

AN UNDERGRADUATE THESIS

**STUDENTS' PERCEPTION ON SEATING ARRANGEMENT
IN LEARNING ENGLISH**



by

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ABSTRAK

RAHMAWATI: Students' Perception On Seating Arrangement In Learning English. **Tesis.** Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.

Penataan tempat duduk merupakan salah satu aspek pengelolaan kelas yang sangat penting, karena penataan tempat duduk dapat dipadukan dengan beberapa aspek pengelolaan kelas seperti pengajaran, pembentukan kelompok, pemantauan dan pemeliharaan disiplin. Umumnya, siswa yang duduk di belakang kelas cenderung lebih banyak berinteraksi satu sama lain daripada siswa yang duduk di barisan depan, yang berpotensi berdampak buruk pada perhatian mereka terhadap tugas yang sedang dikerjakan. Faktor lain yang mempengaruhi pilihan pemilihan kursi dan gaya tempat duduk tampaknya adalah kemampuannya untuk mempromosikan kerja sama tim dan kolaborasi di dalam kelas. Ini menunjukkan bahwa pentingnya lokasi tempat duduk dapat berdampak besar pada kinerja, perilaku, dan rentang perhatian siswa. Penelitian ini berfokus untuk mengidentifikasi persepsi siswa tentang pengaturan tempat duduk dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan deskriptif kualitatif sebagai desain penelitian. Penelitian ini dilakukan melalui observasi, wawancara dan angket yang melibatkan 5 siswa kelas XI dan seorang guru Bahasa Inggris. Hasilnya menunjukkan bahwa guru menggunakan pengaturan tempat duduk orderly rows untuk mengajar skill speaking, writing dan reading. Selanjutnya, pengaturan tempat duduk group work digunakan untuk mengajarkan skill writing. Selanjutnya, pengaturan tempat duduk pairs digunakan untuk mengajarkan skill speaking dan writing. Terakhir, susunan tempat duduk berbentuk u-shaped digunakan untuk mengajarkan skill reading dan writing. Sementara itu, hasil persepsi siswa menunjukkan bahwa banyak siswa yang lebih menyukai penggunaan susunan tempat duduk pairs dalam speaking, orderly rows dalam skill listening, orderly rows pada skill writing, dalam skill reading siswa lebih menyukai orderly rows karna mereka lebih suka belajar sendiri agar lebih fokus.

Kata Kunci: *Persepsi Siswa, Pengaturan Tempat Duduk, Belajar Bahasa Inggris.*

CHAPTER I

INTRODUCTION

A. Background

Learning English as a foreign language is more difficult than learning English as a second language because nations which use English as a foreign language do not use it as a medium of instruction, and it is only taught in schools it is because learning how to speak is difficult for foreign language learners, the teacher needs to create, manage and handle the class to set up a comfortable atmosphere for teaching and learning process (Rofi'I, A. 2020). In the other word, the teacher needs to manage to ensure that a classroom lesson runs smoothly despite disruptive behavior by students.

According to Malik, et al. (2014) classroom management is the process of working with and through students effectively and efficiently to achieve educational objectives. The researcher concludes that classroom management is an important thing for teachers, who need order to easily achieve lesson objectives, because classroom management refers to all essential activities are needed not only to create but also to maintain support and orderly atmosphere in the classroom.

It is needed the talent, skills, energy, and ability from teacher to manage the class, such as planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom (Al-Zu'bi 2013).

Seating arrangement is one of the most important aspects of classroom management, because seating arrangement can be combined with some aspects of classroom management such as instruction, forming groups, monitoring, maintaining discipline (Zerin 2014). It means seating arrangements take one of big roles in classroom arrangement.

According to Laslett and Smith (2016) that seating arrangement is a very important factor in the process of beginning a lesson smoothly and promptly. Based on the theory above, seating arrangement is the most

important part of classroom management that teachers should know, as it helps teachers to remember students' names quickly and avoid students' disruptive behavior.

Generally, students seated at the back of the classroom tend to interact more with each other than those seated in the front row, potentially adversely impacting their attention to the task at hand. Another factor influencing the choice of chair and seating style selection appears to be its ability to promote teamwork and collaboration in the classroom. It shows that the importance of the seating location can have a great impact on student performance, behavior and attention span.

Unfortunately, Cooper as cited in Apriliana (2017) said in her research that numerous studies have indicated that considering effective classroom management, as well as seating arrangements, is often neglected by the teachers in their teaching preparation. It shows that teachers pay less attention to the little things like seating arrangement.

