

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

It's difficult to pinpoint the perfect seating arrangement. Despite some disadvantages of the row arrangement, teachers found it simple to monitor and assist students during individual work time. Since the students in the back of the room had trouble hearing the students in the front of the room, the row structure did not encourage class discussions. From the data analysis, it is recommended that the row arrangement be used for test-taking and independent activities in which the teacher needs to assess students' learning on an individual basis.

The teacher can easily monitor students' work in these situations, and students are provided with a more conducive environment for concentration on individual work. According to the findings, teachers consider the goal of the lesson and match these seating arrangements accordingly. Teachers should abandon the idea of a set seating arrangement and remember to change their seats according to the activity at hand. If a cooperative group lesson is being taught, for example, students should be grouped in groups to help them learn more effectively. Rows, on the other hand, are best used for a test or when students are working alone.

During a class discussion or debate a U-shape arrangement can be used. A teacher should consider the form of instruction being used (cooperative learning, whole group discussion, etc.), the physical design of the space, and the amount and types of interaction required when choosing the appropriate seating arrangement. The teacher will then decide on the best seating arrangement and make the students quickly switch their seats into it. The time it will take the teacher to arrange their desks on their own is reduced by getting students help. In order to ensure that the students are positioned at the most suitable location. However, the teacher should continue to be responsible for placing the seats. In light of this information, teachers will realize that the goal of increasing the task behavior will soon give all students more learning time.

When individual assignments are carried out by students, they should be placed in an arrangement which makes it difficult and obvious to teachers to interact with their co-workers – in rows for instance, students are not directly faced and cannot be close enough to touch each other unnoticed. When the desired conduct is interactive, however, arrangements to facilitate close and position interactions such as clustered desks or semi-circles, such as brainstorming or the questioning of teacher's seating should be used. The modification of seating arrangements could address teacher stress and other negative feelings that have an impact on the classroom environment, and it could help students to pay attention to behavior histories as a way to reduce

unwanted behavior and help to alleviate the anxiety of teachers. Besides inclusive classrooms with heterogeneous populations, seat arrangements can be a useful tool in homogenous classrooms for special educators, especially in classrooms for students with behavioral disorders.

In response to the research questions of this research, U-form design can help the teacher to establish good relationships with the classroom students. It promotes good communication between students, does not feel irritated and does not fear asking the teacher. Students tend to ask the teacher whether they are confused and happy about the lesson. According to Harmer, good teaching is loaded with various communicative activities and positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques.¹ Well-oiled machines are not only good teachers. Emotional, passionate beings who communicate with their students and with pleasure and creativity they experience their work and classes.

In this research, U Shape could elevate the intensity of students' speaking and make them more engaged to the learned topic. This is proven by the data that 50% of students say that the U Shape is an ideal form of seating arrangement according to them. While 18,75% students choose row seating arrangement and 31,25% students choose cluster seating arrangement.

¹ Jeremy Harmer, *The Practice of English Language Teaching*, fourth. edition, (London: longman, 2007).

Students tend to be responsible for their work under U Shape seating arrangement. Instead of relying on the lecturer for a model, it makes them more convenient to hear their peer in groups or pair tasks. Students with very little English skills tried hard to talk to their peers and teachers without hesitation. U-form design can also help students to fully understand the material and establish good contact with the eye. The teacher can give a better example, as every student can have good eye contact with the teacher.

Furthermore, it helps the teacher to teach them how to tell the students to work together. It will makes students cooperate well and establish a good relationship with other students in various situations, in the case of this study, for instance, was when a student asked their friends and told about their assignment or the topic in class. They didn't hesitate to speak to their friends at that time. Macpherson reports that collaborative learning is a very formal way to structure work in a learning environment that includes specific elements aimed at enhancing the participants' potential for rich and deep learning.² The U-shaped design makes it possible for the teacher to approach the students. They allow the teacher to touch the shoulders of the students, help a student take a chair and pick up the landing place.

It is very useful to reach students shy in class with a touch on their shoulders. Students would feel well-cared, appreciated, and loved for such

² Macpherson, A, *Cooperative Learning Group Activities for College Courses: A Guide for Instructors*, 2007, 1.

treatment. When students feel loved by their teacher, they are more likely to talk actively with their teachers and to be intimate with them. The teacher gave students the freedom to explore ways of thinking. Another interesting activity was that. According to Greene (1995), the youths should be allowed to identify alternative possibilities and choose what they think is possible.³ This might help them to learn on their own initiative and investigate the world. Freedom in life and with other human beings is an achievement. People gain any freedom through increasing awareness and mental transaction, not by breaking out of the context and acting in response to a desire, with what surrounds and impinges. Design of U-shapes leads students to ask or comment more actively. Finally, design in U-shape can help the teacher provide the student with a careful feedback.

Feedback is very important for a lecturer because by giving feedback, a lecturer can identify whether or not students understand the lesson. Feedback also enables students to find and fix the error by themselves, and help them to determine the extent of their understanding of the material. The giving feedback in teaching class also enriches students' vocabulary and improve their speaking ability. According to Biggs & Tang that feedback tops the list of factors leading to good learning.⁴ Students should receive individual

³ Greene M, *Releasing the Imagination. Essay on Education*, 1995.

⁴ Biggs, J. & Tang, C, *Teaching for Quality Learning at University: What the Student Does*, third edition, (Maidenhead, Berkshire: Open University Press, 2007), 97.

feedback on their work addressing how good the work is, and how the work can be improved.

To sum up, U-shape design seating arrangement influences and engages students' language learning in many ways. The objectives were achieved as the teacher show a good relationship, empathy, respect and honesty to the students in teaching the class; demonstrate how to use verbal and non-verbal language; manage the students on their chair one by one and make efficient use of time, and demonstrate high interest and enthusiasm in teaching. To sum up, the conclusion that can be drawn is that to facilitate successful and effective teaching and learning process, a teacher should sound and have a wide range of teaching methodologies, as well as good classroom management as it has been suggested by this study.

B. SUGGESTION

1. Suggestion for the teacher

The teachers need to consider what type of seating arrangement used in the classroom. It is regarded the purpose of teaching and learning. It will be better if the teacher used orderly row when the teacher need to explain something to the whole students inside the class, because the students will only focus on the teacher in front of the class, and it can minimize the students talk when the teacher need the students' attention. It will be easy to handle. While if the teacher has certain activities to the students to talk more, it is better the teacher used U Shape arrangement in

the classroom, because the students will have more opportunity to interact each other both in group and or with other friends.

2. Suggestion for next researcher

This result of the study might be as the references to have the same study. Yet, the researcher suggests that the next researcher who interested in having the same topic, they may study deeply about the students' perception when having certain seating arrangement for particular activity. Therefore, the topic which can be deeply researched is dealing with the problems in stimulating interactional communication through seating arrangement.

