

**ENGLISH TEACHER PERCEPTION TOWARDS CLASSROOM SEATING
ARRANGEMENT IN SENIOR HIGH SCHOOL**

A Thesis

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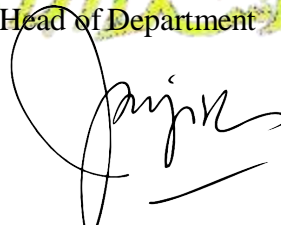
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STATEMENT OF WORK'S ORIGINALITY

I honestly state that I wrote this thesis entitled “**English Teacher Perception Towards Classroom Seating Arrangement In Senior High School**” is by myself and there is no other work except cited in quotations and references as a scientific paper should

Yogyakarta, 29-06-2024

The Writer,



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MOTTO

You don't grow when you are comfortable

DEDICATION

I dedicate this thesis to both of my parents. Mr. A. Ferry Chaniago who always believes in me, who always gives me endless chances so I can prove that I can pass everything because of his endless support. And Mrs. Triskasari who always never gets tired to remind me to put Allah SWT first before anything. Mom, Dad, your only daughter can pass any storm because of the strength that you both give me. This thesis may be one of the things that can make you both proud.

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ENGLISH TEACHER PERCEPTION TOWARDS CLASSROOM SEATING ARRANGEMENT IN SENIOR HIGH SCHOOL

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Abstract

This study aims to explain how an English teacher manages the seating arrangement and what are the preferences of seating arrangement in senior high school's classroom in English learning. This research uses a descriptive qualitative method with a thematic analysis design. This research was conducted by an interview with an English teacher in an international high school. The result of this study specifies the types of seating arrangement that the teacher applied in the English classrooms that she taught. The results revealed that there were four preferences of seating arrangement in her classrooms, i.e., flexible seating arrangement, U-shaped seating arrangement, classical seating arrangement, and cluster seating arrangement. Flexible seating arrangement means that the teacher considers students' comfort, the teaching method, and the students' level proficiency. The most often used seating arrangement in English classes that the teacher teaches is U-Shaped. The classical seating arrangement also applied based on the students' request. Last but not least, the cluster seating arrangement is usually used for group work. This study suggests implications for English teachers so the teachers can know the role and the types of seating arrangement to support English learning in their classroom. Moreover, this study suggests implication for the teachers to know the various types of classroom seating models that can be used as suggestions to be applied in English language learning classes so that learning can be well supported.

Keywords: *English classroom, seating arrangements, teachers' strategies.*

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Learning process includes two important aspects that must be involved, namely student and teacher (Adolo, Akhmad, & Jannatussholihah, 2022). Another important aspect that affects the learning process is the environment from the classroom. Classroom management is necessary to control how the classroom environment is created. By managing the classroom properly, teachers could make the classroom environment comfortable. Students' comfort in the classroom is another important aspect from creating an environment conducive to learning because they spend most of the time in the classroom. The seating arrangement also has an impact to create a class more conducive to support the learning process. In addition, according to (Nurfaidah et. al, 2022) teachers used into consideration a number of factors while deciding how to arrange the seats in the classroom, including the kind of activities being done, how much time they had, how well students interacted, how big the class was, how tall the students were, the types of seats, and the distance between the seats.

In order to create a good environment for the students, seating arrangement should be considered. According to Salma and Sahin (2022), seating arrangement plays a crucial role for the effectiveness of curriculum implementation. Seating arrangements will help to maximize the students' learning. Seating arrangements also affect the students' relationship with other students that could also affect the learning process. For example, by sitting beside the same person all the time, students might become close to each other and thus they will have too much interaction in the classroom and tend to talk a lot without listening to the teacher. Beside the students' learning,

seating arrangement also affects students' performance. It proved according to Norazman et al. (2019) who state that student achievement and behavior will be detrimental influenced by an unsatisfactory learning process. Teachers' should be really careful to arrange the seating and the desk for the class. There are so many aspects that must be considered. Norazman et al. (2019) stated that the classroom's seating arrangement would have an impact on students' motivation. By arranging the seating, a student's that may have a low motivation of studying English in the classroom will be paired with the higher ones.

Several studies about seating arrangement have been conducted. For instance, Adolo, Akhmad, and Jannatussholihah (2022) conducted the studies located in Gorontalo with English teachers as participants. They studied teachers' perception of seating arrangement in learning English including in understanding the seating pattern, the purpose or importance of the seating arrangement itself. Researchers have suggested several factors that must be taken into account when creating seating arrangements that would improve the students' quality of learning as well as their impact on learning English. Their study proves that seating arrangement is taking a quite crucial role for students' learning. Another study from Gremmen et al. (2016) was conducted in the South-eastern Netherlands with teachers as the participants as well mentioned that there are four aspects that teachers' considered to arrange the seating in the classroom, such as social, academic, classroom management, and personal characteristics but the majority mentioned academics as their main reason. The teachers prioritize the academics aspect as the most important consideration to seating arrangement.

Even though there have been several studies concerning seating arrangements (i.e. Adolo, Akhmad, & Jannatussholihah, 2022; Gremmen et al, 2016; Salma & Sahin, 2022; Nurfaidah et. al, 2022), they were conducted in the primary, junior high school levels, and in the institutions.

