## CHAPTER IV

## FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the study. The researcher describes the data result in findings part. While in discussion, the researcher deduces the findings about students' performance on seating arrangements in X social (IIS)-4 class at SMAN 4 Sidoarjo.

## A. Research Findings

The research was conducted from November $1^{\text {th }}-$ November $29^{\text {th }}, 2014$ by using techniques of collecting data. The data collected were devoted to answer the research question of how the students' performance at X IIS-4 of SMAN 4 Sidoarjo on orderly rows, U-shape, and separated table seating arrangements, and the benefits and weaknesses of orderly rows, U-shape, and separated table seating arrangements for students at X IIS-4 of SMAN 4 Sidoarjo.

To show the result of this study conveniently, those findings are categorized based on the research questions of the study:

1. The students' performance at $X$ IIS-4 of SMAN 4 Sidoarjo on orderly rows, U -shape, and separated table seating arrangements

In term of recognizing how the students' performance on orderly rows, Ushape, and separated table seating arrangements, the data of classroom students' performance on each seating arrangements were needed. Based on classroom observation checklist, the data were tabulated of classroom students' performance on each seating arrangements which were obtained
from observation checklist (see appendix 4). Then, the data of classroom students' performance were displayed in each category using percentage to make the readers easily interprete the data in chart.

Before displaying the data, the researcher explained about the students' performance in classroom can be specified into some categories as learning motivation/attitude, behavioral performance in class, creativity, and leadership on orderly rows seating arrangement which were shown in table below.

Table 4.1. Students Performance on Orderly Rows Seating Arrangements




Table 4.2. Students Performance on U-Shape Seating Arrangements

| No | Statements | alwa | ofte | somet | seldo | neve | no |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| comme |  |  |  |  |  |  |  |
| ys | n | imes | m | r | nt |  |  |
| 1. Learning Motivation/Attitude |  |  |  |  |  |  |  |
| a | Able to focus on a topic for a long | 14 | 7 | 8 | 4 | - | - |


|  | period time |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| b | Able to learn autonomously and independently | 5 | 5 | 14 | 9 | - | - |
| c | Sustained interest in certain subjects or issues | 2 | 18 | 7 | 6 | - | - |
| d | Persistent and refuse to give up when facing difficulties or failure |  | 7 | 9 | 17 | - | - |
|  | 2. Behavioral Performance in Class |  |  |  |  |  |  |
| a | Study or participate in activities in accordance with instructions | 20 | 11 |  | - | 2 | - |
| b | Show courage to ask questions | 1 | 10 | 6 | 12 | 4 | - |
| c | Able to concentrate on his/her study | 4 | 10 | 4 | 13 | 2 | - |
| d | Able to cooperate with classmate | 7 | 14 | 8 | 4 | - | - |
| e | Able to express his/her emotion effectively | 2 | 9 | 11 | 9 | 2 | - |
| f | Able to listen the others patiently | 9 | 11 | 5 | 8 | - | - |
|  | 3. Creativity |  |  |  |  |  |  |
| a | Demonstrate a keen of humor | - | 25 | 6 | 2 | - | - |
| b | Willing to attempt, to make assumption and to prove | 4 | 5 | 13 | 9 | 2 | - |
| c | Refuse to accept other people's views | 1 | 2 | 13 | 11 | 4 | 2 |


|  | without reasons, not afraid of being unique and courageous to express his/her own opinion |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| d | Like to think in different angles | 4 | 2 | 4 | 18 | 3 | 2 |
| e | Able to suggest ideas and solutions to various problems | 2 | 2 | 8 | 12 | 9 | - |
|  | 4. Leadership |  |  |  |  |  |  |
| a | With a strong sense of responsibility and can be entrusted with task | 4 | 15 | 6 | 8 | - | - |
| b | Like to participate in group activities | 5 | 18 | 4 | 6 | - | - |
| c | Able to cooperate with others | 6 | 16 | 5 | 6 | - | - |
| d | Able to communicate effectively with others and express him/herself clearly | 1 |  | 12 | 9 | - | - |
| e | Able to understand other people's feelings and needs | 2 | 6 | 10 | 15 | - | - |
| f | Show leadership in various activities | 1 | 4 | 7 | 19 | 2 | - |

Those were the data obtained from 33 students of X IIS - 4 class about students' performance on u-shape seating arrangement. Those data are complete with 21 statements of for students' performance on the frequencies.

Then, the last arranged on this research was separated table seating arrangement, these data below were contained of the complete data of
students' performance on seating arrangements was applied of separated table seating arrangement on 21 statements of four categories, as learning motivation/attitude, behavioral performance in class, creativity, and leadership.