In contrast to the teacher who is concerned about the seating arrangement of students in the classroom, students seating arrangement can have several beneficial effects in a classroom including class participation, behavior, and academic performance. Seating arrangements can take several different forms, the student seating is set to be a perfect arrangement. 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. Seating arrangements have long been believed to be one of the factors contributing to the student learning process.

The setting of seats is a repentant part of the transformed and as a teacher's strength to make students easy to carry with their arrangement, giving participation and being more active in class. When students are graded by setting and sitting their class, it will build student interactions between students and students with teachers. This will support students to be more active in class.

In addition to being able to have several beneficial effects in a classroom including class participation, behavior, and academic

performance, the seating arrangement also has a positive effect on students' English learning, especially in developing English skills.

According to Francis (2015), state that seating arrangement helps to reorganize children for different task and activities, increase involvement and decrease distraction but the teacher needs to be concerned about the fact that the change of the seating arrangement is under his/her control. Therefore, this seating arrangement is required for students in the learning process, especially in formal school classrooms. Some students can be active if they are comfort with their seat in the learning. So, that is the reason why does teacher should master seating arrangement.

In this research, the researcher choose Madrasah Aliyah Ainun Sahab Landi as the research site because some English teachers of Madrasah Aliyah Ainun Sahab Landi need to know well seating arrangement for applying in the classroom.

Based on the researcher's observation at Madrasah Aliyah Ainun Sahab landi, there are many students in the back who pay less attention to the teacher when explaining or even playing during the lesson, either because they do not attend or because the teacher pays less attention to students who are behind. Some students even want to move forward to better grasp the subject matter, it is proves how important seating arrangement in class. Some students are interested in certain types of seating arrangements used in class because it helps them understand subject better, but the student can not directly tell the teacher.

Hence the researcher would like to take the title “*Students Perception on Seating Arrangement in Learning English*”.

B. Problem Identification

In relation to the background of the research previously outline above, the problem Identification is as follow:

1. Situation in the class is not conducive.
2. The teacher is less than optimal in the arrangement of seats in the class.

3. There are still many students who play in the seats at the back of the class.
4. Students are less focused in the learning process so they are very slow to understand the lesson.

C. Research Focus

Based on the background above, focus of this research formulates into:

1. What types of seating arrangement do the teacher use in teaching English at MA Ainun Sahab Landi?
2. How are students' perception on seating arrangement in learning English at MA Ainun Sahab Landi?

D. Research Objectives

Based on the research focus above, the objectives of the study are:

1. To describe types of seating arrangement the teacher use in teaching English at MA Ainun Sahab Landi
2. To understand students' perception on seating arrangement in learning English at MA Ainun Sahab Landi

E. Research Benefits

The researcher expected that the research can give contribution for academic sphere and practical sphere:

1. Academic Sphere
 - a. This research is beneficial give a theoretical description about the importance of seating arrangements in improving the quality of teaching and learning process as well as creating a positive learning environment in the classroom, especially for English speaking course.
 - b. This research is also useful for further references for those who are interested in conducting a research seating arrangement to the students in the class of young learner.

2. Practical Sphere

a. For the students

Students will know the types of seating arrangement and the meaning of seating arrangement.

b. For the teacher

this study is expected to give an insight that the use of seating arrangements should be taken into account by the teachers in their teaching preparation.

c. For another reader

The reader can avoid the explanation of seating arrangement to the students.

CHAPTER II

LITERATURE RIVIEW

A. Previous Related Studies

There are several previous studies that related with this research:

First research by Apriliana (2017) "*Students' Perception Toward Seating Arrangement In Speaking Course At English Education Study Program Of IAIN Palangka Raya*". Reported by using mixed method of qualitative and quantitative. This research deals with the importance of seating arrangement in learning, especially in speaking and perception of students toward seating arrangement speaking that used to collect information about the opinion of students. The purpose of this research is to find out the type of seating arrangement prefer by student in learning speaking and their perception about seating arrangement in speaking learning.

Student prefer of horseshoe seating because the set position made them face to face with teacher and their friends, makes it easier for students to pay attention to teacher because circular position there no barriers, making students focus on lecturers who are in the middle who explain the material. Seating arrangement that allow s students to interact with lecturer and all of their friend during discussion in English speaking classroom because when students want to express their opinion in learning speaking it is directly fixed to the teacher and all of their friends.

