using horseshoe seating arrangement.

Table 3.7
Basic speaking skill

No.	Speaking Skill	Item Number
1.	Introducing	1-5
2.	Hobbies	6,7,8
3.	Occupation	9,10,11
4.	Things in the Classroom	12,13
5.	Telling time	14,15

F. Validity and Reliability of the Instrument

1. Validity

According to Tuchma and Ebel in Nurgiyantoro validity refers to whether or not a test measures what it supposed to measure³⁵. To measure the validity of the speaking interview test, the researcher uses *content validity* and *constructs validity*. *Content validity* is a test to measure how the test matches with the syllabus of that school. Content validity focuses on what the test has a suitable to the purpose and the description of the material given. *Constructs validity* is used to examine whether the test has

³⁵Nurgiyantoro, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra*. (Yogyakarta: BPFE-Yogyakarta,2009), h. 102.

representation and consistent with the theories underlying the subject being tested³⁶.

2. Reliability

Reliability intends to know whether the instruments can measure something consistently, from time to time³⁷. The technique used in this research is using inter-rater that there are two people who give score of the test. The English teacher at SDN 13 Kombong and the researcher are examiner of the pre-test.

G. Data Analyzing Technique

1. Descriptive Statistics

In the descriptive analysis, it is aimed at presenting the variable of the English test, in the form of the pre-test score and the post-test score both in the experimental group and the control group. The mean and the standard

³⁶Nurgiyantoro, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra*. (Yogyakarta: BPFE-Yogyakarta,2009), h. 103-104.

³⁷Nurgiyantoro, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra*. (Yogyakarta: BPFE-Yogyakarta,2009), h. 118.

deviation are used in the computation. The mean formula Sugiyono is as follows³⁸:

a. Mean and SD

The Mean formula is as follows:

$$M = \frac{\sum X}{N}$$

In which:

M : mean

$\sum X$: sum of score

N : number of sample

The SD formula looks like the following:

$$SD = \sqrt{\frac{\sum fx^2}{N} - \left\{ \frac{\sum fx^2}{N} \right\}}$$

³⁸Sugiyono. *Statistika untuk Penelitian.*(Bandung: Alfabeta,2007), h. 49.

In which:

SD : standard deviation

$\sum fx^2$: square sum of frequency

N : number of sample

b. The Categorization of Speaking Ability

Meanwhile, to find out the level of the students' ability in speaking, Nurgiyantoro gives limitation or category which is made by referring to the normal distribution³⁹. The categorization applies an ideal mean (M_i) and an ideal Standard Deviation (SD_i). The ideal mean is obtained by multiplying the possible highest score and the ideal standard deviation is one fourth of the ideal mean. The conversion criterion for deciding on the standard of the ideal mean and ideal standard deviation can be seen in the following table.

Table 3.8
The Conversation Criterion by Five Scales
of the Students' Speaking Ability

No	Sigma Scale	Scale Number	Category
1.	1.5	$M_i + 1.5 (SD_i)$	Very good

³⁹Nurgiyantoro, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra*. (Yogyakarta: BPFE-Yogyakarta, 2009), h. 365.

2.	0.5	Mi+0.5 (SDi)	Good
3.	-0.5	Mi-0.5 (SDi)	Fair
4.	-1.5	Mi-1.5 (SDi)	Poor
5.	<-1.5	<Mi-1.5 (SDi)	Very poor

2. Inferential Analysis

a. Normality Test

The test is aimed at seeing whether the distribution of the responses in the population meets the normal distribution requirement or not. The data are gotten with nominal scale bound variable (Y), it is the calculation of frequency which is observed this frequency is hope. According to Sugiyono the formula is as follows⁴⁰:

$$X^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

In which:

X^2 : Chi-square

f_o : Observed frequency

⁴⁰Sugiyono. *Statistika untuk Penelitian*. (Bandung: Alfabeta,2007), h. 107.

