CHAPTER II
REVIEW OF RELATED LITERATURE

A. Motivation

Bomia Said that motivation is a student’s willingness, need, desire and compulsion to participate in, and be successful in the learning process. Keller said that Motivation is an important factor in learning as argued earlier. Motivation is the ‘neglected heart’ of our understanding of how to design instruction. According to Dornyei the meaning of the term motivation is concerning the direction and magnitude of human behavior, that is: first the choice of a particular action, second the persistence with it, third the effort expended on it.

Motivation is one of the most important to help a person can have en route to self improvement. It is something we need on a daily basis. Without motivation, our thoughts of self improvement will dissipate and fade quite rapidly. We will be looking for reasons or excuses not to continue with any program of self improvement. The chances are, what if we have got this far, we have some motivation to improve our self in one way or another. That is the first motivation we need: the motivation to be motivated. It shows

2 Zoltan Dornyei, Teaching and Researching Motivation, loc.cit.
awareness that to continue on the route to self improvement, our motivation will play an important part. It will help to reinforce that if we remind our self on a daily basis.³

Someone who is motivated means he/she is moved to do something. Someone who feels no inspiration to act is characterized unmotivated, whereas someone who is energized or activated to act is considered motivated. Most everyone who plays and works with others need motivation. Most theories of motivation reflect these concerns by viewing motivation as a unitary phenomenon.⁴

The teachers usually wish to know how they can intervene, that is, what they can actually do to motivate their learners. The various technique or strategies can be employed to motivate students in classroom. The purpose of motivational strategies is to enhance students’ motivation, as well as maintain ongoing motivated behavior and protect it from distracting and competing action.⁵

According to Douglas Brown there are two theories of motivation in terms. There are two traditional views of motivation that accounts for human behavior that through a behavioristic paradigm and the other is a cognitive paradigm. These are described below:

⁵ Zoltan Dornyei, *Teaching and Researching Motivation*, op.cit., h. 121.
B. Theory of Motivation

1. A Behavioristic

Skinner or Watson (a behavioristic psychologist) would stress the role of rewards or punishments in motivating behavior. For example, human beings who are living organisms will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce their behavior; it is to persist. A behaviorist defines motivation as the anticipation of reinforcement, which we do well to heed the credibility of such definition. Reinforcement theory is a powerful concept for the classroom. The learners pursue goals in order to they receive externally of reward. For example, praise, gold star, grades, certificates, diploma, scholarship, careers, financial independence, and happiness.

2. A Cognitive

A mount of cognitive psychological’s point of view offers quite a different perspective on motivation. There are three theories of cognitive:

a. A Drive Theory

It sees that human drives as fundamental to human behavior claim that stems of motivation come from basic innate drives. There are six different drives exploration, manipulation, activity, stimulation, knowledge, ego enhancement. These drives the act to probe the unknown, control our
environment, be physically active, be receptive to mental, emotional, or physical stimulation, yearn for answer the questions, and build our own self-esteem.

\textbf{b. Maslow’s Hierarchy of Needs Theory}

The importance key here is a person who is not adequately energized to pursue from the higher needs until the lower needs of pyramid have been satisfied. Maslows’ theory advices us that the activity in the classroom must be considered motivating then it need not be innovative or inspirational. The example of those needs are a person who is hungry or cold, who has gotten little sleep, has little motivation to see those pressing physical discomforts to pursue anything higher. He needs for safety.

\textbf{c. Self-control Theory}

This theory focus on the important of people deciding for themselves what to think, feel or do. It is defined by making our own decisions than reacting to others. Motivation is highest when a person can make his own choices, whether he is in short term or long term context. For example, when
the learners have opportunities to make their own choices about what to pursue and what not to pursue it, they are fulfilling this need for autonomy.  

C. Types of motivation

Deci and Ryan said that in self-determination theory distinguish between different types of motivation based on the different reasons that give rise to action. The distinction is between intrinsic motivation, refers to do something because it is interesting or enjoyable inherently and, extrinsic motivation refers to do something because it leads to a separable outcome.  