The difference in research done by Apriliana was examined the students' perception toward seating arrangement in speaking course, to know the type of seating arrangement prefer by student in learning speaking and their perception about seating arrangement in speaking learning.. Although for this research, to be conduct to describe seating arrangement do the teacher use in teaching English and students' perception on seating arrangement in learning English. This research also has different research methods and different research subjects.

Second research by Aminah, Khaerati and Anugrawati (2021) “*The Influence of Seating Arrangement toward Students’ Participation in Learning English at Smk Negeri 2 Barru*”. The objective of this research was to know the influence of seating arrangement toward students’ participation in learning English, focused on clusters model and pairs model of seating arrangement at the tenth-grade students of SMK Negeri 2 Barru. The method of this research was a descriptive qualitative method. Collecting the data of this research used observation checklists and video recorded during the learning process in the classroom.

The result of this research found that clusters model made mostly the students unconcerned in responding to the material caused by the group consisting of more than two students. Meanwhile, the pairs model made the students more enthusiastic in responding to the material caused by the students’ engagement. It could be seen in the percentage of students’ activity which indicated that there was 64.6% students’ participation in the clusters model and 77.5 % students’ participation in the pairs model of seating arrangement during the learning process. It means that every seating arrangement had a different influence toward students’ active participation in learning English in the classroom.

The difference in research done by Aminah, Khaerati and Anugrawati was examined the influence of seating arrangement toward students’ participation in learning English. Although for this research, to be conduct to describe seating arrangement do the teacher use in teaching English and students’ perception on seating arrangement in learning English. For the instrument they are used observation checklists and video recorded but this research will use interview and questionnaire.

Third research by Simmons (2015) “*an exploration of classroom seating arrangement and student behaviour in a second-grade classroom*” reported used qualitative research, the purpose of this study to determined if a specific classroom seating arrangement can contribute to students being on or off-task while completing independent work. In this study, three classroom seating arrangements were compared in a second-grade classroom. These seating

arrangements were cluster seating, horseshoe seating, and row seating. Data were collected using three methods: observation/anecdotal record, teacher behaviour checklist, and a behaviour tally sheet. The result by Kate Simmons students were sitting in the row seating more active and more participate in doing the task.

Research by Kate Simmons focuses on the seating arrangement can contribute to the student in completing the task. While in this study focus on t students' perception on seating arrangement in learning English and to describe types of seating arrangement the teacher uses in teaching English also has different instrument.

B. Theoretical framework

1. Learning English

a. Definition of Learning English

Learning is a process that contains a series of teacher and student actions so that there is a reciprocal relationship that takes place in the classroom to achieve certain goals. In learning, there are several goals to be achieved. According to Duffy and Roehler, in Akhiruddin (2019), Learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum goals. Therefore, if one of the components cannot interact, then the learning process will face many obstacles in achieving the learning objectives.

Learning English is developing the ability to speak English contextually and acceptably according to the context and conditions and daily situations of students. Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future (Marzulina 2021). This is to produce a form of learning English that is more in touch with the language needs of students.

b. The Importance of Learning English

English today is used for many things. especially in the fields of education, business, politics, and technology. The importance of learning

English is very useful and should not be ignored, this is because English is widely used by most countries in the world. English not only acts as a communication tool but also makes it easier to interact in a new environment. From this we can conclude that learning English is very important for us in adapting to the development of the existing language, especially in communicating. English has been playing the main part in several sectors including medicine, engineering, education, etc. (Nishanthi & Department of Sociology, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India, 2018).

Currently, English is very necessary because of the importance of understanding English which is useful in everyday life, especially in the fields of education, business and technology. If learning using effective methods can make students master several skills ranging from the ability to write, speak, listen, and read. this kind of skill is very much needed in the world of work. Therefore, this shows how important the use of English is nowadays.

c. English skills

There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. This is supported by Uma and Ponnambala (2014) who state that mastering language skills will determine the students' communicative competence in the target language.

1) Listening

Listening is one of important skills in classroom because of providing input of learners then it as a first step of learning process (Gestanti 2017). Furthermore, Listening comprehension is, nevertheless, a major challenge for both English as a foreign language (EFL) instructors and listeners, which may on occasion lead to frustration, poor listeners' performance, or deficient attention paid in the classroom (Maftoon & Alamdari 2016). Next, although speaking is the most well-known type of communication, due to a few reasons,

listening is the first skill to master in order to be a proficient language and nobody can say a word before listening to it Kurniasih (2014). So, listening is one of English skills that has different uniqueness, and help learners to master English easily.