Table 4.3. Students Performance on Separated Table Seating Arrangements

| No | Statements | $\begin{aligned} & \text { Alw } \\ & \text { ays } \end{aligned}$ | ofte <br> n | somet <br> imes | seldo <br> m | neve <br> r |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Learning Motivation/Attitude |  |  |  |  |  |  |  |
| a | Able to focus on a topic for a long period time | 12 | 11 | 4 | 2 | 4 | - |
| b | Able to learn autonomously and independently | - | 4 | 17 | 9 | 1 | - |
| c | Sustained interest in certain subjects or issues | 1 | 22 | 9 | 1 | - | - |
| d | Persistent and refuse to give up when facing difficulties or failure | 1 | 4 | 15 | 10 | 2 | - |
| 2. Behavioral Performance in Class |  |  |  |  |  |  |  |
| a | Study or participate in activities in accordance with instructions | 21 | 6 | 3 | 3 | - | - |
| b | Show courage to ask questions | 3 | 7 | 8 | 13 | 2 | - |



| d | Able to communicate effectively with <br> others and express him/herself clearly | 3 | 12 | 10 | 8 | - | - |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| e | Able to understand other people's <br> feelings and needs | 6 | 6 | 15 | 6 | - | - |
| f | Show leadership in various activities | 3 | 6 | 13 | 9 | 1 | 1 |

Those three table of data above shown students performance on seating arrangements on all three types of seating arrangements which were applied in this research. After knowing the data, here were the frequencies of the observation checklist which were used in this study.

The frequencies of this observation checklist are indicates on:
a) Always, indicates the student consistently displays their performance in many occasions, settings and with a variety of people.
b) Often, indicates the student displays their performance on a few occasions, settings and with a few people.
c) Sometimes, indicates the student occasionally displays their performance but may demonstrate it on infrequent occasions.
d) Seldom, indicates the students rarely show off their performance in the class.
e) Never, indicates the student never exhibits their performance. It is uncommon to see them in their daily routine.
f) No comment, indicates students do not give their attention on the learning process.

To make the detail findings of each students' performance on seating arrangements based on the table above, those students' performance on seating arrangements are described in each categories as follows:
a. Category 1: Learning Motivation/Attitude

Based on the result of classroom observation in X IIS 4 class for 33 students, the students' performance on seating arrangements which were included in this category are detailed in this following chart.


Chart 4.1. The highest frequency of learning motivation/attitude category on each seating arrangements

The chart above shows that 4 students' performance statements which included as learning motivation/attitude category have no significant different percentages of occurrence in classroom for every seating arrangements. Those students' performance statements are described in details as follows:

1) Able to focus on a topic for a long period time

Based on classroom observation result from learning motivation/attitude category, this statement obtained the detail data on each seating arrangements as follows:


Chart 4.1.1 The frequency of able to focus on a topic for a long period of time on each seating arrangements

This chart shows detail data of able to focus on a topic for a long period of time that there were differences data from each seating
arrangements. The frequency of "no comment" in all three seating arrangements obtained $0 \%$, but the frequency of "never" on u-shape seating arrangement also obtained $0 \%$ respondent. And the highest data frequency has shown different on each seating arrangements, which were shown in the table below.

Table 4.4. Data of the highest frequency of able to focus on a topic for a long period of time

| Types | Frequently |  | Percentage |
| :--- | :---: | :---: | :---: |
|  | Always | Often | $(\%)$ |
| Orderly rows | - | 13 | $39 \%$ |
| U-shape | 14 | - | $42 \%$ |
| Separated | 12 | - | $36 \%$ |

This statement of observed in 33 students of X IIS- 4 class
shown that able to focus on a topic for a long period of time was often occurred in $39 \%$ students when using orderly rows seating arrangement, and always occurred $42 \%$ students when using $u$-shape seating arrangement, and $36 \%$ students when using separated table seating arrangement.

It was show that most of students when applied u-shape and separated table seating arrangements tend to always able to focus on a topic for a long period of time. When they applied orderly rows
seating arrangement, they tend to often able to focus on a topic for a long period of time.

From the finding has shown that not more than half of students could focus in a topic for all types of seating arrangements. The lowest percentage pointed on orderly rows seating arrangement only $39 \%$ from students, students with this seating arrangement were often to focus on the material of the lesson. The observation checklist had shown this result because they tend to make a chat with friends beside them or near their seat. Result from two other seating arrangements are good enough, even cannot get more than half of students, only $42 \%$ students for $u$-shape seating arrangement, and $36 \%$ students for separated table seating arrangement, but those were shown that there were students able to always focus in a topic. Moreover, students who sat at the first line of u-shape seating arrangement could easily see the teacher and hear the material. And the interesting material when arranged separated table seating arrangement.

## 2) Able to learn autonomously and independently

Able to learn autonomously and independently from learning motivation/attitude were classified the detail data in this point based on classroom observation checklist (see appendix 5) on each seating arrangements as follows:


Chart 4.1.2 The frequency of able to learn autonomously and independently on each seating arrangements

From the chart above shows that in this statement has significant difference for each seating arrangements. From 33 students of X IIS 4 class, the highest frequent on three types of seating arrangements are on "often able to learn autonomously and independently". On orderly rows seating arrangement, there is 13 students or $39 \%$ of total students. On u-shape seating arrangement result is 18 students or $42 \%$ of students. Then, on separated table seating arrangement is 22 students or $51 \%$ of students, which also shows the highest among the three types of seating arrangements. Those students performance in this statement are described in details as follows:

Table 4.5. Data of the highest frequency of able to learn autonomously and independently

| Types | Frequently |  | Percentage (\%) |
| :--- | :---: | :---: | :---: |
|  | Often | Sometimes |  |
| Orderly rows | 13 | - | $39 \%$ |
| U-shape | - | 14 | $42 \%$ |
| Separated | - | 17 | $51 \%$ |

From the table above shows that on orderly rows seating arrangement students' frequently from statement able to learn autonomously and independently are close between often and sometimes.

