RELATIONSHIP BETWEEN STUDENTS' SEATING POSITION AND STUDENTS' ACHIEVEMENT AT JUNIOR HIGH SCHOOL

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Abstrak.
Penelitian ini dilatarbelakangi oleh ketertarikan peneliti untuk mengetahui apakah ada hubungan antara posisi tempat duduk siswa dengan prestasi belajar siswa kelas VII semester 1 tahun pelajaran 2021/2022 di SMP N 1 Talamau. Penelitian ini dilakukan dengan menggunakan penelitian kuantitatif dengan metode korelasional. Peneliti menggunakan cluster random sampling sebagai cara pengambilan sampel dalam penelitian ini. Peneliti melakukan uji homogenitas dan normalitas dengan melihat rata-rata nilai ulangan harian dari 3 kelas. Setelah dilakukan uji normalitas dan homogenitas, peneliti memilih kelas VII 3 sebagai kelas sampel sebanyak 26 siswa. Peneliti menggunakan kuesioner dan rata-rata nilai ulangan harian bahasa Inggris siswa sebagai instrumen dalam penelitian ini. Hasil penelitian ini menunjukkan bahwa tidak ada hubungan antara posisi duduk siswa dengan hasil belajar $r_{xy} = 0,121$ dan t_hitung 0,377 lebih kecil dari t_tabel 0,388 ($t\_hitung < t\_tabel$).Dengan demikian dapat disimpulkan bahwa posisi tempat duduk siswa tidak ada hubungan dengan prestasi belajar siswa di SMP N 1 Talamau maka H1 ditolak dan H0 diterima.

Kata Kunci : Hasil Belajar, Posisi Duduk Siswa

INTRODUCTION

In an educational institution, the success of the teaching and learning process can be seen from the learning outcomes achieved by students. The learning outcomes are students' achievements that can be measured by student scores. The success of learning in schools will be realized from the success of student learning. Not all students can achieve competent learning success.

The success of students in achieve competent learning can be caused by internal factor and external factor. According to (Salsabila & Puspitasari, 2020) there are two factors that influence students' achievement, First internal factor such as state of health and body condition, attention, interest, talent and readiness, while external factor are school factors such as curriculum, teaching methods, school community relations, school discipline, learning tools, buildings and libraries. Factors that influence learning can provide positive support in learning, but can also hinder the learning process. The obstacles that occur have an impact on the learning outcomes of individuals who experience a learning process that is not as desired. Difficulties that are often experienced will be a very significant obstacle in the next learning process, because it can result in low student achievement. Therefore, teachers are expected to know and be able to overcome students learning difficulties to improve student achievement.

Position determines achievement. We often hear this statement in academic circles. The seating position of students in the teaching and learning process should have considered because seating position is one of the external factors that affect students' achievement. Seating position is one of the factors associated with increasing students' achievement. In addition, the seating position of students' seats needs to be attention in the physical environment of the class as well as the diversity of student characteristics and consider the suitability of the method used with the ultimate goal of learning .

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consider the suitability of the method used with the ultimate goal of learning . The condition and position of the seat can determine the learning activities of students in the classroom. This is because a comfortable seat will help students to be calm in learning. With the running of a conducive learning process in the classroom will produce good achievements also for students.

Students who sitting in the front of the classroom tend to good achievement than those sitting in the back (Benedict & Hoag, 2004) . This is because the students who sit in the front of the classroom will easy to understand and listen the explaination that given by the teacher. According (Perkins &Wieman, 2005) in their research found that sitting position has an influence on students Achievement. Parkin conducted his research on physics students in his class by changing the sitting position in the middle of the semester, so that students sitting in the back were moved to the front of the class. After he did the research student achievement did not change significantly between Students who initially sat in the front were then moved to the back and vice versa. If students learn well when sitting in the front then when they move to the back they will continue to study well. In short, in his research he explained that the seating position in a large lecture hall has a significant effect on student attendance, grades, and beliefs about physics.