There are four types in listening skill, Asemota (2015), they are:

a) Active listening

In this type, active listeners learn faster and better. Here, they make sound judgments about what is heard. Sometimes, active listeners write down important things in complete ideas then they listen to ideas more than details.

b) Partial Listening

Listeners listen with a rebellious ear, in partial listening. Here, listener prefer to think their answer than listen what is taking place. So, they do not focus on what they listen to.

c) Intermittent Listening

Intermittent listening, this applies to people who listen with a deaf ear. Listeners close their ears to unpleasantness. They compulsively nod and shake their heads in agreement when they are not listening at all.

d) Appreciate Listening

Virtually absorbs all the speaker's meaning by being sensitive to facial expression, tone of voice, and bodily action as well as to the words themselves is a good listener. This is the best type of listening skill.

2) Speaking

Speaking is the active utilization of language to show meaning, and for youthful students, the spoken in language is the medium through which another dialect is encountered, comprehended, practiced, and learnt. Al Hosni (2014). According to Al-Tamimi (2014) the most demanding skill that people need to communicate in everyday situations is speaking. Generally, speaking is the ability to express something in a spoken language because it concerns putting

some ideas into words to make other people grasp the message that is conveyed.

Speaking has five types: imitative, intensive, responsive, interactive, and extensive (Rahmawati, 2014).

a) Imitative

This type requires the test takers to copy a word, phrase, or a sentence. The main aspect of the assessment although grammar also takes part as the scoring criteria is pronunciation.

b) Intensive

Intensive speaking does not emphasize on phonological aspect or pronunciation. This type needs understanding meaning to respond certain tasks but has minimal counterpart of interaction. Some examples of this type are reading loudly, sentences and dialogue completion.

c) Responsive

This type is important in a conversation because the speaker is stimulated to speak quickly. A kind of activity that belongs to this type of speaking is to respond a short conversation, making a simple request comment.

d) Interactive

Major difference between responsive and interactive speaking is the load and complexity of the sentences of interactive. Sometimes this type needs more than two people in the conversation.

e) Extensive

Involves a wide range of speech production is extensive speaking. Furthermore the speaker will need to communicate with the counter speakers, which could be answering questions, making discussion. Moreover, a strong language component in speaking skill is extensive speaking because it is ultimate type of speaking.

3) Reading

An communicative process between the reader's background knowledge and the text is definition of reading Toendan (2014).

Specifically, reading is a cooperation between information that is gain by bottom-up decoding and information that is prepared by means of top-down analysis, both of which depend on certain kinds of information-processing skills and certain kinds of prior knowledge.

According to Nugroho et al (2019) there are two kinds of reading, they are : extensive and intensive reading. Reading for pleasure is one of the extensive reading purposes. When the readers read the sources outside the classroom this purposes can be easily covered. Then, Nation in Nugroho at al (2019) said some focuses on intensive reading. They are: comprehension, sound-spelling, grammar, vocabulary, cohesion, information content, and genre.

Pourhosein Gilakjani (2013) said that there are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

a) The bottom-up model

All the words in phrase, or a sentence are read by the reader before getting it. This model beginnings with decoding the smallest linguistic units graphemes, and words and afterward makes significance from the littlest to the biggest units. The reader uses his/her experience information to the data that they find into the texts. Some difficulties are found in this model. One of the disadvantages is that the reader is effective in reading when he/she interprets the linguistic units and comprehends the connection between words. The reader cannot keep in his/her memory the significance of each word. the other trouble is that it is not possible to connect single word to different words.

b) The top-down model

Every word of a text is not read by the readers but they focus on identifying the next words. They attempt to figure the meaning of words or phrases.reader starts determining from the title of the reading text that permits them to limit the scope of their reading.

Then they assume the message the writer needs to move and change their hypotheses based on what they read in the text.

c) The interactive model

This model depends on data from different sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. Decoding processes support each other while readers are reading. On the off chance that they do not understand the texts, they ought to apply their previous knowledge to support them. Readers who are subject to top-down model utilize textual signs and infer the meaning but they should make up deficiencies shortcomings in word recognizable proof and absence of effective bottom-up processing. This model outcomes in the most effective processing of texts. Teachers should discover according to this model to support L2 readers' skills. The mutual teaching method is a reading instruction that depends on the interactive model. It includes four principal reading strategies.

4) Writing

There are a few components of writing, including grammar, paragraph organization, and vocabulary. Likewise, there are mechanics of composing which are important in making a good writing. Those are capitalization, punctuation, cohesion, spelling, unity, and organization. These things are essential to be a good writing.

