

Chapter Two

Literature Review

In this chapter, the researcher elaborates the literature reviews related to this study. At the beginning, this chapter discusses the classroom seating position. Then, it is followed by the definition of student achievement. The next section of this chapter amplifies the matters related to the correlation between classroom seating position and students' achievement. The following section is review of related study. Finally, the chapter ends with other two sections, which are conceptual framework and hypothesis.

Seating Position

In this part, the researcher explains the definition of seating position and the impact of seating position. The explanations of those two things are presented below:

Definition of seating position. Yuan, Yunqui, and Chiang (2017) stated that seating position is an essential component that is the allocation of educational resources and educational opportunities. According to Marthyane (2013), classroom seating position is a facility needed by students in the learning process, especially in formal school. Additionally, classroom seating position is a facility allocated for students, so they can take part in teaching and learning activities comfortably and effectively. Marthyane (2013) stated that the shape and size of seats position used are in various; there is one place for a student, and there is one place for some students. It means that the student's seat should be easily

formatted and adjusted to the students' needs in learning activities. The size of the seat should not be too large or too small, the position of the seat is adjusted to the size and shape of each class. Therefore, the seating position is an important factor that should be considered by students. This research focuses on classroom seating position in general form. According to Ngware, Ciera, Musyoka, and Oketch (2013), there are three kinds of seating position; those are in front, center, and back row.

There are three kinds of classroom seating positions, and they have their own meanings. According to Ngware et al (2013), sitting in the front row is usually used by students who want to focus on learning. This position is very close to the teacher, and students can communicate frequently to the teacher. The goal is to get good score. Besides that, sitting in the center row means this position is easy to manage. This position is usually chosen by students who have relaxed character, and they do not want to be too ambitious in teaching and learning process. The last is sitting in the back row which is usually used by the students who are considered as troublemaker in classroom. In addition, they think that sitting in the back row is away from the teacher's supervision. In fact, those who sit in the back row often get attention for the teachers. The students in back row are actually more creative. Thus, classroom seating position is a facility allocated for students so that they can take part in teaching and learning activities comfortably and effectively.

The impact of classroom seating position. Winzer (2011) stated that proper the classroom seating position can influence student involvement in the

learning process. Seating position affects the students' time to complete the task given by teacher. Meaning that the more precisely the position of the students' seat, the more time used by students to do the assignments so that the students active in the learning process. Seating position has an important impact on student concentration. There are students who can focus on the teacher's explanation only when they sit in the front, center or back row. Fernandes et al (2011) explained that seating selection location is related to academic achievement and student participation in the classroom. According to Benedict and Hoag (2004), by choosing their seating selection, students have an influence on their achievements in the classroom. For example, students who sit in the front row will easily understand the material, and they will have an easier time getting a good score. Unlike the students who sit in the back row, they have the opportunity to not to pay attention to the teacher's explanation, because their seat position is far from the teacher's attention. According to Parker, Hoopes, and Eggett (2011), proper seating in a classroom can affect students' involvement and participation in the learning process. In the absence of rules made by the teacher regarding the seating position, students may choose a seat based on their preferences even in the front, center, and the back row.

Seating position has several benefits. First, seating position can create a safe and comfortable class condition, so the students can learn optimally. According to Simmons (2015), comfortable situations in a classroom include room temperature, light, sound, and class density, which helps the students to make the teaching and learning process enjoyable. Second, seating position will

affect teachers' instruction, and students can interact with teachers closely. According to Fernandes and Huang (2012), good interaction will occur to the students who sit in the front row more often than the ones sitting in the back row or being hidden from the teacher's view. Third, seating position can help the students enhance their sense of responsibility and beliefs related to their learning. This means they will be responsible for the seat selection position. Lastly, seating position roles help the students develop their skills. This means that the students can help and work with others. According to Gremmen et al (2016), classroom seating position can affect students' skills and behavior, both in academic and non-academic achievements.