Whereas, this present study attempted to fill the gap by focusing on seating arrangement in the English classrooms in senior high school levels. Therefore, a study about seating arrangement preferences for English in senior high school is urgent to conduct. The reason it is urged to conduct is that the teacher must know what are the preferences to support students' learning. This paper aims to investigate the teachers' preferences of seating arrangement in Yogyakarta in the form of an interview which is a qualitative study method.

1.2. Identification of the Problems

According to Prasetyarini, Hikmat, and Thoyibi (2021), there are plenty of problems in senior high school's classroom such as it was hard for students to pay attention to the teacher, playing with their own gadget, talking too much with their friends, lateness, these problems are affected by the seating arrangement because seating arrangement can affect the students' learning and motivation. However, there is still limited research focused on the seating arrangement in senior high school.

1.3. Limitation of the Problems

This current study had only focused on seating arrangement preferences that work for the learning process in senior high school.

1.4. Formulation of the Problems

This research attempts to answer the following question: How does an English teacher's perception towards the seating arrangement and what are the reasons in senior high school levels?

1.5. Objectives of the Study

This research aims to explain how an English teacher's perception towards the seating arrangement and what are the reasons in senior high school levels?

1.6. Significances of the Study

1. Conceptual contributions

The theoretical contributions findings means the seating arrangement will affected their importance for social interactions, group dynamics, and learning environments.

2. Empirical contributions

This study brings the benefit to the students by knowing what is the preference from the teachers to create a good learning environment that will affect students' learning. Then, this study can be a reference to get to know how to manage the classroom management, especially the seating arrangement that plays a crucial role in the classroom.

CHAPTER II

LITERATURE REVIEW

2.1 Seating Arrangement for English Classroom

Classroom management is necessary to control how the classroom environment is created. The idea that classroom management is mainly about discipline is a misconception held by teachers that can actually interfere with effective teaching (Garret, 2014). By managing the classroom properly, teachers could make the classroom environment comfortable. One of the ways to make the classroom environment more comfortable to help students' learning process is how the teacher arranges the seating arrangement. According to Adolo, Akhmad, and Jannatussholihah (2022) in structuring seating arrangement, teachers need to pay attention to the conditions and learning targets to be achieved by the teacher, the teacher must also pay attention to the classroom situation and what is needed by students during the learning process. Seating arrangements help the teacher to maximize the learning process, that is why the teacher must be considering many factors. One of the factors that the teacher must consider is that there are patterns that are usually found in the student seating. According to Adolo, Akhmad, and Jannatussholihah (2022) the shy ones are likely to sit in the behind or at least in the middle and not in the front position so they do not feel too much pressure. The teacher tends to change not only the seating position but also the chairmate (Adolo, Akhmad, & Jannatussholihah, 2022). In addition, the students who tend to have a weakness in English are moved by those who have more abilities so they are motivated to learn English (Norazman et al., 2019). The seating patterns also play an important role in students' motivation and efficiency of learning.

There are four types of seating arrangements that can be applied in the classrooms, such as (1) traditional rows, (2) clusters, (3) pairs, and (4) U-Shaped (Garret, 2014). Each of the

seating patterns that have been mentioned, have their own advantages and disadvantages. With the traditional rows, students can go freely to any desk in the room and simply modify their seating position. They can also plainly observe the teacher when they are explaining the content. The disadvantages of traditional rows is students cannot easily work in pairs or groups because of the limitations of the desk that they have. It is hard to have a discussion with the pattern. The students who sit in the back rarely pay attention to the teacher because they cannot see the teacher clearly when the teacher is explaining. The other pattern called clusters, is focusing with students working together to construct the knowledge (Garret, 2014). The benefits of using this pattern include making it simpler for the teacher and students to converse one-on-one or in groups, facilitating interaction more easily, and helping the students run successful small groups. The cons of this pattern include the difficulty for the teacher in keeping the students' attention because they frequently engage in excessive social interaction because they are not facing the teacher, and the difficulty for the teacher in guiding the behavior of the students because they are not facing the teacher. The other pattern that also applies in the classrooms is pairs. This pattern has the same focus with the previous one, but the teacher's position is in the front of the classroom. The advantages of applying this pattern is also the same with the previous one, but the difference is the students are still facing the teacher so it is easier for the teacher to maintain the classroom. The disadvantages of this pattern is that the students may distract one another during the group work and the students who are sitting in the back are rarely hearing the other classmate since the other students are facing the teacher who is in the front of the class. Lastly, Garret (2014) proposes the U-Shaped pattern. This pattern focuses on the students' engagement to one another and allows them to collaborate knowledge construction by pairs of students. The advantages of this pattern is that all the students can see the center of the class so it is easier for

the teacher to maintain the attention, however, the arrangement sometimes can be crowded and it has the same disadvantages from the pairs pattern, during their group work many pairs of students distract each other.

The traditional seating arrangement is the most dominant type of seating arrangement that is applied in many classrooms. The other seating arrangement that might be well known is U-Shape seating patterns. This type of seating is an alternative seating arrangement besides the traditional ones. Nowadays, the traditional seating arrangement makes the passive interactions between the students and the teacher, somehow it is just one-way communication. The teacher keeps talking and the students rarely pay attention to the teacher. According to Norazman et al. (2019) cluster seating, meanwhile, is more suitable for a small number of students. All of those types have positive and negative effects. The cluster ones are really suitable for doing the group works, while the traditional and the U-Shape are suitable for the individual works. The common problems found in the traditional ones is that the students rarely pay enough attention to the teacher. The U-Shape model disabled students' interaction, that is why it's suitable to have this type of seating arrangement to do individual work rather than group work. The cluster seating arrangement may affect teachers' model of teaching, because it focuses on student-centered learning.