Writing is a planned undertaking and learning. It is culturally such a specific learned behavior, as Syahid (2019) said that writing is not only one of difficult skills in English but also not easily acquired. Because, writing relies on multifaceted language skills, there is no guarantee that can be mastered. From multiple perspectives of expression, cognition, situation, completion, ideology and society.

According to Melly in Indrawati (2018), Kinds of writing as follows:

a) Expository writing (where the writing serves to explain or inform).

This is the most widely type of writing you will discover in

textbooks and on the web. As the author is mostly attempting to tell all of you about the subject their opinions are forgotten about leaving you with facts and figures instead of attempting to defend or support an opinion. An example of expository writing is "How-to" articles is an example of expository writing, where the author is explaining how to build or do something yourself.

- b) Descriptive writing (writing that serves to show, describe), a lot of great visual words are used in descriptive writing, because it can assist the you to see the person, thing or place are writing about. The writing can be graceful at times and clarify things great detail. When the you are reading descriptive writing you feel as though you are there or can actually picture in your brain what they are depicting. Then, descriptive writing often uses etaphors, similes and symbols.
- c) Persuasive writing (arguing for or against an issue), Persuasive writing takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is regularly found in promoting or advertising. talk and messages in those commercials on television are persuasive writing.
- d) Creative writing (interestingly, creative writing is a vague term, but it includes drama, fiction, poetry, autobiographies, screenwriting and more), The most fun type of writing is creative writing. Anything you think up your mind can be transformed into creative writing. Creative writing is frequently thought provoking entertaining and more interesting to read than persuasive writing. Short stories, novels, poetry and plays frequently fall into the creative writing category. It doesn't necessarily need to follow any line of realities, similarly as long as it's interesting to read.
- e) Narrative writing (tells a story). Narrative writing is extremely common in novels, biographies and poetry. The author places themselves in their characters shoes and writes as if they were that person. They recount to biographies and include plots and story

lines. Narrative is amusing to read because you can supplant the author with yourself, it will appear as though the story is transpiring.

2. Seating Arrangement

a. Definition of Seating Arrangement

According Laslett and Smith (2013) state that seating arrangement is a very important factor in the process of beginning a lesson smoothly and promptly. Cullen (2014), seating arrangement dictate “power and control as well as patterns of communication”. Cornell (2014) state that seating arrangement is important in creating a suitable learning environment for students. Seating arrangement is important of classroom seating events because it has potential to help decrease behaviors problem that decrease student attention and decrease available instructional time Wannarka and Ruhl (2018).

Based on the above theory, researchers conclude that seating arrangement is an important role in the learning process. This becomes an integral part of classroom management that teachers need to master to face student behavior, organize their time, and create an active and active learning environment during the learning process.

No matter what seating arrangement is use, it must be flexible. In other word, that the display of arrangement should be appropriate for learning process like the activities and purposes. In this way, the classroom can accommodate easily the activities planned by the teacher. The teachers need to plan the suit seating arrangement of students in the classroom.

b. Types of Seating Arrangement

According to Wiyani and Silberman (2016) there are five types of seating arrangement, namely:

1) Orderly Rows/ Traditional Seat Position

This seating position is the old types than others. Almost every school used this seat arrangement in the classroom. Students will seat pair in one desk. The advantages of this arrangement are the teacher,

and the students can see each other clearly and easier to eyes contact, and makes learning easier.

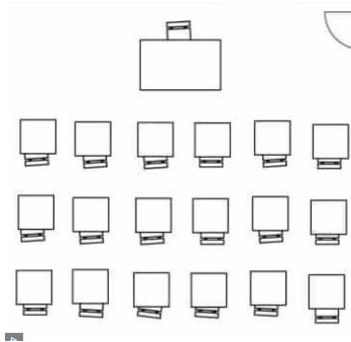


Figure 2.1 Orderly Rows/ Traditional Seat Position

2) U Shaped

In this seating arrangement allows the teacher to sit in the middle and see all the students likewise the all students see the teacher. The advantages of this model are prevent the students from getting distracted each other since the teacher is in the middle of the class, and it is good for students because they can still help one another cause of they sit close enough and yet not distract the whole class during a lesson.

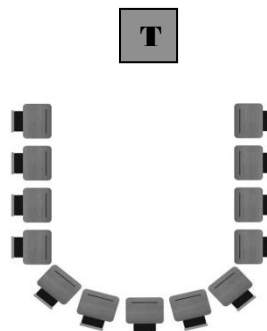


Figure 2.2 U shaped

3) Chevron

This type is like a traditional seat position, but this model also like U-Shaped arrangement.