However, According to (Kalinowski& Toper, 2007) recently challenged who conducted research on biology students, he did not find any effect of seating position on the seating position. Kalinowski also uses the same method as parkin in that the seating position is adjusted by Kalinowski. this statement they also did not find there is no affect between seating position and students achievement any difference in students' achievement between students' seating in the front and students seating in the back, what distinguishes Kalinowski's and Parkin's research is what reasons affect the students' achievement of their perspective students starting from the teacher who teaches, subject of study and large of the room.

In this research the researcher doing research at SMP N 1 Talamau based on the practical teaching researcher in class VII SMP N 1 Talamau in the 2021/2022 academic year students during 4 month. However unlike ParkinWeimen and Kalinowski Mark L. Taper students' seating position selected based on students' preference not set by the teacher. There are some children who can focus on sitting near the teacher. There are also children who are easy to focus when sitting in the back. Therefore this will make the students' achievement of students who sit in front will be different from students in the back.

METHOD

The writer used quantitative research. To collected the data writer used two instrument questionnaire to identified students' seating position and students' daily English score to identified students' achievement. Research question in this research "is there correlation between students' seating position and students' achievement in learning English for seventh grade junior high school. Writer made questionnaire according to (Malif et al., 2015). In this research writer used cluster random sampling to chose sample research after doing homogeneity and normality test from English score to all students seventh grade SMP N 1 Talamau. To analyzed the data the research used SPSS 16. And manually. Population in this research is 79 students and after doing homogeneity and normality test used SPSS 16 writer chose VII3 as sample research with the result normality test was 0,799 and homogeneity test 0,343.

Writer collected the data during 3 days. First day, writer doing try out 25 questionnaire to 20 students that have chose randomly. Result try out questionnaire used scale likert thereare5 question did not valid therefore writer used 20 questionnaire to distributed for students' as sample in this research. Second day, the writer collected the 3 daily English score from English teacher at SMP N 1 Talamau. After that writer found the average from 3 daily English score. Last day, writer distributed 20 questionnaire to 26 students VII3 as sample research. Questionnaire in this research to know about students' seating position and daily English score to know about students' achievement.

After collected the data writer analyzed the data used SPSS 16. And manually used formulation pearson correlation. Significant to 26 sample is 0,388. If tcounted is biggest from t table there is significant and correlation between students' seating position and students' achievement in learning English (H1). If t count is smaller than ttable there is no correlation between students' seating position and students' achievement in learning English (H0).

FINDING

After the researchers analyzed all the data on student seating positions with student achievement, the researcher found out that there was no relationship between seating positions and student learning outcomes. From this study it is explained that the relationship between student seating positions and students' achievement in seventh grade SMP N 1 Talamau. The result from analysis data is only 0.121 calculated using SPSS 16 which is 0.121 smaller than 0.20. This indicates that there is no relationship between students' seating position and students' achievement if tt_{count} is more smaller than t_{table}. The result of research can be described with scatter plot:
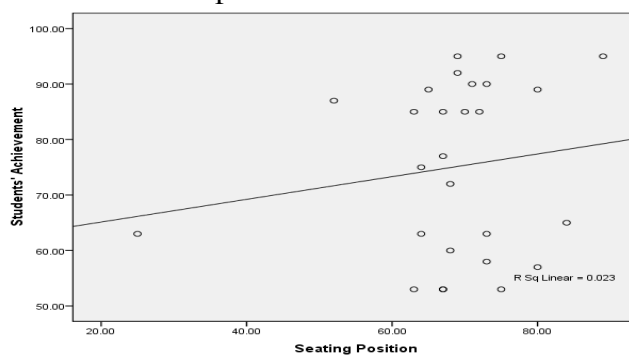
The scatter plot above how that there are many points that are scattered and spread, so this shows that there is no relationship between seating position and students' achievement. If the distribution of the points clustered in a clear linear form from left to right, then the correlation between the variables x and the valid Y was strong.