In addition, there are three types of seating arrangement in English classrooms according to Salma and Sahin (2022). The first one is the classic-row orders, teachers stated that this pattern is advantageous in terms of individual works and the students stated the same thing. The classic-row orders provided the limitations of the activeness of the students, did not provide enough free space for the students to have activities, and made it harder to have seeing and hearing while learning in the classrooms. Salma and Sahin (2022) stated however, the teacher

made an attempt to adapt the activity with the ongoing layout when they couldn't successfully accomplish the curricular requirements in the classic-row layout. Salma and Sahin (2022) stated, According to the English teachers, they stated that the classic-row seating arrangement does not match the methods and techniques that will support some of the learning outcomes in the English curriculum. This pattern is much preferred for the teacher and students, because this pattern was lesson-based and they enjoyed cooperating with their friends as well as being active throughout the lesson. Salma and Sahin (2022) stated another pattern that is used by the teacher was horseshoes. This pattern provides free space for activities, helps the students see the board, facilitates the students, increases communication between the students, and strengthens students' motivation. In order to accomplish techniques instructional in English lessons (e.g., dramatization, role-playing, competition, demonstration) to be applied comfortably, it needs enough free space in the classroom. Although the teacher can easily see the students, the student's ability to actively communicate with their classmates has strengthened the teacher's control in the classroom. However, it was stated that disciplinary problems decreased when the degree of teachers' control of students increased (Salma & Sahin, 2022). According to (Salma and Sahin (2022) ~~the other pattern~~ that is used by the teacher was clusters. The cluster was often used in the classrooms because it is useful in cooperative learning. It makes the students enjoy cooperating with the other students as well as being active throughout the lesson.

Moving students for their seating arrangements will also increase their motivation in learning. Norazman et al. (2019) stated that the classroom's seating arrangement pattern has a big impact on how students learn. Insufficient seating arrangements would have an impact on students' motivation. Additionally, it may result in decreased student achievement and teachers' effectiveness. As mentioned earlier, the shy ones tend to sit in the back of the class and it also

applies to the ones who have the high motivation that might sit in the front of the chalkboard. The other factors that might influence the teacher to arrange seating in the classroom also because of the classroom capacity. The less space in the room, the less the teacher can do for the students' seating. Chingos (2013) states that the factor of capacity in the classroom is widely known around the world, where suitability of students allocated in a classroom plays the main role of successful classroom management.

2.2. Teachers' Strategies and Consideration in Classroom Seating Arrangement

Gremmen et al. (2016) states that differences in teacher beliefs can thus lead to different goals and may therefore explain diverse seating arrangements among teachers. There are so many aspects that should be considered while the teacher is arranging seating arrangements. It was expected that teachers would take into consideration of physical issues, academic performance, school functioning, classroom management, social dynamics in the classroom, and knowledge from past teachers while setting up the classroom (Gest & Rodkin, 2011). Even though academics is one of the factors that is frequently brought up in interviews, physical issues with sight and hearing, separation of disruptive students, and placement of students who have trouble focusing close to the teacher were the items that were most frequently selected in questionnaires (Gremmen et al, 2016). All of those aspects play a role for teachers' consideration of the seating arrangement to create the learning environment more suitable for students to enjoy and get through the learning smoothly. The research from Gremmen et al. (2016) is not focused on English classroom seating but can be applied for any classroom.

Hoekstra et al. (2023) state that there are a variety of strategies that can be used for seating arrangements in the classroom. Teachers usually started by choosing what type of physical arrangement they wanted, such as rows and groups. For rows, they usually choose this

because of the classroom's space and for the groups they usually choose this because to promote collaboration. Hoekstra et al. (2023) also mention mixing gender's strategy. Teachers can mix girls and boys to avoid gender segregation and support mixed gender interactions. With this strategy, they can collaborate well in the learning process. However, Hoekstra et al. (2023) also stated that there is a separating students as well. Teachers usually separated the students because of their cognitive abilities. In general, they must consider the types of the students that can work in the group and which of these would not work together. Hoekstra et al. (2023) also mentioned another strategy is pairing students. For instance, the teacher can purposely pair the disruptive students so they can interact directly with each other so it makes the classroom more conducive rather than being separated.

2.3. Review of Relevant Studies

Realizing that there are many aspects from classroom management that can support the learning process, one of the ways that can begin as a supporting aspect is through seating arrangement. Several studies have been conducted by researchers to identify the importance of seating arrangement in the English classroom. The reasons for conducting those researchers also vary. This research has the same intention as the previous research does, looking for the importance of seating arrangement in English classrooms. The differences from this research with the other researchers is this study only focuses on the high school seating arrangement.

Salma and Sahin (2022) in their research entitled "Evaluation of The Seating Arrangements in English Language Classrooms Through Multiple Perspectives", it was conducted in a district center in Western Anatolia, Turkey with four middle schools. They found that the physical features of the observed classrooms along with the layout of the students desks were presented and other perspectives from the stakeholders are also mentioned about the layout

of the classrooms. They reviewed the general layout of the classrooms' layout. The data collected by doing observations were made for 46 classrooms at different grade levels in four selected middle schools.