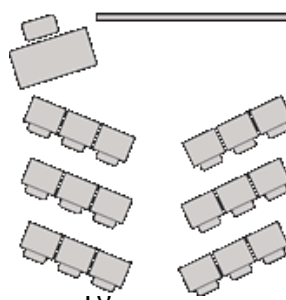


Figure 2.3 Chevron

4) Group Work

Group work usually used by many teachers. This type, consist of four or five students sitting together construct small groups that make students are able to work in group easily and share ideas among themselves as well as help each other. So that group work suitable with students are very quiet and are too shy to ask questions cause of afraid of being embarrassed. Therefore, teacher can manage the time well to explain the material or activities in the class.

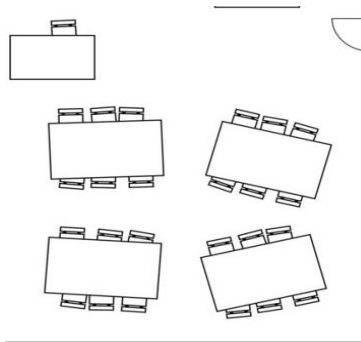


Figure 2.4 Group Work

5) Theatre Style/ Auditorium

This model used for senates or councils, which the focus at the front where speeches are given and other participants are engaged in the discussion, the emphasis is on personal presentation, not median through images and text, though this is possible. Ideal for critical engagement between an academic and a relatively large class, with some all group discussion, but presentation of text and images is compromised.

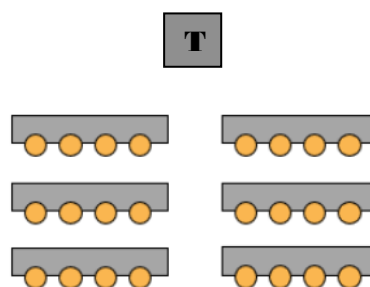


Figure 2.5 Theatre Style/ Auditorium

According to Ramsden (2014), "The best arrangement depends on the situation of the class and the teacher." He offers five types of seating arrangements which can be used by the teachers. Some of these are described below.

1) Cluster

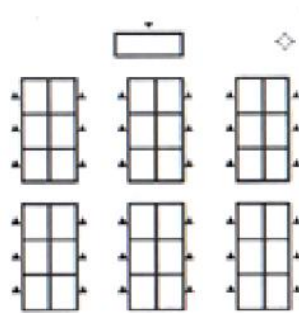


Figure 2.6 Cluster Seating Arrangement

This type has four to five desks with individuals facing each other. The benefits of clusters are that they are scattered throughout the classroom and there is enough space between two clusters so that chairs do not crowd each other, teachers can easily shift from one location to another and work with each group.

Clusters are very beneficial for classes with a lot of group work. Students in a group can easily make eye contact, cooperate, and support one another.

Before setting up a cluster, teachers should think about the group of students and whether they can collaborate. Students should be at different levels in each group so they can help each other. The idea of this arrangement is to encourage collaborative learning. Teachers in this placement help and guide their students. The arrangement also allows students to do individual work.

Clusters have some disadvantages. It is unfavorable during examinations because there is a possibility of cheating. It also causes issues when the teacher is providing instructions because the students

may not be facing the teacher. Students may talk among themselves instead of listening to instructions or performing duties.

2) Desk Rows



Figure 2.7 Desk Rows Seating Arrangement

Desk Row is the most traditional seating arrangement. In this arrangement, desks are arranged in multiple rows toward the front of the classroom. There is a vertical gap between each desk. This allows the teacher to walk back and forth without moving anything. Before setting up this placement, the teacher should analyze student behavior and decide who should sit in the back and who should sit in the front. The advantage of this arrangement is that it is perfect for taking tests, it is good for giving instructions as the students are all facing forward, they have a clear view of all the instrumental instructions and the teacher can lead the lesson. It's easy to monitor.

A weakness of this arrangement is that some students may sit in the back or corner of the class to avoid classroom participation and interaction, which is also problematic for group work.

3) Table Row

Tables row use long vertical tables from the front to the back of the room. Students sit next to each other. This arrangement is suitable for group work as the purpose of this arrangement is collaborative learning. Students can peer-proof while writing and share their work with their peers by simply reaching out to the person next to them. This placement is suitable for situations where students are doing group work without direct supervision.

