

CHAPTER IV

FINDINGS AND DISCUSSION

A. The Finding of Data

This research conducted the research at SMPN 1 Tirtayasa. This research was conducted from 17th of March until 1st of April 2021. On 15th of March 2021, it was making appointment with the English teacher before doing observation, giving questionnaire and interview section. For obtaining the data this research held observation, questionnaire, and interview as the instruments of the research and then the data were analyzed to answer the research questions. The researcher display the result of the data based on the research questions.

1. How Classroom Seating Arrangement in Eighth Grade Students at SMPN 1 Tirtayasa

a. The Finding From Students' Questionnaire

on the student questionnaire, the research found that they mostly using orderly row shape in teaching learning process. The researcher displayed the data into the table below:

Table 4.1 seating arrangement often practiced

Question	Row		Cluster		U Shape	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
What is the current seating arrangement in your classroom?	32	100%	0	0%	0	0%

Table 4.1 shows that U-shape and Cluster seating arrangement is not adopted by EFL teachers with their students and all the students who received the questionnaire have confirmed it. In addition, all of the students said that they commonly seat in row arrangement.

Table 4.2 period changed seating arrangement

Question	Always		Often		Rarely	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
How often are you asked to change your seating arrangement?	0	0%	12	37,5%	20	62,5%

he results in table 4.2 show that students recognized that they are often asked by their teachers to modify the arrangements of desks before class started. 37.5% of them said that they often were asked to change their seating arrangement. However, 62.5% of them declared that they were rarely told to change their seating arrangement.

b. The Finding From Teacher Interview

Based on the result of interview, the researcher asked 5 questions to the teacher while in this section the research will discuss only 2 questions related to the first research question. 3 more questions will be discuss in the other section related to the second research question. The researcher will analyze with brief description.

For the first question is seating arrangement that often practice in the classroom. The result of the interview from the English teachers, the teacher stated that usually they

using row seating arrangement. Because this is the type commonly used by all of the teachers in this school and mostly all of classes in this school using row as their seating arrangement. Besides that this type of seating arrangement also was applied for many school since many year ago until now. The teacher added the statement that this type also it looks like it is automatically formed because even when the students are not asked, they have already prepared their seats like this (row).

“....Maybe because of their habit also in the previous class or at the previous school level, they often used this type. When we implemented another arrangement in that 1 day, the next day where the cleaning pickets were, so when the class was cleaned, they changed their sitting position back to row. So it looks like this pattern is automatic”. (See appendix 4)

For the second question that is how often do vary seating arrangements. The result of the interview from the English teacher shows that the teacher does not change the seating arrangement of their students within a week. They change the seating disposition of their students once a month. In fact, sometimes they change the seating arrangement of their students after the trimester. Because sometimes, in process changing seating arrangement it takes 5 minutes if not previously informed before class starts. On the other hand, also in several types of seating arrangements, such as U Shape, students are scrambling to be in the middle position. So, the situations like that can also obstruct lessons from starting, while our learning time is limited.

c. The Finding From Observation

The researcher found the Eighth grade class used the shape of orderly row in the classroom when the researcher came in the first meeting. In addition, seating orderly row is also known as traditional row arrangement because it has been using for many years ago up to now. As it is on SMPN 1 Tirtayasa, especially in 8th grade, such model also used in this class include in English class. The English teacher and non English teacher used orderly row arrangement in their class in teaching learning process.

The number of students in the class were 16 students while the total of students are 32 students, because of pandemic the class only contains a half of the total of the students. There were 4 lines, and each line consisted of 4 desks, the total is 16 desks. Before pandemic, each desk consist 2 students but now each desk consist 1 student. While the teacher was in front of the class faced all of the students. This situation was when the students sat in orderly row. The English teacher implemented orderly row from beginning until the end of the lesson (pre learning, core learning, and closing activities). The material of the meeting was about degree of comparison. The teacher position was in front of the students. In the beginning of the lesson, the teacher was standing in front of the class and opened the lesson by reciting doa together.

The teacher then called the names of the students on the attendance list. Afterwards, the teacher asked the students conditions directly in front of an entire class. Because the teacher did not ask the students to change the model of seating arrangement from the middle until the end of the lesson until the end, the seating arrangement remained orderly row. The teacher explained the material to the students in the middle of the activities. Following the explanation of the materials to the students, the teachers instructed the students to complete the assignments on the Students' work sheet

individually. At the end of the lesson, the teacher summarized the lesson with the students and then provided feedback before closing the lesson.