Based on classroom observation checklist, this statement was often occurred in $39 \%$ students when using orderly rows seating arrangement, and sometimes occurred in $42 \%$ students when using $u$ shape seating arrangement, and $51 \%$ students when using separated table seating arrangement.

This statement can gain more than half of students for separated seating arrangement, $51 \%$ of students. And $42 \%$ of students for u-shape seating arrangement, but those shown that students were sometimes able to learn independently, it caused the students' boredom when the learning process which made them doing the task together. Topics for these days were Recount Text - Holiday

Experience or MOS students' orientation, and Narrative Text - Snow
White and 7 Dwarfs. It took almost the whole time. Although the topic was a common story, but when used separated table the story crated in a interesting way, so that could gain more than half of students, but when u-shape most boys tend to ignored the material. Orderly rows gained better result, $39 \%$ of students were often to able to learn independently, it caused students preparation material before the lesson about Descriptive Text. Although they obtained the material from the internet but they did it themselves.

## 3) Sustained interest in certain subjects or issues

This statement of learning motivation / attitude category classified detail in this point based on classroom observation checklist on each seating arrangements as follows:


Chart 4.1.3 The frequency of sustained interest in certain subjects or issues on each seating arrangements

From the chart above, shown the different amount. Frequent of "never" and "no comment" on three seating arrangements obtained $0 \%$, and the highest frequent seen on "often" when arranged separated table seating arrangement. The highest frequent of sustained interest in certain subjects or issues described detail below.

Table 4.6. Data of the highest frequency of sustained interest in certain subjects or issues

| Types | Frequently | Percentage (\%) |
| :--- | :---: | :---: |
|  | Often |  |
| Orderly rows | 17 | $51 \%$ |
| U - shape | 18 | $54 \%$ |


| Separated table | 22 | $66 \%$ |
| :--- | :--- | :--- |

From table data above, it seen that sustained interest in certain subjects or issues was often occurred on students when arranged on all three types of seating arrangements.

Other statement result show that "sustained interest in certain subjects or issues" was often occurred in $51 \%$ students when using orderly rows seating arrangement, $54 \%$ students when using $u$-shape seating arrangement, and $66 \%$ students when using separated table seating arrangement.

Separated table seating arrangement gained the highest result, followed with u-shape and orderly rows. In the learning independently which was explained that the chosen topic of separated seating are Holiday Experience or MOS 'Students' Orientation Time'. With the funny story teller who can get students' attention.
4) Persistent and refuse to give up when facing difficulties or failure

This point described more detail on persistent and refuse to give up when facing difficulties or failure which included on learning motivation/attitude category. This chart below classified the obtained data from classroom observation checklist on each seating arrangements as follows:

## Persistent and Refuse to Give Up when Facing Difficulties or Failure



Chart 4.1.4 The frequency of persistent and refuse to give up when facing difficulties or failure on each seating arrangements

From the data classified above, there was different in frequent on "sometimes" and "seldom" which occurred on those three seating arrangements. The highest frequency of this statement of students' performance on seating arrangements concluded in the table below.

Table 4.7. Data of the highest frequency of persistent and refuse to give up when facing difficulties or failure

| Types | Frequently |  | Percentage |
| :--- | :---: | :---: | :---: |
|  | Sometimes | Seldom | (\%) |
| Orderly rows | 18 | - | $54 \%$ |
| U-shape | - | 17 | $51 \%$ |
| Separated table | 15 | - | $45 \%$ |

This table seen that students were seldom persistent and refuse to give up when facing difficulties or failure when they arranged ushape. And sometimes persistent and refuse to give up when facing difficulties or failure when arranged the two others.

The last statement of learning motivation category shows the result that it was sometimes occurred in $54 \%$ students when using orderly rows seating arrangement, and $45 \%$ students when using separated table seating arrangement, and seldom occurred in $51 \%$ students when using $u$-shape seating arrangement.

The less interest and teacher's attention make students uncared in learning English, if they are got difficulties they tend to directly asked for their friends help or cheat and not tried to resolve by themselves. The result above shown that most of students still could not search the solve for their task by themselves.

## b. Category 2: Behavioral Performance in Class

Based on data obtained in the research field, six statements of behavioral performance in class were observed in X IIS-4 class. They were: study or participate in activities in accordance with instructions, show courage to ask questions, able to concentrate on his/her study, able to cooperate with classmate, able to express his/her emotion effectively, and able to listen the others patiently. The findings of behavioral performance
in class category as students' performance were displayed in this following chart.


Chart 4.2. The highest frequency of behavioral performance in class category on each seating arrangements.

From the chart above, six statement in students' performance for seating arrangements found have big different percentages occurrence among students, are described as follows:

1) Study or participate in activities in accordance with instructions

Based on classroom observation result on behavioral performance in class category, this statement classified the detail data on each seating arrangements as follows:


Chart 4.2.1 The frequency of study or participate in activities in accordance with instructions on each seating arrangements

From the data classified above, the highest frequency of this statement of students' performance on seating arrangements concluded in the table below.