Students' Achievement

An achievement is the maximum result achieved by a person after they make the effort through learning. Wannarka and Ruhl (2008) indicated that an achievement is a proof of success that has been achieved by someone after the learning process. In the education field, achievement is the result of measuring students' abilities including cognitive, affective, and psychomotor factors. According to Zomorodian and Parva (2012), learning process can change, and it improve the quality of skills and the knowledge of students, both in terms of cognitive, psychomotor, and affective. After attending the learning process, they are given relevant tests to find out their learning outcomes. The results or scores are expressed in terms of numbers or sentences that explain the results of students' achievement in university, which is called as grade point average (GPA).

There are some students' achievement that can be seen from various aspects including the student skill and attitude. Wang and Boubekri (2010) reported that students' achievement is divided into 3 categories; first is students' skills and students' habits; second is students' knowledge and understanding; and third is student's attitude and students' hope. This shows that each student has different abilities, behaviors, and expectations. Although the same materials taught by the same teacher and same teaching strategies, the result of each student is different.

Factors Influencing Students' Achievement

An achievement can be influenced by several factors. According to Fakeye and Ogunsiji (2009), there are several factors that can affect students' achievement. The factors can be grouped into two parts: internal factors and external factors. Internal factors are factors derived from the students themselves that may affect their achievement. This factor can be further divided into two groups: physiological factors and psychological factors. Physiological factors are the factors related to the physical and spiritual state of students, as well as the five senses of students. On the other hand, psychological factors include intelligence, attitude, and motivation. External factors are the factors which come from outside of students. The external factors include family environmental, school environments, and society environments.

Based on the explanation above, classroom seating position is included in the external factor of school environmental. Wambugu and Changeiywo (2008)

found that creating a good class environment can be influenced by seating selection in the classroom. During the learning process, the teachers and the students will spend most of their time in the classroom, so the achievement and success of the students are affected by the comfort and condition of the classroom environment.

The Correlation between Classroom Seating Position and Students'

Achievement

There is a reason why students choose their seat based on their convenience. Certain areas in the classroom can produce certain behaviors and attitudes that reflect the purpose in learning. Some students choose seats based on their preference or how much they are involved; how they are performing; and how much their motivation in that particular class is. Sitting in the front row can increase students' participation and potential. The students can see, hear, and interact directly with the teacher. It is in line with Kalinowski and Toper (2007) who found that the interaction performed by the teacher to the students and the students to other students can be influenced by the classroom seating position. However, if the students sit in the back row, the students will consider do something that may distract them from paying attention to the teacher such as chatting with friends or playing mobile games. Generally, many of those students do not finish any given assignments on time. However, in the university, the students also sit in the back row because of other factors such as being late, or because their seat is already taken by other classmates (Benedict & Hoang, 2004).

In summary, the students should consider in selecting their seating position based on their ability, because it is one of the learning achievement factors. Fernandes et al (2011) argued that the position of student seats correlates with their achievements in the classroom. Furthermore, the students who prefer sitting in front row to sitting in the back row, must pay attention to the teachers. By doing this way, they have an easier access to the material. In contrary, the students who prefer sitting in the back row to sitting in the front row have many opportunities to not to pay attention to the teacher during the learning process.

Related Studies

There are several studies that examine the correlation between classroom seating position and students' achievement. The first study is conducted by Malif, Sabastiano, Cardoso and Meirelles (2015). The research discusses the relationship between students' positions in the classroom and school performance. The aim of the research is to analyze whether or not the position of students in classroom is correlated with academic performance, and which factors might be involved. The sample consisted of 16 classrooms in a school year bimester, in which each classroom contained around 30 students. Each student's position was registered in classroom maps, and the reasons for the students' seat choice were gathered by a questionnaire. School performance and classroom absences of each student were collected directly from the teachers' register notebook. The method used in the research was quantitative, while the instruments used in the research were measured the mean grade at the end of the semester and percentage of absence and questionnaire. They found out that students who sat in the front row had a

better performance, and they had missed only a few classes. Moreover, the main reason to sit in a front position was their motivation for learning. The research suggested that school performance is associated to students' position in the classroom because both are affected by the student's motivation for learning. The study has similarities with my study in terms of the method and instrument. Thus, this study supports my research.