The problem with this arrangement is that students sitting at the edge of the table may not be able to see the teacher during the face-to-

face class. It is also difficult for teachers to see all students and monitor their activities. These placements are bad for testing. Additionally, students have to leave their seats to see who is speaking, making it very difficult to discuss the entire class.

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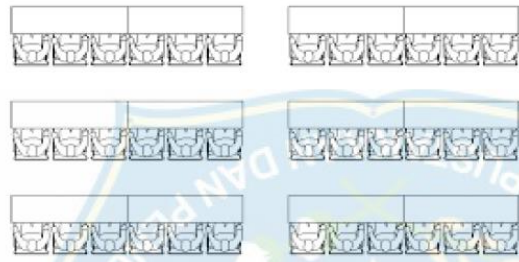


Figure 2.8 Table Row Seating Arrangement

4) Semi-circle

Semi-circular seating arrangement consists of several tables touching each other. All tables are in front of the classroom. This arrangement allows both teachers and students to see each other, and since the seats face the front of the room, students also have a clear view of the material. The advantages of this arrangement are that teachers can set up this type of seating arrangement, direct teaching and collaborative learning, that almost all other ideas can be implemented with this seating arrangement, and that students can use all teaching aids that support direct teaching. that you can see. Students can engage in various types of classroom activities such as debates, group discussions, and group projects. The facility allows for these types of activities, allowing teachers to easily roam around the classroom, monitor students, and have complete control.

Besides, the disadvantages of the model is that the seats are placed so close to each other that it is difficult for the teacher to interact with the students individually. A semi-circle is not preferable in situations where the teacher wants to do other types of activities outside the desk area (i.e. role-playing) as it occupies almost the entire class.

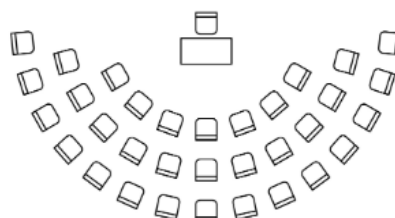


Figure 2.9 Semi-Circle Seating Arrangement

5) Pairs

Pairs consist of two desks. Each pair of desks is separate from the other pair. In this setup, students face the front of the class. So they can easily check the resource instructions. This arrangement is suitable for testing. This arrangement allows teachers to walk around the entire class and monitor students easily. Before setting up this type of seating arrangement, the teacher can pair who with whom, taking into account several other factors, such as allowing both solo and paired work in this arrangement.

The disadvantage of this arrangement is that some students will sit at the edge or corner of the room to avoid attending classes.

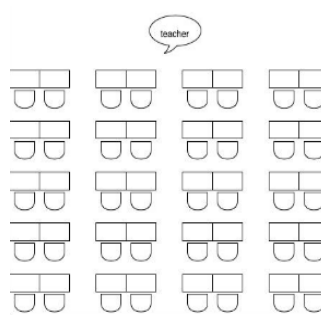


Figure 2.10 Pairs Seating Arrangement

d. Advantages and Disadvantages Seating Arrangement

The teacher's designing in managing the classroom has an important role in every classes in how to create the feeling and atmosphere. So the teacher should be concern about the environment in the classroom to make the students comfort during teaching learning. By the seating arrangement, the teacher tries to arrange and create a comfortable classroom atmosphere for students. Besides, in applying seating arrangement also has

advantages and disadvantages for the teaching and learning process as follows :

1) Advantages

According to Cornell (2014) seating arrangement within the classroom allows teachers to manage their students and class activities more effectively. For example, seating charts can solve problems prior to them accruing, such as ensuring you do not have two talkative students next to each other. Seating arrangement also can take advantage of classroom size and shape, improve teacher's teaching style and improve student performance.

2) Disadvantages

According to Cornell (2014) In applying seating arrangement, the disadvantages may occur in certain activities. Students sitting in the last rows are more likely to be distracted, lose focus and converse with others. Students can easily become disengaged during the lesson. This layout is not useful for classes designed for conversation and interaction and not easy for the instructor to observe students in the mid and back rows.

e. The Importance of Seating Arrangement in Learning English

According to Laslett and Smith in Zerlin (2016) that seating arrangement is a very important factor in the process of beginning a lesson smoothly and promptly. Cullen, et al (2012) seating arrangement dictate "power and control as well as patterns of communication". Cornell in Loftly (2013), state that seating arrangement is important in creating a suitable learning environment for students. Seating arrangement is important of classroom seating events because it has potential to help decrease behaviors problem that decrease student attention and decrease available instructional time Wannarka and Ruhl (2013).