Adolo, Akhmad, and Jannatussholihah (2022) in their research of "Seating Arrangement in Learning English: Teachers' Perceptions" took a place in Gorontalo with two junior highschool teachers and the authors collect the data by using a semi-structured interview. They discovered that (1) teacher perception of seating arrangement in learning English included teachers' comprehension of the use of seating arrangement in learning English and teachers' reactions to students' reactions after changes in seating arrangement, and (2) the teachers' constraint of applying seating arrangement pattern in learning English contains about problems faced by the teacher when doing seating arrangements and teachers' assessment of the proper seating.

Gremmen et al. (2016) in their research of "Considerations for Classroom Seating Arrangements and The Role of The Teacher Characteristics and Beliefs" that took a place in South-eastern Netherlands with 50 teachers as participants found that there are many aspects that can be considered to arranging the seating arrangement, they found that during the interviews, the teachers provided a total of 417 reasons, varying from 2 to 19 per teacher. Out of all the possible causes, there were roughly 68 physical causes (16.3%), 54 social causes (12.9%), 129 academic causes (30.9%), 70 regarding classroom management (16.8%), 38 related to personal traits (9.1%), and 58 referring to other causes (13.9%).

2.4. Conceptual Framework

A number of researchers have proved that there are so many aspects that can be considered for arranging the seating arrangement in the classroom. Starting with the layout of the

classroom until the preference considerations for arranging the seating layout. Furthermore, the present study has focused on the seating arrangement in the senior high school in Yogyakarta.

Salma and Sahin (2022) stated that seating arrangements play a crucial role for effectiveness of curriculum implementation. By arranging the seating, the students' learning process could be improved. Seating arrangement is a part of classroom management since arranging seating is one of the factors that helped the learning process. Through seating arrangement, it helps the students to get through the learning. In addition, Salma and Sahin (2022) stated that the original classroom observation consists of classroom furniture, equipment of classrooms, seating layout, features of the desks, and space to use, yet the researcher only adapted the seating setting since the aspect is related with the main focus of this research. Salma and Sahin (2022) also stated that the seating arrangement is divided into three types such as (1) classic row order, (2) clusters, (3) horseshoe. The researcher only adapted three kinds of seating arrangement as written as the conceptual framework because of the conditions of the school's seating setting. Each type represents different functions as explained in the figure below.



Figure 2.1. Conceptual Framework of English Teacher Perception Towards Classroom Seating Arrangement In Senior High School

CHAPTER III

METHODOLOGY

3.1. Research Design

This study aims to study how English teachers manage seating arrangement at senior high school level by interviewing the teacher. This present study was descriptive qualitative. Descriptive qualitative is used to reveal problems in the learning process, by examining the factors that influence them, as well as the understanding, behavior, and experiences of each teacher (Nassaji, 2015). And one way to collect data in the descriptive qualitative is by direct and in-depth interviews with the participant.

3.2. Data Preparation

3.2.1. Settings and Participants

The participant for this study was a high school English teacher from an international school that has taught for at least 5 years. She is around 30 years old. The reason for choosing the participant as mentioned earlier is because of her teaching experiences and how she understands much in handling the classroom. The researcher chose a private international school because of the layout of the classroom which was usually more varied than other public schools. An international school also usually has larger classrooms with a small size of students. This fact might also be another reason for it to be more varied to the seating pattern. The researcher considered some points from international school's probably because of the curriculum that the international school has a different curriculum. In addition to the curriculum of the ministry, international schools have their own curriculum that might affect the teaching

method in those schools. Furthermore, the curriculum will impact the classroom rules that they have in the international school because commonly the rules will be more negotiable than the other school has. The last aspect that the researcher considered is the school's cultures, meaning that the students have more differences for some aspects, like the rules that have been told before.

3.2.2. Informed Consent Form

In this study, the high school teacher was interviewed by the researcher when teaching English and applying some strategies for the seating arrangement. Before conducting the interview, the researcher asked permission by preparing the informed consent form that must be filled in before the interview begins. As the participants filled the form, it means that the participants agree to do the interview.

3.3. Data Collection Technique

Table 3.1 Matrix of Interview

Construct	Definition	Components	Questions
Classroom arrangement	seating In order to create a good environment for the students, seating arrangement should be considered. According to Salma and Sahin (2022), seating arrangement plays a crucial role for the effectiveness of curriculum implementation.	1. Classic row 2. Clusters 3. Horseshoe	1. How do the teacher arrange the seating arrangement when Teaching English by speaking, writing, reading, listening 2. Do the students choose their own seats or does the teacher choose it for them? Why? 3. What kind of seating arrangement is used often? 4. What is the students' reaction towards the seating arrangement? 5. What is your consideration for choosing the seating setting?