There are three subtype of intrinsic motivation:

- to learn (the teacher is engaging the students in an activity for the pleasure and satisfaction of understanding something new, satisfying one’s curiosity and exploring the world)

- toward achievement (the teacher is engaging the students in an activity for the satisfaction, coping with challenges and accomplishing or creating something)

- to experience stimulation (the teacher is engaging the students engaging in an activity to experience pleasant sensation)

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There are four types of extrinsic motivation:

- *External regulation* refers to self-determined form of extrinsic motivation, it comes entirely from external sources such as rewards or threats (e.g. teachers’ praise or parental confrontation)

- *Introjected regulation* that the students accept as norms to be followed in order to not to feel guilty (e.g. the rules against playing truant)

- *Identified regulation* occurs when someone engages in an activity because he or she highly values and identifies with the behavior, and its usefulness (e.g. learning a language or English which is necessary to hobbies or interests)

- *Integrated regulation* is the most developmentally advanced form of motivation, involving choiceful behavior which has values, needs, and identity. (e.g. learning English because its proficiency is part of an educated cosmopolitan culture one has adopted).

  Deci and Ryan, 1985 report that people will be more self-determined in performing a particular behavior to the extent they have the opportunity to experience or to action. Deci and Ryan see these as fundamental human needs that individuals seek to satisfy.

There are three self-determined:

- *autonomy* (the students experience oneself as the origin of one’s behavior)

- *competence* (the students feel efficacious and have a sense of accomplishment)
- *relatedness* (the students feel close to and connected to others)\(^8\)

### D. Some Ideas for Motivating Students

1. **Explain**

   The teacher should spend more time explaining what is expected on activities or assignment. It is to make the students understand about the activities will be done.

2. **Reward**

   Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. Rather than批评ing unwanted behavior or answers. The teacher can give some rewards for the students, such as the exemptions from final exams, verbal praise, and so on for good performance.

3. **Care**

   Teacher can help the students by sharing parts of him/her with students, especially little stories of problems and mistakes they made. Such personalizing of the student/teacher relationship helps students see teacher as approachable human beings and not as aloof authority figures.

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\(^8\) Zoltan Dornyei, *Teaching and Researching Motivation*, op.cit., h.28-29.
4. **Have students participate**

   The active involvement of students in their own learning is the key of motivation. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson.

5. **Teach Inductively**

   This is kind of teaching inductively. By beginning with the examples, evidence, stories, and so forth and arriving at conclusions later, we can maintain interest and increase motivation, and also teach the skills analysis and synthesis.

6. **Satisfy students' needs**

   Many students have a need to enjoy in active ways. On the other hands, they need to be noisy and excited. Students' basic needs have been identified as survival, love, power, fun, and freedom. In this case the teacher should allow them to choose from among two or three things to do, and two or three paper topics, two or three activities.
7. Make learning visual

It was recognized that memory is often connected to visual images. Actually there are many students tend to learn by learning visual. The ways that you can use is remembering the image of a column or statue would provide the needed stimulus to remember the next hundred lines of text. Use drawings, diagrams, pictures, charts, graphs, bulleted lists, even three-dimensional objects you can bring to class to help students anchor the idea to an image.

8. Use positive emotions to enhance learning and motivation

Emotions can be created by classroom attitudes, by doing something unexpected or outrageous, by praise, and by many other means. We can make something fun, exciting, happy, loving, or perhaps even a bit frightening, students will learn more readily and the learning will last much longer.

9. Remember that energy sells

Be energetic in our teaching is a motivating factor in itself; adding energy to the ideas we want to convey will enhance learning and commitment to the ideas. We can use many aids such as animation, movie, etc. for our teaching activities to make the students active and creative.9

E. Audio-visual aids for teaching technique

Audio-visual aids are methods for communicating with other people. There are many varieties of audio-visual aids which can be used for English teaching. However the teacher has to select aids which are appropriate to the method. Audio aids communicate through the ear to the mind. It takes the form of music or tape recording, television, record, sound film, etc. whereas visual aids communicate through the eyes to the mind. It includes film, slides, videos, overhead projection, books, photographs, models and charts.\(^\text{10}\)

Learning aids are instructional materials and devices through which teaching and learning are done in school. The examples of learning aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustrated pictures, pictorial materials and other two dimensional objects.