2. How is the Seating Arrangements on Students' as A Means for Improving Interactions in EFL Classroom at SMPN 1 Tirtayasa

a. Orderly Row

1. The finding From Students' Observation

This kind of interaction is to direct the teacher and isolate the students so that they can concentrate on what they are teaching. The focus is not on students interacting; however, if there is interaction and the teacher does not approve it, it can be easily observed and tampered with. However, if students are guaranteed to interact with the student, they can either turn to another student in the same line- which is not convenient for them to turn around; or the student will turn his or her desk in the next row.

Furthermore, based on classroom observations, there was some classroom interaction occurred during the implementation of the orderly row seating arrangement. The interaction between the classroom and the classes (pre, mid and post activity) occurred from the very beginning, at the end of the lesson (pre, during, after the teacher used orderly arrangements in English classes), and the interplay took place between the teacher and the students (as a whole class), when the teacher asked about the teacher's condition and his greeting. The teacher then demonstrated the materials of degree of the comparison to the students. The teacher then asked the students what materials the teacher had explained, and told

them to complete their work separately with the degree of contrast in the student worksheet. After the lesson, the teacher provided guidance and emphasized the structure of the degree of contrast jointly and subsequently gave the students homework and strengthened it (giving motivation for students).

The conversation took place between a teacher and a student (as individual). During the classroom evaluation, it was discovered that after the teacher explained the content to the students, the teacher gave a view minutes for students to ask questions about the lesson. Any students inquired of the teacher about the trend of past tense in detail, and the teacher replied by providing detailed details. The last was interaction between student-student, it was found when the English teacher instructed the students to finish the task, some students asked their friends next to them (left and or right side) about the question in the work sheet they did not understand yet, and they asked their friends help to finish the task, because the students were sat in the model of orderly row so they were only close to some their friends.

2. The Finding From Students' Questionnaire

The researcher found from the students' questionnaire, the total number of students who prefer sit on row are 6 students (18,75%) (see appendix 3). The students claimed that they were comfortable by using this type of arrangement, they said that they still feel comfortable with this type, beside that, by using this type, the arrangement of the desks are neater. In this type of seating arrangement, it is concluded that there are many deficiencies experienced by students. 81,25% of students expressed discomfort with this type, such as the lack of hearing from

the teacher's voice for students, uncontrolling of all students such as noise for students sitting in the back, the class looks cramped, and some students find it difficult to see the material on the blackboard clearly.

The atmosphere of this form allows students to realize that conversation is not encouraged, since the students are only able to look at the students on their sides and on the student's back before them. In an unidentified region, the mood is checked in the classroom to the extent that the focus of everyone is drawn to the front. The students have no chance of taking part or charge of the learning process. It is very oppressive.

This type of seating arrangement does nothing to encourage proper behaviour. Students quickly get disengaged and most find means of having fun. Students in this form will quickly fuse into the background behind the individual on the front. This enables the student to twist, write notes or try to talk if he believes it to be safe. One means of keeping students in line with behavioral issues is to bring them forward, but if a significant amount of students have behavioral concerns, it will soon create difficulties to bring them all together in the general domain. When a few students cause more problems and a few cause sometimes problems, it is better to get the worst offenders in front of the classroom where the intervention of the professor will reduce some of the problems.

b. Cluster

1. The finding From Students' Observation

The second seating arrangement examined is the cluster format in which students are seated in small groups of three or more. This type facilitates social interaction. Interaction with cluster seating is a little different, with cluster seating students listen to instruction as in traditional row seating, but operate within a small community. This will help shy students or students who do not want to speak in a wider community. Also, the smaller group allows students an opportunity to formulate beliefs, receive feedback, and practice voicing their thoughts before opening up to the whole class. This allows for contact in a smaller protected environment before heading to the wider arena.

In a cluster seating arrangement, the classroom interaction occurred between the teacher and the students (as a whole class); in a classroom observation, the interaction occurred between the teacher and the students (as a whole class), for example, when the teacher demonstrated the materials to students B while walking through the group. Following that, the instructor told the students in front of the class to complete the task on the students' work sheet, implying that the students could complete the task separately. Furthermore, at the end of the class, the teacher asked the students to summarize the lesson as a group, and the teacher proceeded with encouragement (giving motivation for students) and the end closed the class by reciting doa together.