Based on the theories above, the researcher concludes the seating arrangement is an important role in learning process that become one of vital component of classroom management which teachers should master in

order help them to face the students behaviors, organize the time, and to create learning environment active and enjoyable during learning process.

3. Perception

a. Definition of Perception

According to Angell (2015), that perception is the consciousness of particular material things present to sense. So, the perception can be defined as the process of receipt of stimuli through the senses, which is preceded by the attention or awareness that the individual is able to determine, interpret, and appreciate about what is observed, how a person sees, views or defines something.

Perception is how people perceive things, especially using their senses. Furthermore, perceptions are thoughts, beliefs, or images that people have as a result of as humans see and understand Hornby (2014).

According to Schmitz (2017), Perception is the process of selecting, organizing and interpreting information. Perception describes the processes humans use to manage and interpret The impressions of the senses that give meaning to their environment. person who has Object perception can be positive or negative. Perception allows people to relate to their environment. This relationship is established through the five senses. These are sight, hearing, taste, smell and touch.

Koentjaningrat as cited in Sahal (2013) explained that perception is the realization of human brain process and it appears as view about phenomenon. Many factors flow into this process: emotions, needs, motivations, educational background, experience. Then follows the process by which the human brain arrives at a meaningful interpretation of the stimulus. Having defined the concept of perception, we can conclude that perception is the process by which humans think about certain phenomena after receiving sensations from the environment through organ sensations. This study, perception, means to convey an opinion or message about what happened.

b. Process of Perception

Perception consists of specific processes. Beginning with the sensory organs that receive stimuli from objects, we progress to a registry of stimuli in the nervous system known as sensations. Further, this process is completed by thinking, analyzing, and interpreting in order to accomplish the encounter of objects in relation to the process of perception. Walgito (2014) explained that perception is complex process, those are, as follows:

1) Physical Process

It is the process when an object are uses stimuli caught by receptor, this process is called sensation.

2) Physiological Process

It is the process of sending stimuli to the brain by sense organ.

3) Physcological Process

It is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

c. Kinds of Perception

There are two kinds of perception. External perception is perception due to the stimulation that comes from outside individual, and self perception is perception whose stimulation is from within an individual. By perception, individual can aware and can understand the situation of environment around of it or even the condition about self-individual condition Walgito (2013). Walgito (2013) divides factors that affect one's perception into two.

1) Internal Factors

Internal factors are factors which come from an individual; depend on psycholological factor such as: thoughts, feelings, willingness, needs, sex, motivation, and attention. Every human being has different characteristic and temperament is also shaped by individuals' family and individuals' environment.

2) External Factors

External factors are factors which come from outside individual. The external factors are affected by someone's perception. The process of stimulus will through the sense organ or receptor such as: sight, sounds,

hearing, etc. It can be concluded that individual's sense organ is a connector between individual the object in the world.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the explanations before, there are two most important points that the researcher found as the conclusion or result of this research:

1. The English teacher uses 4 types of seating arrangement, namely orderly row, pairs, group work, and u-shaped seating arrangement. The use of seating arrangement by the English teachers in the classroom adjusts to what is conveyed and taught. Like the use of row seating, which is used in teaching writing, listening and reading skill. The use of group work seating in teaching writing skills. The use of pairs seating in teaching speaking and writing skill and u-shaped seating is used to teach writing and reading skill.
2. Positive perceptions were given by students about the use of seating arrangements used by English teachers in the classroom. The results obtained are students prefer more with the use of group work and u-shaped than seating than other seating arrangements. For students, a good seating arrangement is one that provides convenience for them in learning activities, such as the ease of paying attention to the teacher when explaining learning material and the ease of interacting with teachers or friends to allow students to develop their skills.

B. Suggestion

Based on the data presented above, which is gained through observation, interview and questionnaire, the writer has some suggestions which will be useful sometime for the use of seating arrangement in learning English.

1. For teachers

The researcher suggests exploring more about students' desires in terms of learning and apply various seating arrangements that fit to student need. In addition, the teacher can ask about the preferred seating arrangement of

students in each lesson. So, not only teachers can feel the ease of learning, but students also feel comfortable in learning.

2. For all students of MA Ainun Sahab Landi

The researcher hopes and expects that they always follow every learning activity well. In addition, the researcher hope that they always dare to express to the teacher about their desire to learn that makes them feel comfortable in the classroom.

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