There are also audio-visual aids. These are teaching machines like radio, television and all sorts of projectors with sound attributes. It is interesting to note that a large percentage of trained teachers and those undergoing professional training courses can teach with some of the learning aids. They do so consciously because they know that the use has positive

\(^{10}\) Scout, *Audio and visual aids*, (London: The Scout Association, information center, 1999), hal 1.
effect of learning outcomes as their cognate experience during teaching practice supervision reveals.

In a going action research by investigators in Winneba district, a survey sample of teachers with several years of teaching experience between three and twenty-five years, claim that learning aids improve methodology. They also claim that learning aids reduce the teachers’ talk and chalk method, it is exciting to use various audio-visual aids in teaching.\textsuperscript{11}

F. The Language Laboratory

Language laboratories are not new in the repertoire of language learning tools. The language lab seems to be a more unnatural context than a regular classroom. However, the laboratory can offer advantages for both students and teacher which can be superior to other language learning situations. For the students, able to speak and listen at their own pace, resulting in decreased anxiety and a greater willingness to take risks.

By recording and listening to the students’ own voice, they are also able to monitor their own performance, recognize their own strengths and weaknesses, and evaluate their own progress over time. An additional advantage in gaining familiarity with the language lab is the greater comfort

\textsuperscript{11} Dr. Lade Adeyanju, Teachers Perception of the effects and use of learning aids in teaching: a case study of Winneba basic and secondary schools, (November 15, 2003), http://ultibase.rmit.edu.au/Articles/nov03/adeyanju1.htm
with the growing field of language learning technology overall and the confidence in accessing materials independent of a classroom environment.

For the teachers, the advantages are in the ability to individualize instruction according to the different learning styles and needs of the students. The teachers are able to monitor and evaluate individual students’ performance, correct errors on an individual basis, and ensure that both shy and outspoken student participate on an equal basis. The lab also provides opportunities to enhance the quality of instruction by providing variety to stimulate student interest.\textsuperscript{12}

There are various Language labs which can be used to teach language subject include English. One of language lab is CALL, is now perceived as something that is inherently different and/or complementary to classroom teaching. There are several advantages that can improve learning by using CALL:

- Using combination of different sources and media (texts, images, audio, video, recording, Internet).
- Wider diversity of activities.
- A greater variety of linguistic input in context with authentic language models.
- Access to enormous linguistic corpora and databases.
- Inner interactivity with materials that make auto correction and negotiation of meaning possible and external interactivity with other channels of communication between class members and distant learners.
- Possibility of creating different itineraries of learning and tutorial feedback.
- Autonomous independent learning and individual control.

\textsuperscript{12}Helen Huntley, \textit{Revitalizing the Language Laboratory}, (4 April 1998). http://members.tripod.com/~WVESL/huntley/huntley.htm
✓ Tools for the creation of individual and group projects.
✓ Learning comes out of the classroom and teaching acquires a ubiquitous dimension.
✓ A friendlier environment of learning is provided, where there are fewer risks of failing and learners can develop self-confidence with greater freedom to experiment and repeat as many times as needed.
✓ The students can publish their writings with an authentic audience.
✓ They can share their learning and knowledge with students from other countries and become part of the global web community by improving their digital literacy\textsuperscript{13}.

G. Speaking Proficiency

There are five points to improve speaking proficiency. These are the level:

1. Eloquence

Eloquence is fluent, forcible, elegant or persuasive speaking in public. The term is also used for writing in a fluent style. Besides, eloquent is having the ability to project words fluidly out of the mouth and the ability to understand and command the language in such a way that one employs a graceful style coupled with the power of persuasion, or just extremely graceful in the interpretation of communication\textsuperscript{14}.