The next interaction was with the teacher and the students (as a group), which was seen in the classroom when the teacher came to each group to monitor the students' activities. In this case, the teacher inquired of the students within the group about the problems that they encountered, and several students replied to the

teacher's inquiry. As a result, the teacher repeated this task in both classes, even though it was just to monitor the success of the students' work. In this seating system, contact between instructor and student as individuals also occurred.

Based on the observation, this interaction happened, for example, when the teacher came to the student who called him to ask something difficult about the task the student did not understand then the teacher answered to the question, and it mostly happened when the teacher walked around the classroom.

Then the last was interaction between student to student (as individual) it was found in observation during English teaching and learning process when the student got difficulty in doing the task the student asked their friend inside the group such a discussion to finish the task. Furthermore, when the student was called by the teacher to apply the assignment but had not yet completed it, he asked a classmate to assist him, not only inside the school but also to a student in another group. It indicates that students have the ability to engage with their peers when completing the challenge by clarifying something challenging relevant to the class.

2. The Finding From Students' Questionnaire

The researcher found from the students' questionnaire, the total number of students who prefer sit on row are 10 students (31,25%) (see appendix 3). The students stated that they like to this type of seating arrangement. They argue that this type of seating arrangement is more conducive to the learning process because it can be concluded from their statements that they feel the classroom is

wider, the teacher can control students well, even the teacher's explanation can be easily heard by all students.

A cluster class's environment is similar to that of countries within a continent. Students seem that they are members of a bigger community, but they are mostly accountable to the main group they are a part of. The culture in the classroom provides students with protection by the classes they are a part of. This relieves students to make more mistakes, explore new ideas, and even seek assistance from more experienced peers without becoming embarrassed. It's a setting that will foster opportunities for effective learning.

Cluster seating can cause problems with behavior. Whereas U-shaped seating requires the eyes of all to monitor the behavior of one, the isolated small community of a greater class does not. Students with behavioral issues can feel resistant to small group expectations and think they can effectively conceal their behaviors from the wider group. As a result, there is no social strain. Responsible students, on the other hand, might take command and force the student with behavioral problems to obey. Seating students with behavioural issues in the middle of the class is a tactic for handling them.

Depending on the size of the class room and the number of groups, it is best to place those students near the middle where the teacher attention is mostly focused. Do not place the students on the left or right in the front, as this is the most overlooked place by teachers. Have the students feel they are in the visual field of the teacher at all times.

c. U Shape

1. The finding From Students' Observation

In the U-shape seating arrangement, the researcher found students tend to engage in a higher level of interactive verbal behaviour, but this arrangement also enabled teachers to use the behaviour in ways that made their lesson presentation more active and collaborative. The U-shape facilitates interaction between the teacher and the students, and among the students themselves. This seating arrangement influences participation, reasoning, and relevant feedback, both of which improve learning. The U-shape model has been shown to improve teacher agility, eye contact, pupil focus, communication, game play, and teacher control. Again, the U-shape is determined by the form of class, the height of the classroom, and the number of pupils. To make it work, some old-fashioned creativity can be needed.

According to my observations, this seating arrangement significantly facilitates conversation. Students are naturally interested and they feel like they are a part of something bigger than just a speck in the middle of a huge picture. Furthermore, the teacher should stand in the middle of the group to perform exercises or demonstrations so that students can see and engage with the lesson clearly. Another benefit of this arrangement is that the teacher will carry a talking instrument, such as a cane, which will let the student holding the object voice. This allows everyone a chance to talk and really inspires the others to listen when they are staring the speaker in the eyes. Psychologically, it is easier for a listener

to tune out if they can't see the person that is speaking; this arrangement encourages listening as the listener may not want to be perceived as rude.

2. The Finding From Students' Questionnaire

The researcher found from the students' questionnaire, the total number of students who prefer sit on row are 16 students (50%) (see appendix 3). This is revealed from their opinion which states that learning with seating arrangement like this makes them more confident to share their opinions with their group friends. But the shortcomings of this type are the same as the ordinary row where there is a lack of supervision from the teacher, sometimes there are students who also feel uncomfortable with their group friends. Besides that to change into this type, teacher and students need a long time to form the groups.