f_e : The Expected frequency

If the value of X^2 observed is smaller than value of X^2 table, the data distribution is normal.

b. Homogeneity Test

The test of homogeneity is aimed at knowing whether or not the score of the other group to analyze the population of the score are homogeneous. The data are gotten to independence variable (X) that is interval data. Because it is uses homogeneity experiment, the formula used to homogeneity experiment is F-Test:

$$F = \frac{V_1^2}{V_2^2}$$

IAIN PALOPO

In which:

F : Coefficient

V_1^2 : Variance of biggest

V_2^2 : Variance of smaller

3. Hypothesis Testing

To know the differences between experimental group and control group, post-test is measured by using the matched t-test as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S^2}{N_1} + \frac{S^2}{N_2}}}$$

In which:

X_1 : The mean score of the experimental group

X_2 : The mean score of the control group

S^2 : The variants of population

N_1N_2 : Number of the students in the experimental group and control group.

The effectiveness of the technique can be shown from the students' achievement score of the experimental group and the control group. If the score of the experimental group is higher than that of the control group, it means that the technique that is conducted in the experimental group is more effective.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This research is an experimental study, which has function to find out the effect of teaching English using horseshoe seating arrangement on speaking ability of fifth grade of SDN 13 Kombong in 2013/2014 academic year. The effect of teaching English using horseshoe seating arrangement can be seen from the gained scores of the subject of the research. Therefore, the conclusion of this research is taken by comparing the mean of the gained scores of the students who were taught by using horseshoe seating arrangement (experimental group) with the those of the students who were taught without using horseshoe seating arrangement (control group).

This chapter focuses on describing the research findings based on the available data. In other words, it presents the solution of the research questions and discussion based on related theories to clarify the findings.

IAIN PALOPO

A. Descriptive Analysis

In the descriptive analysis, the researcher describes and explains the data of the students test result to those who were taught by using horseshoe seating arrangement for the experimental group and who were taught without using horseshoe seating arrangement for the control group, then compares both variables in order to know which one is higher. The data of the test consists of the mean, the standard deviation, the range of minimum score, and the range of

maximum score of each variable. The research used the computer program on SPS Computer Program (2000) in analyzing the data.

1. Pre Test

a. Pre Test of the Experimental Group

The data analysis of speaking test score consists of the mean, the standard deviation, the maximum score and the minimum score of the experimental group. The summary of the data distribution of the pre test of the experimental can be seen in Table 4.1

Table 4.1
The Result of the Pre-test of the Experimental Group

Experimental Group	Number of Students	Mean	Standard Deviation	Maximum score	Minimum score
Pre-test	28	42.11	9.16	65.00	23.00

In this research, the total number of the students who belong to the experimental group is 28. The data show that the highest score of the pre-test is 65.00 and the lowest is 23.00. The analysis of the data gives information that the mean score is 42.11 and the standard deviation is 9.16.

The value of ideal mean for the pre-test is 60 and the ideal standard deviation is 15. The account result of the classification of the student's

score is based on the ideal mean and the ideal standard deviation is presented in the table below:

Table 4.2
The Frequency Distribution of the Pre test Score of the Experimental Group

Score interval	Frequency	Percentage	Category
82.5-100	0	0%	Very Good
67.5-82.5	0	0%	Good
52.5-67.5	3	10.7%	Fair
37.5-52.5	17	60.7%	Poor
0-37.5	8	28.6 %	Very Poor
Total	28	100%	

The table shows that on the experimental group in the pre-test by the 28 students, there is no student or 0 % categorized *very good* and *good*. The students who are categorized *fair* are 3 students or 10.7%. The students who are categorized *poor* are 17 students or 60.7% and the students who are categorized *very poor* are 8 students or 60.7%.

b. Pre Test of the Control Group

The data analysis of speaking test score consist of the mean, the standard deviation, the maximum score and the minimum score of the control group. The summary of the data distribution of the pre test of the control group can be seen in Table 4.3

Table 4.3
The Result of the Pre-test of the Control Group

Experimental Group	Number of Students	Mean	Standard Deviation	Maximum score	Minimum score
Pre-test	28	38.07	11.36	65.00	16.00

In this research, the total numbers of the students who belong to the control group are 28. The data show that the highest score of pre-test is 65.00 and the lowest is 16.00. The analysis of the data gives information that the mean score is 38.07 and the standard deviation is 11.36.