2. Fluency

Basically speaking fluently does not mean speaking fast. It means the students have quick reaction and response when they talk to student else even in debate contest moment. Sometimes it takes the candidates a long stop before they can say any word or can not converse at all while in the test because they can not understand the questions asked by examiner. When students are communicating, they seldom exchange their ideas thoroughly. A way used to express a meaning in a second or foreign language, by a learner who has a limited command of the language. Trying to communicate a learner may have to make up for a lack of knowledge of grammar and vocabulary, by using such means as avoidance, topic conversion, paraphrasing, and so on.\textsuperscript{15}

3. Pronunciation

Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The better our pronunciation, the better people will understand our pronunciation and the easier we will find it to understand them.\textsuperscript{16} There are two points of pronunciation skills; stressing and intonation. Stressing is strength of signal that will be shown by the height of the waves. The height of the note depends on the speed of opening and closing of the vocal cords. More vibrations of the larynx (up to 800 per sec) show up more

compact waves. Intonation is the rise and fall of the voice (pitch contour). The frequency will be shown by the closeness of the waves (high frequency will be shown by waves which are closer together). O'Connor & Arnold believe that intonation goes with attitude. Attitude is not conveyed by pitch alone. There's more to context than just pitch.

As movement of pitch is heard on stressed syllables in the English language, practice of English intonation and stress patterns are closely linked. However, it focuses specifically on word and sentence stress. A Pronunciation of Dictionary is recommended as a reference source to check where syllable stress occurs within words. Practicing placement of stress within sentences is also essential if learners become good listeners and communicators, since the same sentence can take on different meanings depend on where the speaker chooses to place the primary stress. 17

4. Grammar

Grammar is an aspect of language about which learners have different opinions. Some learners are very interested in finding out or learning grammar rules and doing lots of grammar exercises. Others hate grammar and think it is the most boring part of learning a new language. Whatever opinion we have, however, we cannot escape from grammar; it is in every sentence we read or

write, speak or hear. Grammar is simply the word for the rules that people follow when they use a language. We need those rules in the same way as we need the rules in the game. If there are no rules, or if everybody follows their own rules, the game would soon break down. It's the same with language; without rules we would not be able to communicate with other people.

These are some advices that may help us to learn grammar more effectively:

a. Be aware of grammar. Think about grammar. Notice the aspects of English grammar that are the same or very similar in our language. Notice also the way that English expresses an idea differently how it is done in our language.

b. Read a lot of English books - this may sound strange but in fact all the time we are reading English (and also listening to English), we are taking in models of correct grammar that will help us in our own writing and speaking. It will help us when we express our ideas and when we come to check our work.

c. Concentrate on the aspects of grammar we personally find most difficult. (If we don't have any idea what aspects of English grammar cause us most problems, ask our teacher!) Particularly in our writing we can focus on these aspects for special care and attention when editing our work. It is more difficult in speaking, of course, but even here we can sometimes take a fraction more time to try and get that particular element right. For
example, if we are retelling a story in the present tense, we could keep reminding our self that we need an -s in the 3rd person singular.

d. If we don't like to do grammar exercises or to be taught grammar, then it's more important that we follow the advice in the paragraphs above. We should try to work out the patterns and rules of the language for our self.

e. If we like to do grammar exercises, then go ahead. But we are good at grammar an exercise does not mean we will not make mistakes in our own work. If we decide to do grammar exercises, try to go beyond just filling in gaps or doing multi-choice answers. Write out some sentences of our own that follow the same rule that we are practicing.

f. Learn the common irregular verbs. If you can use these verbs automatically, it will give you more time to concentrate on other aspects of what you want to say. They are easy to learn if we say them to our self many times. 18

5. Vocabulary

There are three advices for learning foreign language vocabulary. First, it is often helpful to memory to help us to retrieve the word or meaning that we want to remember. Second, we need practice in recalling the word. Third, we need to hear, see, and understand the word repeatedly in its various