3.4. Data Analysis Technique

A technique for finding, analyzing, and reporting patterns (themes) within data is thematic analysis. The data analysis technique that the researcher uses is thematic analysis. According to Braun and Clarke (2006), thematic analysis is the first method of qualitative that researchers must learn reckon that thematic analysis provides core skills that will be useful for conducting many other forms of qualitative research. There are also some steps of thematic analysis to do. The first phase is about familiarizing with the data. The thing that can be done from this phase is about transcription of verbal data. This step is about how the researcher gets the information from the sources the researcher got. For making sure the accuracy about the information from the sources, then the researcher can familiarize with the data itself. Then, the second phase is about generating initial code. Data code aims to coded the data that the researcher finds interesting. It depends on the writer to coded the entire data or just specify data. The third phase is searching for themes. In this phase, the researcher brings the data more broadly rather than coding, it is more sorting the data code into potential themes. There are many ways to look for the themes, it can be using mind-maps, or the researcher might write the name of each code (and a brief description) on a separate piece of paper and play around with organizing them into theme-piles. The fourth phase is about reviewing the themes. In this state, it is the time when the researcher can collect the themes. In this phase, there are two steps, that is reviewing and refining the themes. From this phase, the researcher needs to fully understand the overall story of the data. The fifth phase is about defining and naming themes. In this state, the researcher is asked to define further about the themes that are going to be present and also analyze the data itself. By the end of this stage, the researcher must be able to precisely identify what the topics are and are not. The researcher may evaluate the ability to do this by seeing if the researcher can sum up each theme's scope and content in a few phrases. The sixth phase is about

producing the report. In this stage, basically the researcher finally set the fully worked-out themes, including the final analysis and writing down the report. The benefit from using thematic analysis technique is flexibility. Not because it is flexible, doesn't mean the researcher can limit the flexibility of this technique. It is crucial that the theoretical framework, research techniques, and decisions made by the researcher are all acknowledged and recognized as such.

3.5. Trustworthiness

In order to gain trustworthiness, data must go through some criteria. Nowell et al., (2017), mentioned these 3 criteria, i.e. credibility, transferability, and confirmability. The researcher applies 3 criteria in several ways. The first, is by selecting the respondents who match the criteria of the participant. The researcher chose the participants because the respondent was an English teacher, has teaching experience for 5 years or more, and the teacher was considered by the researcher to be a teacher who understands handling the classroom well. The second one is selected by the theory and construct of the researcher and the last one is making the transcript, coding, and answering the research questions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

This research aims to explain how the teachers manage the seating arrangement and what are the preferences of seating arrangement in senior high school's classroom in English learning. To obtain the data, the researcher interviewed one of the senior high school teachers in an International High School in Yogyakarta. The interview questions were based on the classroom seating arrangement pattern according to Salma and Sahin (2022). The interview was conducted by a Zoom Meeting and lasted for 16 minutes. Based on the interview's results, it was discovered that there were four themes and preferences that the teacher used to manage the seating arrangement in the English classrooms, i.e., flexible seating arrangement, U-shaped seating arrangement, classical seating arrangement, and cluster seating arrangement.

4.1.1 Classical seating arrangement

The teacher mentioned that she also applies the classical seating arrangement. The classic seating arrangement that is often found in other schools is also used in the school. The classical seating form is used according to the request of the students and they can change the seating arrangement if they do not feel comfortable with the classical seating. The teacher also stated that students' comfortness is the key to determining the seating arrangement to be used in the English classroom. The teacher has stated that the classical seating arrangement is considered to the seating arrangement in the English classroom. *"In the school we custom to this kind of styles, so sometimes on any day they use the U, and then sometimes we also have the classical like you have. But rarely do we use U. So, as we depend on the request."* (Anjarswari Erningtyas, personal communication, Januari 31, 2023)

The teacher also stated that *“Or if they, for example, the classical ones, the usual classroom arrangements, if they find it uncomfortable, they change by themselves, like they made it to U.”* ((Anjarswari Erningtyas, personal communication, Januari 31, 2023).

4.1.2 Clusters seating arrangement

In the English classrooms that the teacher taught, when it comes to group work, the students will be divided into 3 or 4 groups in one different spot. Each area will belong to different students, depending on the students' choice. The teacher also likes to mix up the teams when it comes to warming up activities. The teacher's has stated that *“Actually, like when they have a group discussion, so they can gather. For example, one team consists of 3 or 4 students and then they would, you know, gather the tables and their chairs into some space of theirs, in the classroom. They made it like, um, okay, that spot, that spot, belongs to group one, because we can move our chairs and tables.”* (Anjarswari Erningtyas, personal communication, Januari 31, 2023).

The teacher also likes to mix up the teams when it comes to warming up activities. The teams will be randomly assigned by the teacher and they will sit in different spots. The statement below is proof that the cluster seating arrangement is considered to be the seating arrangement in the English classroom, The teacher's stated that *“I used to do warming up activities with groups or teams, and their teams are random, so they have to move, they wouldn't sit in the same spot.”* (Anjarswari Erningtyas, personal communication, Januari 31, 2023)