The value of ideal mean for the pre-test is 60 and the ideal standard deviation is 15. The account result of the classification of the student's score is based on the ideal mean and the ideal standard deviation is presented in the table below:

Table 4.4
The Frequency Distribution of the Pre-Test Score of the
Control Group

Score Interval	Frequency	Percentage	Category
82.5-100	0	0%	Very Good
67.5-82.5	0	0%	Good
52.5-67.5	3	10.7%	Fair
37.5-52.5	9	32.1%	Poor
0-37.5	16	57.1 %	Very Poor
Total	28	100%	

Table 4.4 explains that there are no students in the control group who belong to category *very good* and *good*. There are 3 students or 10.7% who are categorized *fair*. The students who are categorized *poor* are 9 students or 32.1%. The students who belong to *very poor* level from the 28 students are 16 students or 57.1 %.

c. Comparison between the Pre Test Scores of the Experiment and the Control Group

The *t*-test formula is applied to test whether there are significantly different results of the two groups before the research give the treatment to the experimental group. The result of the *t*-test can be described in Table 4.5

Table 4.5
The Results Pre-test of the t -test in the Experiment and the Control Group

Group	t_o	$t_t 5\%$	df	P	Interpretation
Experimental	-1.489	2.390	54	0.138	$t_o < t_t$ There is no significant difference between the two groups.
Control					

The table above shows that the $t_o < t$ -table or $-1.489 < 2.390$. It means that there is no significant difference between the two groups. The experimental and the control group are in the same point before giving the treatment.

2. Post Test

a. Post Test Score of the Experimental Group

The data analysis of speaking test score consists of the mean, the standard deviation, the maximum score and the minimum score of the experimental group. The summary of the data distribution of the speaking test of the experimental can be seen in Table 4.6

Table 4.6
The Result of the Post-test of the Experimental Group

Experimental Group	Number of Students	Mean	Standard Deviation	Maximum score	Minimum score
Post-test	28	68.86	7.13	87.00	57.00

As to the post test, the data shows that the highest score of the post test is 87.00 and the lowest is 57.00. The analysis of the data gives information that the mean score is 68.86 and the standard deviation is 7.13.

The value of ideal mean for the post test is 60 and the ideal standard deviation is 15. The account result of the classification of the student's score based on the ideal mean and the ideal standard deviation are presented in the table below:

Table 4.7
The Frequency Distribution of the Post Test Score of the Experimental Group

Score Interval	Frequency	Percentage	Category
82.5-100	1	3.6%	Very Good
67.5-82.5	11	39.3%	Good
52.5-67.5	16	57.1%	Fair
37.5-52.5	0	0%	Poor
0-37.5	0	0%	Very Poor
Total	28	100%	

From the table above, we can see that in the Experimental class by the 28 students, there is 1 student or 3.6% that *very good* category. The number of students that *good* category are 11 students or 39.3%. The

number of students that *fair* category is 16 students or 57, 1%, and there is no student or 0% who gets *poor* category, while the students who belong to *very poor* category are no student.

b. Post-Test Score of the Control Group

The data analysis of speaking test score consists of the mean, the standard deviation, the maximum score and the minimum score of the control group. The summary of the data distribution of the speaking test of the control group can be seen in Table 4.8

Table 4.8
The Result of the Post-test of the Control Group

Control Group	Number of Students	Mean	Standard Deviation	Maximum score	Minimum score
Post-test	28	54.04	8.88	80.00	41.00

As to the post test, the data shows that the highest score of the post test is 80.00 and the lowest is 41.00. The analysis of the data gives information that the mean score is 54.04 and the standard deviation is 8.88.