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forms and in its most typical contexts. The following points, or some combination of them, may help us find our own best way to learn vocabulary:

a. Use flash cards

It is the quickest way to get the repetition that we need on the words that we need to repeat. Using index cards or a pack of blank business cards, write the target words and phrases on the cards, putting one language on the front and the other on the back. As we review the words, proceeding through the stack, separate the words into two piles whether we understand immediately or not.

b. Think of cognates and usages

Think of words directly related to the word in question (cognates) or from common phrases that use the word. The cognate is rarely the exact equivalent of the meaning of the original word. For example, “fidelis” (an adjective) does not mean “fidelity” (a noun).

c. Visualize and vocalize

Meditate on an image that the word represents or suggests as we say it aloud. For example, we remember the word then practice it from someone who has ever heard.

d. Use the diglot weave

The way to use it, that we have to insert foreign words into English sentences until we get their meanings quickly. For example: zindegï means life, so repeat to yourself several sentences.
e. Practice the key-word or key-sound or key-letter technique

   We must think of a word (called the key-word) based on the first syllable of the foreign word (or on the sound of the whole word) and then make up a story or an image involving both this key-word and the meaning of the original word.

f. Read, write, and recite phrases

   The way is discovering, creating, and reviewing many comprehensible phrases using the word to be remembered. This helps us to deep-process the word by working it into a whole web of meanings.

g. Repeat, repeat, and repeat again

   In this section we must often repeat over and over again the word, especially for memorizing important parts and forms of words, sometimes only repetition will secure our memory for certain hard-to-retain items.

a. Attend, Echo (repeat), and Associate

   Sometimes we are thinking of something else when the name is spoken. (We need to attend to what is said and really hear it). At other times we hear the name, but we fail to refresh our memory immediately by repeating the new name to ourselves or others in conversation. (We need to Echo the name shortly after hearing it.) Finally even if we do these things, we might still quickly lose the name if we leave ourselves without some feedback to it. We have no feedback if we do not connect the name with something or someone else we know. (We need to associate the
name with something that is already meaningful to us. This practice helps
us note similarities and differences and deepens on our original attention.)

b. Read freely and abundantly

We can increase our vocabulary through free voluntary reading. However some linguists claim that we must have first acquired about 3000
to 5000 word-families, so that we will be able to know enough of the
context to begin to construct accurate meanings for the words that we do
not know.19

H. ‘Fun with English’ media

‘Fun with English’ is English language learning for the learners in
secondary school. It is one of learning program on television by using various
technique of teaching such as pronunciation, dialogue, picture, and game.
‘Fun with English’ program belongs to audio-visual aids for teaching method
that become model of teaching technique in classroom. In teaching English
process we use lab to make it run smoothly. Laboratory is a kind of micro
teaching by using multimedia aids. For instance tape recorder, television,
video, computer, even internet, etc.

19 Saint Louis University, Advice for Learning Vocabulary, (June, 1 2006).
http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/grammar/lvocab2.html
The teacher uses video record of ‘Fun with English’ to know students’ performance individually based on the material. Besides, by using video record the teacher can repeat the material so that the students more understand about the dialogue of the drama. In ‘Fun with English’ there is the host who is expert in English language or native speaker and gives direct instructions to the students who watch video live. Besides, there is the host who repeat the instruction by using media else such as using picture.

‘Fun with English’ presents various techniques; involve pronunciation, dialogue, picture, game that makes the students interested in it. ‘Fun with English’ tells them a drama that is played by some actors and actresses, and the name of drama is “my new secret diary”. In the drama they do conversation each other based on the theme of drama. It is very interesting because they can imitate their pronunciation. The host will explain from their conversation to make us understand it.

‘Fun with English’ takes from television in twice a week on TVRI. The students can watch ‘Fun with English’ twice and the time is about 35 minutes. They can watch on Monday at 07.30 Am. and Wednesday at 2.00 Pm. In ‘Fun with English’s activity the students can write and read dialogue. Besides, ‘Fun with English’ can help them to improve their speaking by practicing the dialogue of the drama and pronunciation.

