

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of the result of the research based on the data gathered from questionnaire and interview. In this chapter, the researcher presents finding and discussion from the study in order to answer the research question about students' perception on seating arrangement in English class.

A. Finding

In this section, the researcher would present the results data of students' perception on seating arrangement in English class that had already obtained through questionnaire and interview. In the questionnaire, the researcher gave some statements that related to several aspects to answer the research question. The questionnaire shared on Wednesday, January 20th, 2021. Furthermore, the researcher obtained the results of the questionnaire data on Saturday, January 30th, 2021. Furthermore, the researcher gave some questions through interviewing to English teacher pada Saturday, 20th, 2021. The research was conducted at SMPN 5 Muara Teweh precisely on IX grade student.

The data were collected to answer the research question. There were two questions related with this research, (1) What type of seating arrangement do the teacher use in the English class at SMPN 5 Muara Teweh? (2) How is student' perception on seating arrangement in English class at SMPN 5 Muara Teweh?

1. The type of seating arrangement do the teacher use in English class

a. Interview the English Teacher

The interview was held on January 30th, 2021. In interview activity, the researcher had prepared questions related to the first research question. Based on the interview, the researcher found that there were several types of seating arrangements used by English teachers during teaching and learning activities in the classroom. The seating arrangements are row/traditional, modular/cluster, and horseshoe/U-Shape seating arrangement. The findings are reported in tables as follows:

Finding 1				
No	English Material/ skills	Row/ Traditional Seating	Modular/ Cluster Seating	Horseshoe/ U-Shape Seating
1	Listening	✓		
2	Speaking		✓	✓
3	Reading			✓
4	Writing		✓	
5	Grammar/ Pronunciation/ Vocabulary	✓		

Table 4.1 Result of interview with English teacher

The teacher uses a row seating arrangement when teaching listening skills. According to her, the row seating arrangement minimizes student interaction, so that students focus more on listening to the audio

or video being played. In addition, English teachers also use row seating arrangements in teaching grammar/ pronunciation/ vocabulary. According to her, grammar is one of the materials that requires extra explanation when in class. This makes English teachers want all their students to pay attention to the material presented. The use of this row seating arrangement was considered to be able to minimize interaction between students so that students can focus more on explaining the material by the English teacher. The disadvantage of using the row seating arrangement when teaching grammar/ pronunciation/ vocabulary material is in terms of students' attention. Most students who pay attention to the explanation of the material delivered by the teacher are students who sat in the front row. This was because those sitting in the front row easily and clearly listened to what the teacher was saying. Meanwhile, students sitting in the back row had difficulty listening. Therefore, they do not focus on paying attention to the explanation of the material given by the teacher.

The English teacher uses a modular arrangement or a horseshoe seating arrangement when teaching speaking skills. According to her, by using the modular seating arrangement, students would be more active in discussing with their friends in their group. So, indirectly, students are trained to speak in expressing ideas or opinions that they think. Although, sometimes students would choose friends in their groups. This allows the occurrence of a dominant group. Besides being used in teaching speaking

skills, English teachers also use modular seating arrangements in teaching writing skills. According to her, through discussion activities in groups, it is easier for students to exchange opinions or express their ideas in writing text. According to the English teacher, the drawback of using the modular seating arrangement in teaching students' writing skills is that the teacher does not know whether or not the students really contributed to the writing of the text. So, the teacher does not know the students who have not been able to write a text.

The English teacher uses a horseshoe seating arrangement in teaching reading skills. According to her, by using the horseshoe seating arrangement, the teacher can easily monitor whether students are paying attention to their friends' reading activities. In addition, the English teacher said that in teaching reading, the teacher could simultaneously teach the students the correct pronunciation of the reading and new vocabulary. Besides being used in teaching reading skills, English teachers also use horseshoe seating arrangements in teaching students' speaking skills. According to the English teacher, by using the horseshoe seating arrangement students can easily hear and see the explanation given by the teacher. In addition, students can work together easily without much movement because they are sitting next to each other, making collaborative activities and learning possible. At the end of his

explanation, the English teacher said that actually teaching speaking skills to students can be done at any time and under any conditions.

The English teacher said that the use of seating arrangements in learning has its advantages and disadvantages. First, the English teacher said that the advantage of the row seating arrangement is that it minimizes student interaction. This makes it easier for English teachers to supervise their students. Meanwhile, the difficulties faced by English teachers in using row seating arrangements are in terms of students' attention.

Second, the use of modular seating arrangements is very helpful in discussion activities, this allows students to be more active with friends in their groups. The problem faced by English teachers in using modular seating arrangements is that when students sit in groups, they prefer friends to join their groups. This creates a dominant group. The method used by English teachers to overcome these obstacles is to arrange randomly or with a counting system to determine friends in their group.