Since the school has differentiated the classroom based on the level of students' proficiency such as beginner, intermediate, and advanced. They used to be assigned in the same teams when it comes to group work, but since the classrooms are assigned differently, the students' are already assigned by the proficiency level. The statement below shows that students'

level of proficiency affects the seating arrangement in the English classrooms. The teacher's stated that *“Maybe sometimes I also put them in groups, like, oh, this high, low, and medium. But now we have, what is it, we have a group based on the level of proficiency. High, medium and low in the different classes, not in the same class.”* (Anjarswari Erningtyas, personal ommunication, Januari 31, 2023)

communication, Januari 31, 2023

4.2.2. U-shaped seating arrangement

Other than flexible seating arrangement, there is a seating arrangement that is also used by the teacher in the classroom which is U-Shaped. The teacher mentioned that she applied the U-Shaped seating arrangement in the English classrooms that she taught. The school where the teacher worked has several seating types but the teacher will coordinate with the students. The classroom seating is usually U-Shaped. But the teacher also mentioned it can be changed based on the students' request and their comfortness. Below statement is evidenced by the teacher's statement that the teacher applied the U-Shaped seating arrangement. The teacher's stated that *"In this school, we custom to this kind of styles, so sometimes on any day they use the U, and then sometimes we also have the classical like you have. But rarely do we use U. So, as we depend on the request."* (Anjarswari Erningtyas, personal communication, Januari 31, 2023). Therefore the teacher also stated that *"Or if they, for example, the classical ones, the usual classroom arrangements, if they find it uncomfortable, they change by themselves, like they made it to U."* (Anjarswari Erningtyas, personal communication, Januari 31, 2023.)

4.3. Discussions

When deciding seating arrangements, there are many aspects that must be considered. According to Adolo, Akhmad, and Jannatussholihah (2022), in structuring the seating

arrangement, teachers need to pay attention to the conditions and the learning targets to be achieved by the teacher. The result from the interview has the same concern as the previous study by Adolo, Akhmad, and Jannatussholihah (2022) who focused on the learning target as one consideration. The teacher has stated that the learning goals are one of the aspects that must be considered in the used flexible seating arrangement in the English classroom.

In addition to adjusting to the goals of classroom learning, the comfort level of students is also considered in the seating arrangement in the classroom and becomes one of the important roles in arranging the seating arrangement in the classroom. Furthermore, as the Adolo, Akhmad, and Jannatussholihah (2022) also states, students' comfort in the classroom is another important aspect from creating an environment conducive to learning because they spend most of the time in the classroom. As the interview result, the teacher has stated that students' comfort plays a crucial role in flexible seating arrangement. However, the seating arrangement in the classroom is also based on students' comfort. Hence, both have the same concern in terms of students' comfort.

The other aspect that must be considered in terms of flexible seating arrangement is about students' level of proficiency. Hoekstra et al. (2023) stated that teachers usually separated the students because of their cognitive abilities. The students' level of proficiency plays a role in the terms of seating arrangement. The differences of the level cognitive of the students will determine the sustainability in the classroom. If the classes are separated according to the students' proficiency level, it will be easier for the teacher to teach. The learning will be more evenly, there is no gap between the students. As seen from the interview result, the teacher stated that the seating was also sometimes arranged based on the students' proficiency level. From all of this, it can be concluded that they have the same conclusion. The results of this study are also

in line with the theory of differentiated instruction according to Tomlison and Imbeau (2010) who stated that the teacher is attuned and responsive to the effective, cognitive and physical needs of the learners and who also suggest teacher that seating arrangement might be based on the students' level of readiness.

In addition to the consideration in structuring seating arrangement, there are also several patterns of seating arrangement that teachers might use in the classroom. Based on the results of the interview, there are three types of seating arrangement that the teacher used, such as; U-Shape pattern, classical pattern, and the cluster pattern. According to Garrett (2014), U-Shaped pattern focuses on the students' engagement to one another and allows them to collaborate knowledge construction by pairs of students. According to Pranena (2022), the U-Shape seating arrangement will make the students more active since the U-Shapes make the wide empty space in the middle of the class. The U-Shaped is likely used in the English classroom that the teacher mentioned. The seating setting in the classroom can be changed based on the students' comfort. The statement from the previous studies align with the result of the interview.

The other seating arrangement that the teacher mentioned is classical seating arrangement. This type of seating arrangement is also applied in the English classroom by the teacher. The classical seating setting will also be applied by the students' request and based on their comfort. The teacher stated that if the students do not feel comfortable enough for the classical seating arrangement, the students can change into the U-Shaped setting. Garrett (2014) stated that the benefits of using this pattern include making it simpler for the teacher and students to converse one-on-one or in groups, facilitating interaction more easily, and helping the students run successful small groups. These benefits can also be felt in a teacher taught in English class. Then it is, the result from the interview is aligned with the previous studies.

The last type mentioned by the teacher in this study was cluster seating arrangement. The cluster seating arrangement is applied when it comes to groupworks in the classroom. Align with Garrett (2014) stated that focusing on students working together to construct the knowledge. The cluster seating arrangement is suitable for the groupworks since it is beneficial for the groupworks to interact for each student. The structure of the seating arrangement is flexible enough to support the learning process through group works. The cluster makes it easier for the students to have an interaction (Garrett, 2014).

This result of this study is disagreement with (Salma and Sahin, 2022) that stated the classic row give an experience problems with hearing and seeing. However, the teacher stated that the comfortness is a key for the seating setting. According to (Salma and Sahin, 2022) the teacher also need to adapted the seating layout whereas the teacher stated that the classroom can be changed based on the students' request. In addition, the results is disagreement with Gremmen et al. (2022) that stated the teacher determines who student sit close to, whom they are exposed students can choose the spot in the seating setting.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This study explores the high school's teacher about the seating arrangement that the teacher applied in English classrooms. From the interview questions that were given to the teacher, it shows that the teacher applied four types of seating arrangements, i.e., flexible seating arrangement, U-Shaped seating arrangement, classical seating arrangement, and cluster seating arrangement. From the result, it can be concluded that the seating arrangement can be varied based on some aspect. One of the aspects that the teacher mostly mentioned was that the seating arrangements applied based on the students' comfort. In addition, the seating arrangement must be adjusted to the students' needs, the level of the proficiency, and the teaching method.