Table 4.8. Data of the highest frequency of study or participate in activities in accordance with instructions

| Types | Frequently | Percentage |
| :--- | :---: | :---: |
|  | (\%) | Always |
| Orderly rows | 21 | $63 \%$ |
| U-shape | 20 | $60 \%$ |
| Separated | 21 | $63 \%$ |

From the data above shown that mostly students were always study or participate in activities in accordance with instructions when arranged on all three types of seating arrangements.

Based on the result of statement, this statement was always occurred in $63 \%$ students when using orderly rows seating arrangement, $60 \%$ students when using $u$-shape seating arrangement, and $63 \%$ students when using separated table seating arrangement.

More than half of students study in activities based on instructions based on the result. Students leaned on all-preparation teacher and received the teacher material (teacher center) made them always followed the instructions from the teacher from the beginning of the lesson until the end lesson. For example, when teacher asked them to retell a story in front of the class, they did it. And when they
asked to do mind mapping the generic structure based on the story, they also did it.

## 2) Show courage to ask questions

Behavioral performance in class took show courage to ask questions as one of statement of students' performance which based on classroom observation checklist result obtained the detail data on each seating arrangements below:


Chart 4.2.2 The frequency of show courage to ask questions on each seating arrangements

This chart shown the detail data of students frequent of asked question was still low. Students were on "sometimes" and "seldom" lines. The detail data of the highest frequent in this point classified below.

Table 4.9. Data of the highest frequency of show courage to ask questions

| Types | Frequently |  | Percentage |
| :--- | :---: | :---: | :---: |
|  | Sometimes | Seldom | (\%) |
| Orderly rows | 14 | - | $42 \%$ |
| U-shape | - | 12 | $36 \%$ |
| Separated table | - | 13 | $39 \%$ |

The table above saw that not more than half of students were show their courage to ask questions. The highest data was on 12-14 students or $36 \%$ up to $42 \%$ of students on frequent "sometimes" and "seldom".

In term of showing courage to ask questions, this statement was sometimes occurred in $42 \%$ students when using orderly rows seating arrangement, and seldom occurred in $39 \%$ students when using u-shape seating arrangement, and $39 \%$ students when using separated table seating arrangement.

The lack of confident about English is one of reason the low degree of students' asked questions of the learning material. And most of the students who asked question were students who sat in the front or near the teacher.

## 3) Able to concentrate on his/her study

The next statement of students' performance on behavioral performance category is able to concentrate on his/her study. Based on classroom observation checklist result (see appendix 5), this statement classified detail on each seating arrangements as follows:


Chart 4.2.3 The frequency of able to concentrate on his/her study on each seating arrangements

From this chart shown the different frequent of students concentrate on their study. The highest data frequent described detail as follows:

Table 4.10. Data of the highest frequency of able to concentrate on his/her study

| Types | Frequently | Percentage |
| :--- | :--- | :--- |


|  | Often | Seldom | (\%) |
| :--- | :---: | :---: | :---: |
| Orderly rows | 16 | - | $48 \%$ |
| U-shape | - | 13 | $39 \%$ |
| Separated table | 14 | - | $42 \%$ |

Students able to concentrate on their study which is shown in this table that on orderly rows and separated tables, students often did it. And seldom did it when they arranged u-shape.

Another statement found that "Able to concentrate on his/her study" was often occurred in $48 \%$ of students when they applied orderly rows seating arrangement, and $42 \%$ students when using separated table seating arrangement, and seldom occurred in 36\% students when using $u$-shape seating arrangement.

The degrees of students' concentrate, when using orderly rows; the classroom circumstance is quiet enough which made students concentrate in their lesson easily. Then, in separated table, group table helped students obtained their concentration by their friends' help. But in u-shape, the far distance between students and teacher influenced their concentration.

## 4) Able to cooperate with classmate

Able to cooperate with classmate statement took a part on behavioral performance in class from learning motivation/attitude
category, this statement classified the detail data from classroom observation result on each seating arrangements as follows:


Chart 4.2.4 The frequency of able to cooperate with classmate on each seating arrangements

From the data above seen that students able to cooperate with classmate were the highest obtained on separated table. The detail data described as follow:

Table 4.11. Data of the highest frequency of able to cooperate with classmate

| Types | Frequently | Percentage (\%) |
| :--- | :---: | :---: |
|  | Often |  |
| Orderly rows | 22 | $66 \%$ |
| U - shape | 14 | $42 \%$ |


| Separated table | 25 | $75 \%$ |
| :--- | :--- | :--- |

The table shown that mostly students were often able to cooperate with their classmate, but on u-shape seating arrangement students obtained the lowest and not more than half of the total students.

Able to cooperate with classmate often occurred in $66 \%$ students when using orderly rows seating arrangement, $42 \%$ students when using $u$-shape seating arrangement, and $75 \%$ students when using separated table seating arrangement.

Separated table could obtain high position which shown that mostly students were often able to cooperate with classmate with this seating arrangement. With separated table seating arrangement, students almost did their tasks together and they had to cooperate with classmates. Then, in orderly rows, students tend to do their task with their seatmates. And there were a big different for u-shape than others two in this statement, u-shape made them did their task individually.