‘Fun with English’ can help the students to improve their grammar skills. ‘Fun with English’ gives the students many materials that can make
them understand several kinds of sentence, for examples passive sentence and active sentence, they can know kind of modal, etc. besides, they can also make some expression to ask permission by using modal. From the materials that are given through ‘Fun with English’ the students can also enjoy with the games and pictures.

The technique of ‘Fun with English’ that is used is unique and fun for the students because it is available animation or cartoon as a decoration of background. The advantage of Learning by using ‘Fun with English’ is the students get many skills to master English skills involve speaking, pronunciation, grammar, vocabulary. Techniques of ‘Fun with English’ can be read clearly below.

I. Technique of ‘Fun with English’

Generally there are four techniques of ‘Fun with English’ that is given:

1. Pronunciation

It is a kind of pronunciation instruction that is commanded by the host. The instruction of this is He says one word then the students repeat after him.
It is easy for them to follow him. It is not only one vocabulary but also some vocabularies will be given. The vocabularies are taken from the conversation. We can look at the picture. We can follow the instruction and watch the word on it.

It is a good idea to try to imitate English words whenever we are listening to anything in English (watching TV, watching a movie, etc.). We should also try to pronounce English words. Once our mouth and tongue get used to the new sounds, we will not find them difficult at all. We will need at least some talent for imitating sounds (for instance, if we can imitate people in our own language, it should be easy for us to pronounce English). However, if we don't have these skills, we can achieve a lot with persistence and a little technology. One helpful technique is to record our voice and compare it with the correct pronunciation. This way, we can see where our pronunciation is different from the original and we can gradually make it more native like.20

20 Tomasz P. Szynalski, How to learn English pronunciation, (March, 29 2003), http://www.antimoon.com/how/pronunc-how.htm
2. Pictures

It is one picture of vocabulary. It is presented to explain the word by using picture above. The picture is explained by the host using the clues to guess the meaning of the words. We can look at the picture above. It is interesting because the students can guess the meaning of the words from the clues and the picture. Surely the students will understand the meaning of word.

Most learners are visual minded, so pictures are a great help in teaching. The picture reminds the learners of words’ meaning and helps them to communicate. The picture help the teacher save his/her voice. There are the ways which can help the teacher using the picture:

a. When selecting a picture, some points should be kept in mind: the picture should be large enough for the entire class to see clearly. Small pictures can be used for pair work, group work, and games.
b. The picture should illustrate, at first glance, the point under the study.
c. The colored pictures are more effective than black and white ones.
d. The picture should fit into cultural pattern of the learner.
e. The picture should tell the learner something familiar to connect it with real life.
f. The pictures should be labeled to ease classroom practice.
g. Pictures should not be confusing.\(^{21}\)

3. Dialogue or Conversation

It is a conversation that is played by the actor and the actress. It is a kind of passive voice expression. They use passive sentence when they talk. As we know on that picture that they do not mention the pattern to show passive voice expression, so we can understand passive voice from their expression. It makes us think on our mind to know the formula of passive voice. It needs our concentration to understand the meaning.

The other expression of the conversation is using modal auxiliaries to ask permission to others. There are many expression of asking permission: May I leave the class early?, Can I make him some porridge, mom?, Can we cancel it?, and many others. From this conversation or dialogue the students can remember and write it then they must practice to ask and answer each
other. It is to know the pronunciation of them and to know their understanding about conversation.

Most conversations or dialogue only require the basic communication skills that everyone has the ability to speak what is in our mind, listen to others and ask questions. Dialogue is about common participation in which we are not playing a game against each other but with each other. Dialogue involves sensitivity, being able to sense that something is happening, to sense the way you respond, the way other people respond, to sense the subtle differences and similarities.\(^{22}\)

4. Games

In the last technique, it is time for games. Look at the picture above! It is the jumbled games. The rule of this game is arranging the word become a sentence, it is based on the conversation. The students just remember the conversation before to make them easier to guess this game. In this game there is the time duration for thinking the answer, then matching the correct

answer based on the picture. There are kinds of game in ‘Fun with English’, not only jumbled game but also many others. For example match the word or sentence, fill the blank, make a sentence of dialogue, and so on.