This arrangement makes it easier to become a part of a larger whole. Connecting with the teacher and other students is significantly enhanced, which will greatly facilitate classroom engagement and conversation. It encourages togetherness in several ways and really lets students invest in the positions of speaker and listener. The student should assume the role of participant and take charge of his learning and attendance. This arrangement will also provide a supportive atmosphere and reassurance when it comes to sharing thoughts. As a result, when a student expresses himself, this inherent agreement will serve as motivation for the student to share more of his feelings. In this way, the set up becomes an enabler to students who may otherwise stay quiet.

For the teacher who has to deal with behavioural problems, this can be a great arrangement to control students. Students no longer have to worry about the

teacher noticing them because the whole class will now see them. Having to be a responsible part of the group will be enough to prevent much of the issues that students commonly create. Students are still under pressure to participate for the same cause. This, on the other hand, fits best for older students who have a sense of duty. Putting a class of five-year-olds in a U-shaped arrangement and expecting it to help with behavioral issues is doomed to fail because it will exacerbate the problem. Students at that age lack a sense of responsibility and are not aware of social pressure to adhere to the party.

If the teacher gets up, the teacher will be seen as authoritative, and the students' primary priority may be to listen. By sitting, the teacher and students are on an equal basis, which the students see as playing an equal role in presenting knowledge. This is purely a social concept, but it may have a significant impact on engagement and conversation. Furthermore, teachers who want to encourage student participation during discussion sessions should suggest the U-shape pattern. If, on the other hand, a teacher is more concerned with conducting a dialogue in a smaller environment with a plurality of views, he or she should suggest a cluster structure.

d. Point of View the Teacher

According to the interview with the teacher, in the opinion of the teacher state that way to create a good atmosphere, we need to motivate the students first like make sure them that English so important language for the future. As we know that learning foreign language for some students is difficult, teacher not only deliver the material

but also need to motivate their students in order to the students feel comfort and excited on teaching and learning process.

When talking about classroom interactions, the teacher agree that seating arrangement is one of the factor that influence classroom interactions. The teacher stated that sometimes he change the seating arrangement to get novelty for the learning process. But in fact, classroom interaction also affected by type of seating arrangement that applied in the classroom. Seating arrangements are important to the classroom setting events because they have the potential to help prevent problem behaviours that decrease students attention and diminish available instructional time. The teacher stated he also uses interesting media in teaching learning process, for examlpe used the music as a media for their listening skill in order to make the teaching learning process more interactive and the objective of learning can achieve.

When the researcher ask the type of seating arrangement mostly practiced by the teacher, the teacher said that they used the ordinary row of seating arrangement and some of the classes in this school are also using regular lines. Talking about row seating arrangement almost every school used this type. In orderly rows seating arrangement, both teacher and students can see each other clearly and can have eye contacts. Maintaining discipline is easier in this seating arrangement. Teacher can also walk up and down if there is an aisle and can have personal interaction with the students. But the main disadvantage is that there is very little scope for student interaction.

So, in the last question the researcher asked what is the best type seating arrangement best improve students' interaction on the point of view the teacher. The

teacher stated he prefer to the u-shape arrangement because the teacher can control the students clearly. Besides the students get new atmosphere, it is also avoid the students from burnout. In addition, with a change to this seating arrangement, the interaction between students and teachers can be involved and encourage the discussion.

B. Discussion

The discussion of the results will be mainly organized around the type of seating arrangement often practiced by EFL teachers and how is the seating arrangements on students' as a means for improving interactions in EFL classroom at SMPN 1 Tirtayasa

1. Types of seating Arrangement Often Practiced by EFL Teachers

According to the findings of the present study, essentially all teachers recognized the significance of seating arrangement as a key element in successful classroom management and an important factor in the language learning process. Language learning success is determined less by materials, techniques, and language analysis and more by what happens inside and between people in the classroom. As a result of this fact, it is important to pause from time to time to consider what is going on inside and amongst the students in the classroom. Teachers use three different seating arrangements (U-shape, rows, and clusters) on a regular basis.

As a result, the teachers stated that they regularly practiced their students' structured row design. The responses of these teachers were supported by a vast number of students (100%) who identified "Row shape" as the most widely used seating arrangement in their classrooms. This result is congruent with Harmer there are many

classrooms around the world that place the student in orderly row arrangement.¹ This type of seating arrangement is one of seating arrangement mostly used in education level.