## 5) Able to express his/her emotion effectively

Based on classroom observation checklist result from behavioral performance in class category, able to express his/her
emotion effectively obtained the detail data on each seating arrangements below:

## Able to Express His/Her Emotion Effectively



Chart 4.2.5 The frequency of able to express his/her emotion effectively on each seating arrangements

From the data above shown the significant difference between three seating arrangements. On frequent always in orderly rows obtained $0 \%$. The detail data described below:

Table 4.12. Data of the highest frequency of able to express his/her emotion effectively

| Types | Frequently | Percentage (\%) |
| :--- | :---: | :---: |
|  | Sometimes |  |
| Orderly rows | 16 | $48 \%$ |
| U - shape | 11 | $33 \%$ |


| Separated table | 20 | $60 \%$ |
| :--- | :--- | :--- |

The data above shown that students were sometimes able to express his/her emotion effectively when they arranged on three seating arrangements. The highest data seen on separated table with 20 students or $60 \%$ of students.

Able to express his/her emotion effectively was sometimes occurred in $48 \%$ students when using orderly rows seating arrangement, $33 \%$ students when using u-shape seating arrangement, and $60 \%$ students when using separated table seating arrangement.

In separated table, students demanded to express their emotion effectively, moreover, some students sat in same table which made them had to place themselves well and wisely. In orderly rows seating arrangement, students arrange their emotions with their seatmates and also students who sat in first up to three seats. And the last, $u$-shape seating arrangement, students in this arrangement were tending to do the task individually and the model of the arrangement sometimes made students uncomfortable.

## 6) Able to listen the others patiently

In behavioral performance in class category, students should able to listen the others patiently. This statement obtained the detail
data on each seating arrangements from classroom observation checklist result as follows:


Chart 4.2.6 The frequency of able to listen the others patiently on each seating arrangements

On the data above shown that the data of orderly rows and ushape are run over on the frequencies. The highest data obtained on "often" frequency in all three seating arrangement, which is described as follows:

Table 4.13. Data of the highest frequency of able to listen the others patiently

| Types | Frequently | Percentage (\%) |
| :--- | :---: | :---: |
|  | Often |  |
| Orderly rows | 13 | $39 \%$ |


| U - shape | 11 | $33 \%$ |
| :--- | :---: | :---: |
| Separated table | 16 | $48 \%$ |

Students were often able to listen the others patiently on each seating arrangements. There are 13 up to 16 students often did it. And the highest obtained when they were arranged separated table seating arrangement.

Able to listen the others patiently was often occurred in 39\% students when using orderly rows seating arrangement, $33 \%$ students when using $u$-shape seating arrangement, and $48 \%$ students when using separated table seating arrangement.

Listen others patiently were often do when using separated table which made students listen their friends in same table opinions. The same thing with previous statement, using orderly rows able to made students cooperate and listen others.

## c. Category 3: Creativity

Based on the classroom observation, creativity of 33 students of X IIS-4 class are detailed into some statements. They are demonstrate a keen of humor, willing to attempt, to make assumption and to prove, refuse to accept other people's views without reasons, not afraid of being unique and courageous to express his/her own opinion, like to think in different angles,
and able to suggest ideas and solutions to various problems. Those creativity category are displayed in this following chart.


Chart 4.3. The highest frequency of creativity category on each seating arrangements.

As shown in chart 4.3, the creativity categories which were observed are recognized as description below:

## 1) Demonstrate a keen sense of humor

Creativity category took demonstrate a keen sense of humor as one of statement of students' performance. This statement obtained
the detail data on each seating arrangements based on classroom observation checklist below:


Chart 4.3.1 The frequency of demonstrate a keen sense of humor on each seating arrangements

The data above shown that students sense of humor were high.
It seen from mostly students often did it. The detail data classified below in each seating arrangements.

Table 4.14. Data of the highest frequency of demonstrate a keen sense of humor

| Types | Frequently | Percentage (\%) |
| :--- | :---: | :---: |
|  | Often |  |
| Orderly rows | 24 | $72 \%$ |
| U - shape | 25 | $75 \%$ |


| Separated table | 27 | $81 \%$ |
| :--- | :--- | :--- |

Students were often to demonstrate a keen sense of humor on each seating arrangement. The correspondents of this point are high. It has shown that in all seating arrangements students able to demonstrate their sense of humor.

Statement of Demonstrate a keen sense of humor often occurred in $72 \%$ students when using orderly rows seating arrangement, $75 \%$ students when using $u$-shape seating arrangement, and $81 \%$ students when using separated table seating arrangement.

The result above shown that students' degree of humor high enough, all types of seating arrangements could gain more than half students, even with the often adverbial. As the researcher explained before the chosen topic also influencing students' attention in learning process. The story in separated table gained students interest in listening the material and laughing.