The value of ideal mean for the post test is 60 and the ideal standard deviation is 15. The account result of the classification of the

student's score based on the ideal mean and the ideal standard deviation are presented in the table below:

Table 4.9
The Frequency Distribution of the Post Test Score of the Control Group

Score Interval	Frequency	Percentage	Category
82.5-100	0	0%	Very Good
67.5-82.5	2	7.1%	Good
52.5-67.5	12	42.9%	Fair
37.5-52.5	14	50%	Poor
0-37.5	0	0%	Very Poor
Total	28	100%	

Based on the score of the post-test of the control group in Table 4.9 above, it is known that no students or 0% who belong to *very good*. The students who are categorized *good* are 2 students or 7.1%. The students who belong to *fair* category are 12 students or 42.9% and who belong to *poor* category are 14 students or 50%. There are no students who belong to *very poor* category.

B. Inferential Analysis

There are two requirements that should be fulfilled before analyzing the data; the normality test and homogeneity test. The following discussion gives the explanation about the normality and homogeneity test.

1. Test of Normality

The normality test is aimed at seeing whether the distribution of the responses in the population meets the normal distribution requirement or not. The test of normality used in this research was the chi-square formula. The researcher decided 0.05 for the significance value in this test. The distribution can be said to be normal if the result of the obtained probability value (p) is higher than 0.05.

The results of normality test for the pre-test data can be seen in the table below:

IAIN PALOPO

Table 4.10
The Normality Test Result of the Post-test

Group	Chi-square		df	P	Status
	X_o^2	X_r^2			
Experiment	7.538	68.857	9	0.581	Normal
Control	8.225	54.036	9	0.512	Normal

According to the table above, it can be described that the data of the post-test in the experimental group is normal. It is because the value of p (probability) is higher than 0.05. We can see from the table in which the p value is $0.581 > 0.05$. Therefore, the experimental group data in the post-test are normal.

Based on the table above, the data of the post-test in the control group is also normal. It is because the value of p is higher than 0.05. We can see from the table for the control group in which the p value is $0.512 > 0.05$. Therefore, the control group data in the post-test are normal.

2. Test of Homogeneity

The test of homogeneity is held to find out whether or not the score of one group has homogeneous variance with the score of other groups.

Theoretically, if the value of the F-test obtained (F_o) is lower than that of F-table (F_t), the population of the experimental and the control groups is homogenous. On other hand, if the value of the F-test obtained (F_o) is higher than that of F-table (F_t) the populations of the experimental and the control groups is not homogenous. And if the probability is higher than probability obtained 0.05 (p), the population is homogenous.

Table 4.11
The Result of Homogeneity Test

Group	<i>F</i>		<i>df</i>	<i>p</i>	Interpretation
	<i>F_o</i>	<i>F_{t 5%}</i>			
Experiment Control	1.549	4.02	1:54	0,131	Homogeneous

The table above shows that the result is homogeneous. The probability of the test (*p*) is higher than 0.05 and the value of *F_o* (1.549) is lower than that of *F* table *F_{t 5%}* (4.02).

3. Hypothesis Testing

In the hypothesis testing, the researcher used *t*-test to find out whether or not there is a significant difference between students taught using horseshoe seating arrangement and those taught without using horseshoe seating arrangement. The researcher used *t*-test to determine whether or not the difference between the means of the experimental group and the control group is significant. The significance of the difference between the two means is described below:

Table 4.12
The Main statistic Data of the Experimental and the Control Group

Group	N	ΣX	ΣX^2	Mean	Std. Deviation
Experimental	28	1928	134130	68.857	7.132
Control	28	1513	83883	54.036	8.876

The *t*-test formula is applied to test whether there are significantly different results of the two groups. The result of the *t*-test can be described in the following Table 4.13

Table 4.13
The Results of the *t*-test

Group	t_o	$t_t 5\%$	df	p	Interpretation
Experimental	6.888	2.000	54	0.000	$t_o > t_t$ There is a significant difference between the two groups.
Control					

The table above shows that the $t_o > t$ -table or $6.888 > 2.000$. It means that there is significant difference between the two groups. Therefore, the hypothesis is accepted. The mean of the experimental group members who were taught by using horseshoe seating arrangement is higher than that of the control group. It indicates that the teaching speaking by using horseshoe seating arrangement is more effective than the teaching speaking without using horseshoe seating arrangement.