5.2. Suggestions

This study proposes several suggestions to English teachers and other researchers. In terms of English teachers, the teachers can know that seating arrangement has an important role in supporting learning. Teachers can also know several kinds of seating arrangement models that can be used when learning English in the classroom. In addition, the teacher can consider the station layout since the students are relatively small and easy to manage in the classroom well. In terms of the future researcher, it is suggested to have more participants from or different types of school, In addition, the future researcher can use the differences data collection through observation in addition to interview.

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APPENDIX I

Thematizing Matrix

Constructs	Themes
Seating Arrangement	Classic row orders (ROW)
	Clusters (CTS)
	Horseshoe (HSH)

Coding Matrix

Coding Sample	Meaning
SA/ROW/T/001	<p>SA: Seating Arrangement ROW: The classic-row orders provided the limitations of the activeness of the students, did not provide enough free space for the students to have activities, and made it harder to have seeing and hearing while learning in the classrooms. T: Teacher 001: Line</p>
SA/CTS/T/002	<p>SA: Seating Arrangement CTS: The other pattern called clusters, is focusing with students working together to construct the knowledge (Garret, 2014). The benefits of using this pattern include making it simpler for the teacher and students to converse one-on-one or in groups, facilitating interaction more easily, and helping the students run successful small groups. T: Teacher 002: Line</p>
SA/HSH/T/003	<p>SA: Seating Arrangement HSH: This pattern provides free space for activities, helps the students see the board, facilitates the students, increases communication between the students, and strengthens students' motivation. T: Teacher 003: Line</p>

TRANSCRIPT INTERVIEW

Participant : Ms. Anjarswari Erningtyas, M.Pd
 Time : 16 minutes
 Date : Wednesday, 31th January 2023
 Place : Zoom meeting
 I : Interviewer
 P : Participant

Subject	Line	Transcription	Theme
I	001	Oke, kita mulai ya, Miss.	
P	002	Oke.	
I	003	Assalamualaikum warrohmatullahi wabarakatuh.	
P	004	Walaikumsalam warrohmatullahi wabarakatuh.	
I	005	Oke, Miss. Sebelumnya perkenalkan saya Salsabila Putri Feriska mahasiswi dari Universitas Islam Indonesia jurusan Pendidikan Bahasa Inggris angkatan 2020. Izin untuk mewawancarai Miss mengenai pengambilan sample data untuk skripsi saya yang berjudul <i>Classroom seating arrangement preferences for English classroom: A Senior High School Teacher's Perspective</i> . Okay, so, sebelumnya Miss, izin bertanya, how many classes that you handle, Miss?	
P	006	Actually I, many two grades. Eleventh and tenth. But that's also its special program for twelve grades, for them to prepare to enter the university, the university entrance. So, I also teach some the students from twelve grades for IELTS and also IP programs.	
I	007	Okay, Miss. So, basically, ketika kita belajar bahasa Inggris itukan terbagi oleh empat sections ya, Miss. Mainly di Inggris itu ada speaking, writing, reading, and listening. Nah itu tuh, how do you arrange the seating arrangements? Dengan empat sections ini. Apakah dibedakan, apakah seperti apa, Miss?	
P	008	So, I think it's not based on the skills but it's rather the method. Like, the way that we are going to achieve what kind of method that we are gonna use. So, it's based on	Flexible Seating Arrangement

		that. Like, for example, if we have group work, it doesn't matter whether it's listening, or writing, or reading, or speaking, so when it comes to group work of course we have to like special seating arrangements. But, then again, because we can move our tables and chairs, so they can seat randomly. So, actually, I usually do some warming up activities for any skills. Like to assign them to put them in group, in teams. So they would be assign in random teams, so they can seat wherever according to their teams, their pairs.	
I	009	Okay. And, sorry, this should be the first question that I should be asked. Biasanya dalam satu kelas itu consists of how many students ya, Miss?	
P	010	No more than 20 students.	
I	011	Ow, kecil ya, Miss. Berarti maksudnya anak-anaknya cukup sedikit ya, Miss.	
P	012	Even like we usually for English, for grades 10th and 11th we made a leveling grouping kind of. So, those belong to high level proficiency, medium, and low. So, the number of the students also different. So, I think the low proficiency class, they got less number of students. So, maybe, less than 15 I guess. 15 students.	Leveling Seating Arrangement
I	013	So little.	
P	014	Yeah.	
I	015	Okay.	
P	016	Compare to the higher ones, they got 23 students in a class.	
I	017	Okay, Miss. And, is the students choose their own seat or does the teacher choose it for them? Or like there are agreements between them? Like, okay kita bikin agreements nih.	
P	018	They can choose anywhere, wherever they feel comfortable, and then, but when I use some method like when I assign them in random team, of course they have to change their seatings, they have to gather with other friends.	Situational Seating Setting
I	019	Um, and is there kinda, kayak, semisal Miss, when we	