## 2) Willing to attempt, to make assumption and to prove

The second statement on creativity category classified more detail in this part based on classroom observation checklist. This statement obtained the detail data on each seating arrangements as follows:


Chart 4.3.2 The frequency of willing to attempt, to make assumption and to prove on each seating arrangements

From the chart above shown that there was no differences between all types of seating arrangements on willing to attempt, to make assumption and to prove, the data seen all of them obtained the same lines of frequency and the highest correspondents. This data described detail as follow:

Table 4.15. Data of the highest frequency of willing to attempt, to make assumption, and to prove

| Types | Frequently | Percentage (\%) |
| :--- | :---: | :---: |
|  | Sometimes |  |
| Orderly rows | 13 | $39 \%$ |
| U - shape | 13 | $39 \%$ |


| Separated table | 13 | $39 \%$ |
| :--- | :---: | :---: |

From the table above, shown that all types of seating arrangements did not gave big impact on willing to attempt, to make assumption and to prove for students. The result shown that all the types of seating arrangements stuck on 13 students or $39 \%$ of students and on "sometimes" frequency.

Willing to attempt, to make assumption and to prove sometimes occurred in $39 \%$ students when using all three types of seating arrangements: orderly rows, u-shape seating arrangement, and separated table seating arrangement.

This class is the lowest class in interesting when English learning between all X grade classes. This result show the minimum degree of students in learning English even with three types of seating arrangements could not change a lot.
3) Refuse to accept other people's views without reasons, not afraid of being unique and courageous to express his/her own opinion

This statement of creativity category classified detail based on classroom observation checklist result (see appendix 5) as follows:


Chart 4.3.3 The frequency of refuse to accept other people's views without reasons, not afraid of being unique and courageous to express his/her own opinion on each seating arrangements

The data shown that students still obtained hard to refuse to accept other people's views without reasons, not afraid of being unique and courageous to express his/her own opinion. The detail data classified below.

Table 4.16. Data of the highest frequency of refuse to accept other people's views without reasons, not afraid of being unique and courageous to express his/her own opinion

| Types | Frequently |  | Percentage |
| :--- | :---: | :---: | :---: |
|  | Sometimes | Seldom | $(\%)$ |
| Orderly rows | - | 15 | $45 \%$ |


| U-shape | 13 | - | $39 \%$ |
| :--- | :---: | :---: | :---: |
| Separated table | - | 13 | $39 \%$ |

The data classified in the table found that students difficult to refuse to accept other people's views without reasons, not afraid of being unique and courageous to express his/her own opinion. The data were on "sometimes" and "seldom" frequency with 13 up to 15 students which could do it.

It was seldom occurred in $45 \%$ students when using orderly rows seating arrangement, and $39 \%$ students when using separated table seating arrangement, and sometimes occurs in $39 \%$ students when using $u$-shape seating arrangement.

Whereas students could listen others opinion patiently, mostly they still could not made rebuttal. But the intensity of did it in separated and u-shape are same and higher than orderly, because when using the two the activity mostly are reading or speaking out loud in front of class, and other made a rebuttal. And the seating arrangements help them to express their opinion with or without their friends help.
4) Like to think in different angles

Students were like to think in different angles which included on creativity category described detail based on classroom observation checklist on each seating arrangements as follows:


Chart 4.3.4 The frequency of like to think in different angles on each seating arrangements

From the chart above read that mostly students were seldom to like to think in different angles, because the other frequencies were obtain far number. The described below shown the highest data of this point.

Table 4.17. Data of the highest frequency of like to think in different angles

| Types | Frequently | Percentage (\%) |
| :--- | :--- | :--- |


|  | Seldom |  |
| :--- | :---: | :---: |
| Orderly rows | 16 | $48 \%$ |
| U - shape | 18 | $54 \%$ |
| Separated table | 15 | $45 \%$ |

From the table above shown that students were seldom like to think in different angles. Even the correspondents of each seating arrangements were low.

Like to think in different angles seldom occurred in $48 \%$ students when using orderly rows seating arrangement, and seldom occurred in $54 \%$ students when using $u$-shape seating arrangement, and $45 \%$ students when using separated table seating arrangement.

Mostly students are still hard to express their opinion, furthermore think in different angles. When using u-shape, students gave the highest result with more than half of students. With the seat position formed $U$ which often did individually, students tend to give different answer.

## 5) Able to suggest ideas and solutions to various problems

Based on classroom observation checklist result from creativity category, Able to suggest ideas and solutions to various problems obtained the detail data on each seating arrangements as follows:


Chart 4.3.5 The frequency of able to suggest ideas and solutions to various problems on each seating arrangements

Able to suggest ideas and solutions to various problems seem
gave students more effort to do it. The data above did not show a good result yet. The highest data were classified as follow:

Table 4.18. Data of the highest frequency of able to suggest ideas and solutions to various problems

| Types | Frequently |  | Percentage |
| :--- | :---: | :---: | :---: |
|  | Sometimes | Seldom | (\%) |
| Orderly rows | - | 19 | $57 \%$ |
| U-shape | - | 12 | $36 \%$ |
| Separated | 14 | - | $42 \%$ |

The data shown different frequencies between those seating arrangements. Although the result shown on "sometimes" and "seldom" frequencies, on around 12 up to 19 students, it still gave the differences.

Furthermore, Able to suggest ideas and solutions to various problems seldom occurred in $57 \%$ students when using orderly rows seating arrangement, $36 \%$ students when using $u$-shape seating arrangement, and sometimes occurred in $42 \%$ students when using separated table seating arrangement.