C. Discussion

The result of this research is that there is a significant difference between teaching speaking using horseshoe seating arrangement technique and teaching speaking without using horseshoe seating arrangement technique to the fifth grade students of SDN 13 Kombong. From the calculation of the *t*-observed value between the gained scores of the speaking test of the experimental group and the control group, it shows that *t*-observed value of 6.888 which are higher than *t*-table of 2.000 or it can be seen as $6.888 > 2.000$ at the significant level of 5%.

The result shows that the gained scores of the experimental group are higher than those of the control group. It proves that using horseshoe seating arrangement technique in teaching speaking to the fifth grade students of SDN 13 Kombong can produce better result, in other words, it can be said that teaching English using horseshoe seating arrangement on the speaking ability of fifth grade of SDN 13 Kombong is more effective than teaching English without using horseshoe seating arrangement technique on the speaking ability of fifth grade of SDN 13 Kombong.

A comparison in the teaching English especially speaking class using horseshoe seating arrangement and without using horseshoe seating arrangement shows that using of horseshoe seating arrangement is appropriate in English teaching process to elementary school level. They are more active in learning and they have motivation to learn English in the classroom. Using horseshoe seating arrangement can give a stimulus to students to learn actively and it is easy for the students to learn in group or individual work. The researcher presented activities with communicative approach such as expressions, pictures, games, quizzes, dialogues, repeat activity, memory games, answering simple questions or introducing themselves. They are not feeling bored in the classroom. They are enjoying the classroom environment and the learning activities. It can be seen from the gain score of the experimental and the control group. So, the hypothesis proposed in the research can be accepted. It can be stated that teaching speaking by using horseshoe seating arrangement is more effective than teaching speaking without horseshoe seating arrangement.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion following the finding of the research. The first section is the conclusion of the research finding and the second is the suggestion dealing with the objectives of the teaching and learning process.

A. Conclusion

This experimental research takes the fifth grade students of SDN 13 Kombong to find out the effect of teaching English using horseshoe seating arrangement on the speaking ability. However, based on the research findings and discussions in the previous chapter, the results of this research can be summarized as follows:

1. The English speaking ability of the two groups of students (who were taught by using horseshoe seating arrangement and who were taught without using horseshoe seating arrangement) was different. The results of the English speaking ability of the students taught using horseshoe seating arrangement or the experimental group can be seen that the mean scores of the pre-test is 42.11 and the mean score of the post-test is 68.86. From the mean of the pre-test and the post-test of the experimental group, it can be seen that there is a progress from the

pre-test to the post-test. Before the treatment there are 17 students who belong to *poor* category and 8 students who belong to *very poor* category. After the treatment, there were no students who belong to them. It means that there is a decrease in the number of students in the *poor* and *very poor* categories in the experimental group.

2. The results of the English speaking ability of the students taught without using horseshoe seating arrangement or the control group can be seen that the mean scores of the pre-test is 38.07 and the mean score of the post-test is 54.04. From the mean of the pre-test and the post-test of the control group, it can be seen that there is a progress from the pre-test to the post-test. Before the treatment there are 9 students who belong to *poor* category and 16 students who belong to *very poor* category.
3. There is a significant difference between the students who were taught by using horseshoe seating arrangement and who were taught without using horseshoe seating arrangement. The scores of the experimental group who taught using horseshoe seating arrangement are higher than that of the control group who taught without using horseshoe seating arrangement. The data show that *t*-observed value of 6.888 is higher than *t*-table of 2.000. The probability value is lower than that the significance level ($0.000 < 0.05$). Based on the result above, it can be concluded that the use of horseshoe seating arrangement technique in

teaching speaking English is more effective than that without using horseshoe seating arrangement.