Finally, the advantage of using a horseshoe seating arrangement is that this horseshoe seating arrangement was easier when the teacher explained, monitors or told something to students. The middle is empty and students sit next to each other. The difficulty looked at the blackboard for students who have vision problems is a problem that arises in the horseshoe seating arrangement. However, these obstacles can be

overcome by moving or swapping the sitting positions of blind students with students who have normal vision.

2. Students' perception on seating arrangement in English class

Seating arrangements can take several different forms. At the beginning of the academic year, students can usually choose where they want to sit. On the other hand, sometimes the student's sitting position is determined by the teacher class or the teacher who teaches in the classroom. The seating arrangement has long been believed to be one of the factors contributing to student learning process.

In addition to interviewing English teachers, the researcher also distributed questionnaires to students. Questionnaires were distributed with the aim of finding answers to the second research question. The findings are reported in tables as follows:

Finding 2						
No	Statements	Category				
		SA	A	D	DS	T
1	Saya suka susunan tempat duduk jenis <i>row/traditional seating</i> karena saya akan mudah untuk memperhatikan guru ketika menjelaskan	16 (30,18%)	15 (28,30%)	19 (35,84%)	3 (5,66%)	53 (100%)

	materi di kelas bahasa Inggris					
2	Saya suka susunan tempat duduk jenis <i>row/traditional seating</i> karena saya akan lebih mudah untuk berinteraksi dengan guru/teman di kelas bahasa Inggris	11 (20,72%)	18 (33,96%)	22 (41,50%)	2 (3,77%)	53 (100%)
3	Saya suka susunan tempat duduk jenis <i>row/traditional seating</i> karena dapat membuat saya lebih menguasai skil bahasa Inggris	13 (24,52%)	15 (28,30%)	21 (39,62%)	4 (7,54%)	53 (100%)
4	Saya suka susunan tempat jenis <i>modular/cluster seating</i> karena saya akan mudah untuk memperhatikan guru ketika menjelaskan materi di kelas bahasa Inggris	9 (16,98%)	14 (26,41%)	23 (43,39%)	7 (13,20%)	53 (100%)
5	Saya suka susunan tempat duduk jenis <i>modular/cluster seating</i> karena saya akan lebih mudah untuk berinteraksi dengan guru/	12 (22,64%)	14 (26,41%)	19 (35,84%)	8 (15,09%)	53 (100%)

	teman di kelas bahasa Inggris					
6	Saya suka susunan tempat duduk jenis <i>modular/ cluster seating</i> karena dapat membuat saya lebih menguasai skil bahasa Inggris	12 (22,64%)	16 (30,18%)	21 (39,62%)	4 (7,54%)	53 (100%)
7	Saya suka susunan tempat jenis <i>horseshoe/ U-Shpae seating</i> karena saya akan mudah untuk memperhatikan guru ketika menjelaskan materi di kelas bahasa Inggris	25 (47,16%)	21 (39,62%)	7 (13,20%)	-	53 (100%)
8	Saya suka susunan tempat duduk jenis <i>horseshoe/ U-Shape seating</i> karena saya akan lebih mudah untuk berinteraksi dengan guru/teman di kelas bahasa Inggris	18 (33,96%)	29 (54,71%)	6 (11,32%)	-	53 (100%)
9	Saya suka susunan tempat duduk jenis <i>horseshoe/ U-Shape seating</i> karena dapat membuat saya lebih menguasai	23 (43,39%)	24 (45,28%)	5 (9,43%)	1 (1,88%)	53 (100%)

	skil bahasa Inggris					
10	Guru bahasa Inggris menggunakan pengaturan tempat duduk jenis (*Row, Modular, Horseshoe) saat mengajarkan skil <i>Reading</i> (Membaca)	29 (54,71%)	24 (45,28%)	-	-	53 (100%)
11	Guru bahasa Inggris menggunakan pengaturan tempat duduk jenis (*Row, Modular, Horseshoe) saat mengajarkan skil <i>Writing</i> (Menulis)	28 (52,83%)	25 (47,16%)	-	-	53 (100%)
12	Guru bahasa Inggris menggunakan pengaturan tempat duduk jenis (*Row, Modular, Horseshoe) saat mengajarkan skil <i>Listening</i> (Mendengarkan)	26 (49,05%)	27 (50,94%)	-	-	53 (100%)
13	Guru bahasa Inggris menggunakan pengaturan tempat duduk jenis (*Row, Modular,	22 (41,50%)	31 (58,49%)	-	-	53 (100%)

	<i>Horseshoe</i>) saat mengajarkan skil <i>Speaking</i> (Berbicara)					
14	Guru bahasa Inggris menggunakan pengaturan tempat duduk jenis (*Row, Modular, <i>Horseshoe</i>) saat mengajarkan materi <i>Grammar/ Pronunciation/ Vocabulary</i>	25 (47,16%)	28 (52,83%)	-	-	53 (100%)

Table 4.2 Result of Questionnaire

Based on the data in table 4.2, it can be seen that in the statement about the row seating arrangement there are still many students who disagree about the row seating arrangement which makes it easy for them to pay attention to the teacher when explaining, makes it easier to interact with the teacher or their friends and is better able to master English skills. This can be seen based on the percentage of students who disagree with the use of the row seating arrangement.