In separated table, ideas are needed to obtain the best answer. It made suggested ideas occurred more in this seating arrangement.

## d. Category 4: Leadership

Based on classroom observation conducted by the researcher, there are six statements represent about leadership category occurred among students. They are with a strong sense of responsibility and can be entrusted with task, like to participate in group activities, able to cooperate with others, able to communicate effectively with others and express him/herself clearly, able to understand other people's feelings and needs, and show leadership in various activities. They are specified in this following chart.

## Leadership

$\square$ with strong sense of responsibility and can be entrusted with task
$\square$ like to participate in group activity
$\square$ able to cooperate with others
$\square$ able to communicate effectively with others and express him/herself clearly
$\square$ able to understand other people's feelings and needs
$\square$ show leadership in various activities


Chart 4.4. the highest frequency of leadership category on each seating arrangements

Based on students' performance statement, leadership categories which are displayed on chart 4.4 are:

1) With a strong sense of responsibility and can be entrusted with task

With a strong sense of responsibility and can be entrusted with task took a part as students performance from leadership category,
this statement obtained the detail data on each seating arrangements as follows:

# With Strong Sense of Responsibility and Can be Entrusted with Task 



Chart 4.4.1 The frequency of with a strong sense of responsibility and can be entrusted with task on each seating arrangements

From the data above seen that separated table gave a big different on other frequencies, and highest that two other seating arrangements. This highest data described as follow:

Table 4.19. Data of the highest frequency of with strong sense of responsibility and can be entrusted with task

| Types | Frequently | Percentage (\%) |
| :--- | :---: | :---: |
|  | Often |  |
| Orderly rows | 15 | $45 \%$ |


| U - shape | 15 | $45 \%$ |
| :--- | :---: | :---: |
| Separated table | 18 | $54 \%$ |

With strong sense of responsibility and can be entrusted with task were often did by students on all three seating arrangements. Separated table took the highest correspondents with 18 students ( $54 \%$ ) and the other two obtained the same number 15 students (45\%). That shown that separated table gave students have more responsibility.

The result of this statement, it was often occurred in $45 \%$ students when using orderly rows seating arrangement, $44 \%$ students when using $u$-shape seating arrangement, and $54 \%$ students when using separated table seating arrangement.

Using separated table, students often did the task in group activity which needed each student's responsibility for finished their part. Using orderly and u-shape, mostly students had to do the task individually. There are many students who still could not do their own task individually and copied their friends' task.
2) Like to participate in group activities

The next statement of students' performance on leadership category is like to participate in group activities. This statement
obtained the detail data on each seating arrangements based on classroom observation checklist as follows:


Chart 4.4.2 The frequency of like to participate in group activities on each seating arrangements

In this point, students gave their attention more. The data above shown the high number obtains only on often frequency and the rest obtain the minimum correspondents. The detail descriptions were classified below.

Table 4.20. Data of the highest frequency of like to participate in group activity

| Types | Frequently | Percentage (\%) |
| :--- | :---: | :---: |
|  | Often |  |
| Orderly rows | 24 | $72 \%$ |


| U - shape | 18 | $54 \%$ |
| :--- | :---: | :---: |
| Separated table | 22 | $66 \%$ |

Students mostly often like to participate in group activities.
The data result shown that the minimum data obtained when students arranged u-shape 18 students and the two others obtained more than half of students.

Like to participate in group activities was often occurred in $72 \%$ students when using orderly rows seating arrangement, $54 \%$ students when using $u$-shape seating arrangement, and $66 \%$ students when using separated table seating arrangement.

Although the highest position in this statement is orderly rows, and separated table took the second position, and the last is u-shape seating arrangement. Mostly students like to participate in group activities.
3) Able to cooperate with others

This statement described more detail from leadership category chart above which is taken from classroom observation checklist result (see appendix 4), this statement obtained the detail data on each seating arrangements as follows:


Chart 4.4.3 The frequency of able to cooperate with others on each seating arrangements

Same here with like to participate in group activities, students also gave their more attention on able to cooperate with others on often frequency. Hence, on separated table the result only focused on two frequencies always and often. The detail data of the highest frequencies on each seating arrangements were described as follow:

Table 4.21. Data of the highest frequency of able to cooperate with others

| Types | Frequently | Percentage (\%) |
| :--- | :---: | :---: |
|  | Often |  |
| Orderly rows | 22 | $66 \%$ |
| U - shape | 16 | $48 \%$ |


| Separated table | 19 | $57 \%$ |
| :--- | :---: | :---: |

The data shown that in statement about able to cooperate with others all seating arrangements were placed their highest number on often frequency. The data written on 16 up to 22 students.

This students' performance statement was often occurred in $66 \%$ students when using orderly rows seating arrangement, $48 \%$ students when using $u$-shape seating arrangement, and $57 \%$ students when using separated table seating arrangement.

As the previous explanation, orderly rows and separated table made students cooperate with others easily, their interaction with friends next to or around them and seatmate made them accustomed cooperate with others.
4) Able to communicate effectively with others and express him/herself clearly

Based on classroom observation checklist result from leadership category, able to communicate effectively with others and express him/herself clearly obtained the detail data on each seating arrangements as follows:

## Able to Communicate Effectively with Others and Express Him/Herself Clearly



Chart 4.4.4 The frequency of able to communicate effectively with others and express him/herself clearly on each seating arrangements

The chart above shown the data of three seating arrangements on each frequency were run over. The highest data were classified detail on the table below.