The students learn better through experiential games as part of a coaching learning environment than through a presentation. Using games improves the learning process by creating an environment where people's creativity and intelligence are engaged and addressing the different ways in which different people best learn; through movement, hearing, and seeing. Games must also allow for reflection. That is, they must be debriefed. In many instances they need to be facilitated. Games have a strong place in an organization’s learning environment. They are very effective learning tools for people. Encourage the students to play them.23

From the various techniques of ‘Fun with English’ that is delivered to the students to help them to improve their motivation to participate or pursue the instruction. Usually the students can be motivated by using media such as ‘Fun with English’ does.

23 Kevin Dwyer, Using Games to Embed Learning, (Saturday, May, 19 2007) http://searchwarp.com/swa214327.htm
J. The Seating Arrangements

Seating arrangements are a main part in a teacher plan for classroom management. Not only the teachers need to consider the physical arrangement of the room but also the nature of the students involved. The consideration in arranging the physical environment of the room is so that teaching and learning can occur as efficiently as possible. The teacher needs to be able to walk around the room without students having to move their desks.

The teacher needs to take into account that students seated in the center or in front of the classroom tend to interact more frequently with the teacher and a number of behavioral problems tend to increase as the students sit farther from the teacher. Also students in the back and corners of the room are more likely to be off task than those close to the front or to the teacher. Use the seating arrangements of students to benefit the students. There are many seating arrangements that the teacher can use. Six common arrangements are cluster, rows, table rows, semi-circle, pairs and centers or activity zones.  

Most classrooms contain students with a variety of skills levels. It is necessary to get and to know the students, in order to place them in mutually helpful locations place a strong reader. For example close to an improving reader. In addition, position students with well developed independent work

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habits close by those with improving work habits. Often this leads to a win situation. The improving reader or worker improves even more and other student has an opportunity to view how their input can help a classmate.25

K. Feedback

The students’ feedback has the impact it deserves by the manner and approach that we use to deliver feedback. Our feedback can make a difference to people if we can avoid a defensive response. The time required depends on the situation. Susan M. Heathfield said that there are some effective of feedback, here is:

a. Effective feedback is specific, it is not general. (Don’t say “good report” but “the report should turn in yesterday was well written).
b. Effective feedback always focuses on a specific behavior, not on a person or their intention (when we held competing conversations during the meeting).
c. The best feedback is sincerely and honesty provided to help the students.
d. Successful feedback describes actions or behavior that the individual can do something about.
e. Whenever possible, feedback that is requested is more powerful. Ask permission to provide feedback.
f. Effective feedback involves sharing of information and observations.
g. Effective feedback is well timed.
h. Effective feedback involves what or how something was done, not why. Asking why is asking people about their motivation and that provokes defensiveness.
i. Check to make sure the other person understood what we communicate by using a feedback, such as asking a question or observing changed behavior.
j. Effective feedback is as consistent as possible, discipline (if the actions are great today, they’re great tomorrow).

25 Karen, Seating Arrangements Teaching Tips, (December, 16 1999).
http://www.technology.com/ideas/seating.
These are some tips from Susan M. Heathfield are:

a. Feedback is communication to a person or a team of people regarding the effect their behavior is having on another person, the team.

b. Positive Feedback involves telling someone about good performance. Make this feedback timely, specific, and frequent.

c. Constructive feedback alerts an individual to an area in which the performance can improve. Constructive feedback is not criticism, it is descriptive.

d. The main purpose of constructive feedback is to help people understand where they stand in relation to expected and/or productive job behavior.

e. Recognition for effective performance is a powerful motivator. Most people want to obtain more recognition fosters more of appreciated actions.  

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http://humanresources.about.com/cs/communication/ht/Feedbackimpact.htm