DISCUSSION

After the writer got the data, writer analyzed the data used SPSS 16 and manually. In this step, the researcher put the data into table of scoring. The researcher used manually for scoring students' seating position. The result of students' seating position from seventh grade students were input it to the tabulation. In the tabulation, X represented the students seating position score and Y represented as their students' achievement. The total score of students' seating position ($\sum X$) were 1786 and total score of their students' daily English score ($\sum Y$) were 1825. Then, the researcher square of students' seating position score ($\sum_X 2$) were 126060 and the square of their students' daily English score ($\sum_Y 2$) were 131569. Last, the researcher got total score of cross product $\sum XY$ were 125779. Correlation from the data is 0,121 used SPSS16. It can show from the table below:

Correlations

	X	Y
Pearson Correlation	1	.121
Sig. (2-tailed)		.555
N	26	26
Pearson Correlation	.121	1
Sig. (2-tailed)	.555	
N	26	26

From the data above it means that there is no correlation between students' seating position and students' achievement because t_{count} 0,121 is smaller than t_{table} 0,20.

Correlation interval can see from the table below:

<0,20	No Correlation
0,20 - 0,40	Low Correlation
0,40 - 0,70	Middle Correlation
>0,70 – 0,90	Strong Correlation
>0,90 – 1,00	Very Strong Correlation

(Adopted from sarwono (2006:150)

In the correlational research, there are coefficient correlational interval. This research used Pearson product moment correlation. The magnitude of the correlation is between 0-1. Correlation can be positive which means in the same direction : if the first variable is large, then the second variable is large too. Negative correlation which means opposite: if the first variable is large, then the second variable gets smaller. From the explanation it means that 0,121 categorized no correlation. The next point is about further testing to determine whether the correlation coefficient obtained can be used to generalize or represent the population, then the significance test of the the test is used. Then the r value of pearson obtained was used to calculate the value of t count. The t_{count} formula was used to measure the significant correlation between students' seating position and students' achievement. To found the significant correlation, the result of t_{count} compare to t_{table}. If t_{count} was bigger than t_{table} in certain degree of trust, it meant significant or meaningful. Other whise, if t_{count} smaller than t_{table} in certain degree of trust, it meant no significant or not meaningful. Based on the data that has been analyzed by the researcherResult t_{count} is 0,377, t_{table} for 26 students is 0,388,it means that students' seating position and students' achievement no significant and no correlation $t_{count} < t_{table}$.

Based on the analyzed the data above writer conclude that there is no correlation between students' seating position and students' achievement in learning English at seventh grade SMP N 1 Talamau. Seating position is not one of the factor that affect students' achievement because seating position at SMP N 1 Talamau selected by students preference. Therefore, students' who sit in the back doesn't necessarily mean they has bad achievement. Because there is a students who can focus in learning when they sit in the back. Besides, the class used when studying is not too large it can make the students seat in the back not difficult to understands and listen the teachers gave material study.

CONCLUSSION

This research aims to find out the students' seating position, the students' achievement, and the correlation between classroom seating position and students' achievement. The research was conducted at English Language Education Departemt at Universitas PGRI Sumatera Barat. The respondents involved in this study were 26 seventh grade students at SMP N 1 Talamau 2021/2022 academic year. The instrument used to gather the data was a questionnaire. The researcher used cluster random sampling to choose the respondents. After collecting the data, the researcher analyzed it using SPSS 16 program and manual.

Referring to the findings in the previous chapter, the researcher could draw following conclusions, by using the 0.05 or 5 percent level of significance, the researcher found t counted was higher than t table, where t_{count} was 0,377 and t_{table}.was 0,388 . The result of research there is no correlation between students' seating position and students' where the coefficient correlation between them both was 0,121. It could be concluded in seating position, is not the biggest factor gave influence for students' achievement.

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