		know that we have like low motivation students, or high motivation students, did you like arranging them? Like, low motivation basically they usually seat at the back of the class. Like, um, mereka kayaknya udah nyaman aja duduknya di belakang aja, gitu. Did you like ever mixed them? Kayak, okay you move to the front. Gabung sama yang didepan.	
P	020	Have you seen the seating arrangement in BMD? Like how they looks like?	
I	021	No, not yet, Miss.	
P	022	Oh. So, it's not like the normal seating.	
I	023	It's not like the traditional seating ya, Miss, ya?	
P	024	Yeah, no, it's not like that. So sometimes it's like U.	U-Shaped
I	025	Yeah, U-Shaped. I can imagine.	
P	026	So, there's no like that. Because the teacher is in the middle, so everyone is in the front.	U-Shaped
I	027	Aaa, I see. And then, if the seating is like you mentioned it earlier, like, how you basically Miss to handle it?	
P	028	Oh, like I told you, like earlier, when we have mixed, mixed proficiency level students. So, we, ya, maybe sometimes I also put them in groups, like, oh, this high, low, and medium. But now we have, what is it, we have group based on the level of proficiency. High, medium, and low in the different classes, not in the same class. So, actually this is for, we have team teaching actually. We have team teaching but I for grade 10th teach the higher level students. And then for 11th, I teach the medium ones, but also when they are assign in groups or teams, actually, like, they are mixed. So, it's not, I don't try to, you know, there's no way there one group consists of all good students because actually we are very, how do you say, in terms of level of proficiency, it's more like a balance. So, I used to, when I have a program, like, we did a collaboration with Japan when they have to speak with students from other countries, will be seated in a group, so, of course that time I made the group by myself. Like, I gather the high, low, and middle in the same group. For that kind of activity, yeah, I selected the students not from the same level but	Leveling Seating Arrangement

		from different ones. So, the low motivated students they can also, you know, maybe can get some help from the medium or the higher students to talk.	
I	029	So, um, there's no like so much kind of seating arrangement that you usually often used, Miss? Because it's already like structured.	
P	030	Yeah yeah.	
I	031	Okay.	
P	032	So they all like they move their own chair when I made of or I assign new groups, new teams. So, they gather with their own group members. So they can choose any space that they feel comfortable with their group members.	Flexible Seating Arrangement
I	033	Okay, Miss. For the next question, what is the student's reaction towards the seating arrangement?	
P	034	Yeah, I mean, in BMD we custom to this kind of styles, so sometimes in any day they use the U, and then sometimes we also have like the classical like you have. But rarely we use U. So, as we are depends based on request, so as I say, I think they have no problem with that. Or if they, so, for example, the classical ones, the usual classroom arrangements, if they find it uncomfortable, they change by themselves, like they made it to U.	U-Shape and Classical
I	035	They made it like individually move it. Like, change it by themselves.	
P	036	Yeah. If they find it uncomfortable, but if they are okay, yeah, they won't change it.	
I	037	Yeah, as long as they are comfortable ya, Miss, ya?	
I	038	Okay, for the last question, Miss. What is your considerations for choosing the seating arrangement in the classroom?	
P	039	Actually like when they have a group discussion, so they can gather. For example, one team consists of 3 or 4 students and then they would, you know, gather the tables and their chairs into some space of theirs, in the	Grouping Technique Seating Arrangement

		classroom. They made it like, um, okay, that spot, that spot, belongs to group one, because we can move our chairs and tables. So, yeah, you know, like, how do I say, it's U-turn but you can move your chairs, like when you gather, like let's say 4 members so you put the 4 tables in the middle and then you put your chair around the tables. Like, this, group A, group one, group two. So, yeah, they moves their chair to some space.	
I	040	So, actually, the key, satu hal yang aku tangkep, the key is their comfortness gak sih, Miss?	
P	041	Yeah.	
I	042	As long as they feel comfortable.	
P	043	Sometimes they feel like comfortable when they work in team but in some cases some students also prefer individual works. So, yeah, like, they can make the class arrangement based on their preferences. Like what I said, one day we have different settings, so, when they feel uncomfortable, they can change it.	Students' preferences
I	044	And, karena tadi kata Miss they can choose their own seating arrangement, so, kayak semisal Miss, biasanya kan kalo duduk itu misal si ini maunya sama si ini mulu nempelnya Miss. Jadinya kadang itu ngebuat kelasnya mungkin jadi kurang kondusif. Karena semisal segrombolan ini duduknya sederet mulu. Settingnya seperti itu terus.	
P	045	That's why I said earlier, I used to do a warming up activities with group or teams, and their teams are random, so they have to move, they wouldn't seat in the same spot. You should be move. And then, after, for example I did it for 3 rounds, and then I changed, I souffle the teams, so they have to move around again.	Grouping Technique Seating Arrangement
I	046	Itu cara Miss untuk menangani agar tidak stagnan ya, Miss.	
P	047	Yeah yeah. And also, it will be boring for the class if they always seat over there, and then they all mingle with the same people and the same friend. And so, when it comes to grouping, like games, I use like vocabulary game which is in teams. After they do it in teams, they can do it individually then they can go back to their own seating.	Grouping Technique Seating Arrangement

I	048	Okay. Maybe that's it from me, Miss. All the questions are already answered. So, Salsa tutup sesi wawancaranya. Terima kasih banyak, Miss Anjar.	
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