The second study was conducted by Ngwere et al (2013). The research discussed the influence of classroom seating position on student learning gains in primary schools in Kenya. The aim of that research is to examine the contribution of classroom students' seating positions to learning gains. Data were gathered from a sample of 1907 grade six students who sat on the same seat twice over an interval of about 10 months. They were drawn from a random selection of 72 low and high performing primary schools. The method used in the research was quantitative, while the instruments used in that research were survey design and assessment to gather the data. The result of multi-level regression show that sitting in the front row in a classroom led to higher learning gains of between 5% and 27 % compared to sitting in other rows that were farther away from the chalkboard.

However, there are some differences between the research above and my research. First, that study used survey design and assessment to gather the data. However, in this research, the researcher used questionnaire and GPA to gather the data. Moreover, the research done by Ngwere et al (2013) was conducted in

primary school in Kenya, and the writer did the research at English Language Education Department at one private university.

Conceptual Framework

This research highlights three points which are the students' classroom seating position, the students' achievement, and the correlation between classroom seating position and students' achievement. The first item that the researcher wants to find out is the students' classroom seating position. The researcher analyzed the students' classroom seating position by giving a questionnaire that answers the first research question. The second item that the researcher wanted to find out is about the students' achievement. The researcher analyzed the students' achievement by looking at the final score or GPA to answer the second research question. Furthermore, after finding the first and the second research questions, the researcher wanted to find out the correlation between classroom seating position and students' achievement by analyzing the result of the first and second research question. Finally, the conceptual framework of this research can be figured out below:

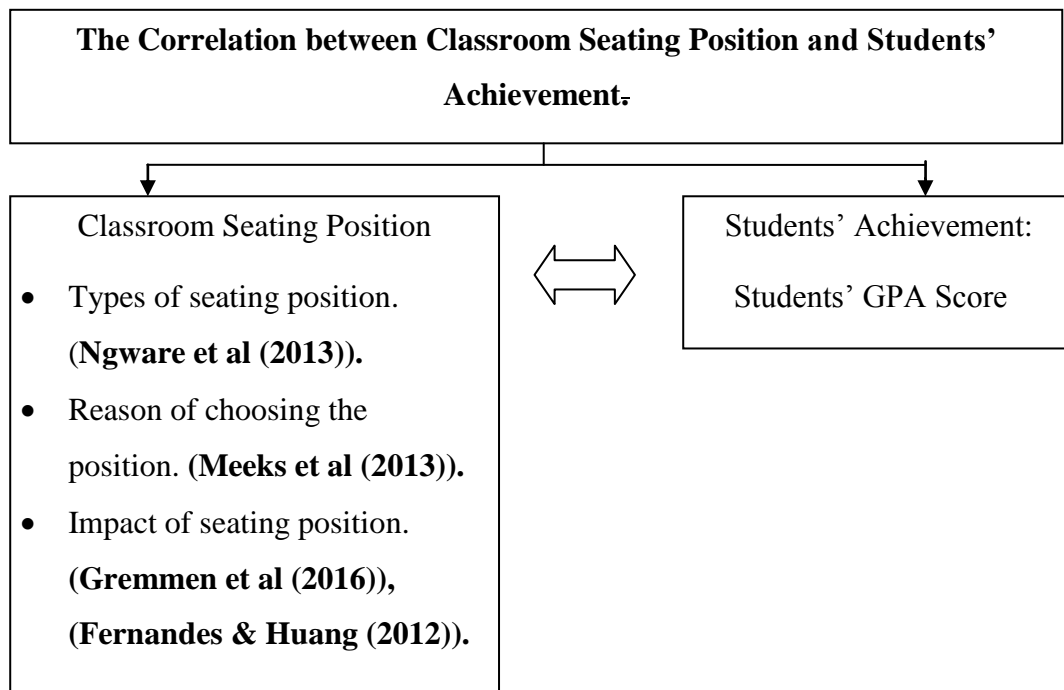


Figure 1. Conceptual Framework

Hypothesis

The main purpose of this research is find out the correlation between classroom seating position and students' achievement. For this reason, the hypothesis of this research is:

H1: There is a correlation between classroom seating position and student's achievement.