B. Suggestion

In this part, the researcher gives some suggestions related to the result of the research. The suggestion is hopefully be a great use to improve the English teaching, especially in English speaking skill. There are some suggestions that are addressed to the researchers, the English teachers, and the English students as follows:

1. To the English Teachers

Horseshoe seating arrangement can be used by the teachers as an alternative in manage the physical environment of classroom in teaching English especially speaking class. It can give benefit in developing students' speaking ability. So, the teachers are suggested to using horseshoe seating arrangement in the process of English teaching and learning.

2. To the Students

The students have to develop their speaking ability by using horseshoe seating arrangement to get confidence in learning English and to make easy interact with teacher and other students in the classroom. It is also important to have motivation and interact with their physical and social environment. The children can learn how to socialize each other.

3. To Other Researchers

The researcher realizes that this research is far from being perfect. Therefore, the researcher suggests that other researchers who conduct similar research develop and apply other media or techniques to improve student's speaking ability.



BIBLIOGRAPHY

- Arikunto, Suharsimi. 2002. *Prosedure Penelitian, Suatu Pendekatan Praktek*. Jakarta: Renika Cipta.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching (4th ed)*. New Jersey: Prentice-Hall.
- _____. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Burder, Paul R and David M. Byrd. 1999. *Methods for Effective Teaching (2nd ed)*. USA: Aviacom Company.
- Byrne, Donn. *Teaching Oral English*. England: Longman.
- Cameron, Lynne. 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Harmer, Jeremy. 2007. *How to Teach English*. England: Longman.
- _____. 2001. *The Practice of English Language Teaching*. London: Longman Group.
- Hornby, A.S.1995. *Oxford Advanced Learner's Dictionary*. London: Oxford University Press.
- Hughes, Arthur. 2003. *Testing for Language Teachers*. United Kingdom: Cambridge University Press.
- Jacobsen, David A, Paul Eggen, and Donald, Kauchak.2009. *Methods for Teaching (Metode-metode Pengajaran Peningkatan Belajar Siswa TK-SMA)*. Yogyakarta: Pustaka Pelajar.
- Levin, James and James F.Nolan. 1996. *Principles of Classroom Management*. (2nd ed). England: Longman.
- Mckay, Penny. 2006. *Assessing Young Language Learners*. United Kingdom: Cambridge University Press.

- Nurgiyantoro, Burhan. 2009. *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE-Yogyakarta.
- Rohani, Ahmad. 2004. *Pengelolaan Pengajaran*. Jakarta: PT Rineka Cipta.
- Scott, A.Wendy and Lisbeth, H.Ytreberg.1990. *Teaching English to Children*. New York: Longman.
- Silberman, Malvin L. 2006. *Active Learning*. Nusamedia: Bandung.
- Sugiyono. 2007. *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Tarigan, Henry Guntur. 1981. *Berbicara Sebagai Suatu Ketrampilan Berbahasa*. Bandung: Angkasa.
- Winarningsih, Tri. 2009. *The Effectiveness of Outdoor Activities to Develop Speaking Skill for 5th Grade Students of SD Muhammadiyah Kauman in the 2009/2010 Academic Year (A Thesis)*. Yogyakarta: unpublished.



Electronic:

- Cusick, Nicole. 1999. *Typical Classroom Seating Arrangement in Elementary School*. In <http://www.seatingarrangementinelementryschool.com/> accessed on 30 March 2010
- Kounin, Jacob S. 2008. *Classroom Management*. In <http://www.goodclassroommanagement.com/> accessed on 2 April 2010
- Wikipedia. 2010. Seating Arrangements. In [http://en.wikipedia.org/wiki/Seating Arrangements](http://en.wikipedia.org/wiki/Seating_Arrangements)