According to Harmer there are many classrooms around the world that place the student in orderly row arrangement.² As it is so in SMPN 1 Tirtayasa especially in 8th grade use orderly row as the common seating display. According to the findings of this study, this form of seating arrangement was most often used in the beginning of the lesson and/or from the beginning to the end of the classroom activity. Meanwhile, according to James & Rod that seating arrangement can effect classroom interaction. As it is found in the findings that classroom interaction happened when orderly row was used.³ Therefore, from orderly row arrangement the types of the interaction are between teacher to students (as whole class) in term of explaining materials, asking question, responding students question and giving feedback, teacher to student (as individual) answer or respond the question, and give feedback, teacher to student (some), student-student in term of asking question and answer the question.

According to Sinclair, He stated that pattern of interaction are in in term of initiate, students respond, and teacher gives feedback.⁴ It differs from the sector in that the interaction occurs not only in the form of initiation, reaction, and feedback, but also in the form of guidance and presentation. According to the results above, this seating configuration places the teacher in the middle. Furthermore, According to James

¹ Harmer, *How to Teach English*, 70.

² Harmer, "How To Teach english", 71.

³ McCroskey& Rod W. McVetta James C, "Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences," *Communication Education* XXVII (1978), 99.

⁴ Rustandi, "Analysis of IRF (Initiation, Response, Feedback) on Clasroom Interaction In EFL Speaking Class."

traditional row can minimize student-student interaction.⁵ It is the same with the result of the study by Azmil that showed if orderly row created teacher centered.⁶

2. The Seating Arrangement that best Improves Students' Interaction

It appears, from the results of the investigation, that students' interaction is much more clearly noticeable when activities are done with them seating in U shape. Wengel (1992) suggests that this kind of class could elevate the intensity of students' speaking and make them more engaged to the learned topic. Students were also responsible for completing their assignments. They gain trust in listening to their partners in group or pair assigned tasks rather than relying on the teacher as a model. In this study, students with very low English proficiency attempted to communicate with their peers and teacher without delay. The U-shape model will also assist students in fully understanding the content and establishing proper eye contact. Because both students should have clear eye contact with the teacher, the teacher can provide an example more efficiently. Furthermore, it enables the teacher to issue an order, such as instructing students to function in pairs. It would encourage students to collaborate and increase positive relationships with their peers in a variety of contexts, such as when a student asked their friends about their assignment or the subject of discussion in class.

At that time, they did not hesitate to talk to their friends. In addition, cooperative learning is a formal way of structuring activities in a learning

⁵ James C, "Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences".

⁶ Azmil Umur, "A Study On Classroom Seating Arrangement In Speaking Couse At Basic English Course," n.d.

environment that includes specific elements intended to increase the potential for rich and deep learning by the participants.⁷ The U-shape design allows the teacher to get closer to students. They enable the teacher to touch students' shoulder, help a student to take a chair, and take the dropped property on the floor. Approaching students who are reserved in class is much easier with a touch on their shoulders. Students would feel cared about, respected, and cherished if they received such attention. As students feel loved by their teacher, they are more likely to participate positively in class and feel close to their teacher.

Another interesting activity was that the lecturer gave the students freedom to explore students' ways of thinking. The youths should be allowed to identify alternative possibilities and choose what they think is possible.⁸ This will encourage them to learn on their own and explore the world. In the middle of life and for other people, freedom is a goal to strive for. People gain whatever independence they can by increasing awareness and mind-full transaction with what affects and impinges on them, rather than merely breaking out of meaning and behaving in response to an instinct or wish. The U-shape model encourages students to be more interested in asking questions and providing feedback. Finally, the U-shape design will assist the teacher in providing attentive student input.

Feedback is important for teachers because it allows them to determine whether or not students comprehend the lesson. Feedback also allows students to

⁷ Bunga Mailana, "The Influence of Seating Arrangement Toward Students' Participation in Learning English at SMPN 18 Padang".

⁸ Yetty Septiani and Mustar Abdul Halim, "U-Shape Design in Teaching: Engaging Non-English Speaking Country Students in Learning English," *Advances in Social Science, Education and Humanities Research* Vol. 82, 38.

identify and correct errors on their own, as well as assess the depth of their interpretation of the subject. Giving input in class expands students' vocabulary and improves their speech abilities. Students should receive individual feedback on their work addressing how good the work is, and how the work can be improved.