The statement regarding the modular seating arrangement implies the same thing as the row seating arrangement. There are still many students who disagree with the modular seating arrangement. Most of them disagree with the statement that the modular seating arrangement makes it easier to pay

attention to the teacher when explaining the material in the classroom, it was easy to interact with the teacher and their friends and make them more fluent in English skills. This can be seen based on the percentage figures which show a higher number of disagreements.

Statements regarding horseshoe seating arrangements indicate a different outcome than row and modular seating arrangements. In the statement about the horseshoe seating arrangement, many students strongly agree and agree with the use of this seat because it was easy to pay attention to the teacher when explaining the material in class, it was easy to interact with teachers or friends and makes it easier to master English skills. This can be seen in the higher percentage figures in the statement about the horseshoe.

The statement about the seating arrangement used by the English teacher when teaching English skills or material shows that most students strongly agree and agree with the seating arrangement used by the English teacher. The results of the questionnaire on the statement show that the teacher uses horseshoe seating when teaching reading and speaking, uses modular seating when teaching writing and speaking, uses row seating when teaching listening dan grammar.

B. Discussions

After the data are processed in the form of description, this section presents a discussion of the finding from the questionnaire and interview with the series collected in chapter two about students' perception on seating arrangement

in English class. The researcher discussed the finding into two objectives of this research: (1) type of seating arrangements do the teacher use in English class, and (2) Students' perception on seating arrangement in English class.

1. The type of seating arrangements do the teacher use in English class

Based on the interview, the researcher got some information about the type of seating arrangements the teacher used in the English class. The seating arrangement used by the English teacher is a row, modular and horseshoe seating arrangement. The selection of seating arrangement in learning activities is chosen according to the material or skills that will be taught by the English teacher. This can be seen from the reasons given by the English teacher about the use of seating arrangement in learning. There are several reasons for choosing the use of seating arrangements in the classroom such as made it easier for students to interact with each other so that students are more active in discussions or other activities, focusing students' attention and minimizing interaction between students so that they are more focused when the teacher explain the learning material and make it easier for teachers to monitor and control the class so that it continues to run smoothly.

Based on the result of research in the findings, the researcher concluded that the English teacher used 3 types of seating arrangement namely row, modular and horseshoe. The use of each seating area is selected based on what will be taught by the English teacher in the class, such as:

- a. Row seating arrangement was used to teach listening skill, grammar/ pronunciation/ vocabulary materials in learning activities. The purpose of this seating arrangement is to minimize interaction between students and focus students' attention on the explanation of the material presented by the English teacher.
 - b. The modular seating arrangement was used to teach speaking skills with the aim that students are more active in group discussion activities with their friends. In addition, a modular seating arrangement is used to teach writing skills. The purpose of the modular seating arrangement in teaching writing skills is through discussion activities in groups, it is easier for students to exchange opinions or express their ideas in writing text.
 - c. The horseshoe seating arrangement was used to teach speaking skills with the aim of students being more active in collaborating with friends next to them. Beside being used in teaching speaking skills, the horseshoe seating arrangement is also used in teaching reading skills in learning. The purpose of this seating arrangement is to make it easier for teachers to monitor and control the class so that it continues to run smoothly.
2. Students' perception on seating arrangement in English class

Based on the questionnaire, the researcher got some information about students' perception on seating arrangement in English class. Students' perceptions of seating arrangements are based on their assessment of each seat. The assessment leads to the convenience they got from using certain

seating arrangements. Based on the data of the findings, it can be seen that their preferred seating arrangement is a seating arrangement that can make it easier for the student to pay attention to the teacher when explaining the learning material, make eye contact so it is easy to interact with the teacher and friends as well as by using the arrangement. These seats make students more active and master English skills.

Based on the result of the research in findings, the researcher concluded that In row and modular seating, there are still many students who disagree with the use of these seats in learning. While, in horseshoe seating most of students agree with the use of the seating arrangement in learning activities in the classroom. For students, a good seating arrangement is one that provides convenience for them in learning activities, such as ease of paying attention to the teacher when explaining learning material and the ease of interacting with the teachers or friends to allow students to develop their skills.

Positive perceptions were given by students about the seating arrangement used by the English teacher in the classroom. This can be seen from most students who strongly agree and agree about this statement. They stated that English teachers use horseshoe seating when teaching reading and speaking, use modular seating when teaching writing and writing, use row seating when teaching listening and grammar.