Table 4.22. Data of the highest frequency of able to communicate effectively with others and express him/herself clearly

| Types | Frequently |  | Percentage |
| :--- | :---: | :---: | :---: |
|  | Often | Sometimes | $(\%)$ |
| Orderly rows | - | 14 | $42 \%$ |
| U-shape | - | 12 | $36 \%$ |
| Separated table | 12 | - | $36 \%$ |

From the table data above about able to communicate effectively with others and express him/herself clearly, shown that student could do their communication and express well on separated table which obtained 12 students with often frequency. And the two others were on sometimes with 14 for orderly rows and 12 for ushape.

It was sometimes occurred in $42 \%$ students when using orderly rows seating arrangement, $36 \%$ students when using $u$-shape seating arrangement, and often occurred in $36 \%$ students when using separated table seating arrangement.

With doing cooperation help students communicate effectively and expressing clearly without obtain any big problems, moreover in seating arrangement which made students more communicate with others, also the orderly rows.
5) Able to understand other people's feelings and needs

Able to understand other people's feelings and needs statement on each seating arrangements described detail in this chart below based on classroom observation checklist result from leadership category.


Chart 4.4.5 The frequency of able to understand other people's feelings and needs on each seating arrangements

From the chart above, students' able to understand other people's feelings and needs on each seating arrangements almost had the same number. The detailed data were classified as follow:

Table 4.23. Data of the highest frequency of able to understand other people's feelings and needs

| Types | Frequently |  | Percentage |
| :--- | :---: | :---: | :---: |
|  | Sometimes | Seldom | $(\%)$ |
| Orderly rows | 16 | - | $48 \%$ |
| U-shape | - | 15 | $45 \%$ |
| Separated table | 15 | - | $45 \%$ |

The data above shown that the three seating arrangements were although obtained almost same number, but different frequencies. On orderly rows and separated table obtain sometimes frequencies with 16 and 15 students. And 15 students obtained on u-shape with seldom frequency.

Able to understand other people's feelings and needs was sometimes occurred in $48 \%$ students when using orderly rows seating arrangement, and $45 \%$ students when using separated table seating arrangement, and seldom occurred in $45 \%$ students when using $u$ shape seating arrangement.

With understanding others feeling helped them to communicate well and did cooperate, just like the previous statements explained separated table and orderly rows took a big role in this statement.
6) Show leadership in various activities

The last statement on leadership category is show leadership in various activities. Based on classroom observation checklist result, this statement obtained the detail data on each seating arrangements as follows:


Chart 4.4.6 The frequency of show leadership in various activities on each seating arrangements

The data shown that students were found hard in showing
leadership in various activities. Those were seen from the data above
which shown the highest correspondents were on seldom frequency.
The highest data detailed in table below.

Table 4.24. Data of the highest frequency of show leadership in various activities

| Types | Frequently |  | Percentage |
| :--- | :---: | :---: | :---: |
|  | Sometimes | Seldom | $(\%)$ |
| Orderly rows | - | 20 | $60 \%$ |
| U-shape | - | 19 | $57 \%$ |
| Separated table | 13 | - | $39 \%$ |

From those data above the highest frequency of show leadership in various activities are shown on separated table, although obtained the lowest correspondents. And the two others were on seldom frequency which obtained 19 and 20 students.

Show leadership in various activities was seldom occurred in $60 \%$ students when using orderly rows seating arrangement, 57\% students when using $u$-shape seating arrangement, and sometimes occurred in $39 \%$ students when using separated table seating arrangement.

Although separated table did not take a half of students in class but the result is higher than two others, in separated table students who had to sit in same big table for four group. It made the leadership shown in each activity when using this arrangement.

The next findings described the second research question:
2. The benefits and weakness of orderly rows, $U$-shape, and separated table seating arrangements for students at X IIS-4 of SMAN 4 Sidoarjo

Each types of seating arrangements, orderly rows, U-shape, and separated table seating arrangements have different benefits and weaknesses for students. In this study, the data of students opinion of seating arrangements' benefits and weaknesses were obtained from questionnaire which is fulfilled
by 33 students of X IIS-4 written by bahasa. The questionnaire results are described as follows:

Table. 4.25. Type of seating arrangements

| No | Types |
| :---: | :---: |
| 1 | Orderly rows seating arrangement |
| 2 | U-shape seating arrangement |
| 3 | Separated table seating arrangement |

From the result of questionnaire shows that students of X IIS 4 prefer applying group table seating arrangement. The questionnaire written by using bahasa and it has 14 questions which include the benefit and the weakness of the three seating arrangements type and conduct for 33 students of the class. The result shows that they get more benefits by applying this arrangement. They can understand the lesson easily from my seat place, they can interact with both teacher and students easily from my seat place, they feel more comfortable, they feel more confident to participate the class, they can more active, they feel their teacher can control all the students especially s/he that far from him, and they prefer. And the weaknesses are their class become crowded, they can't hear teacher easily from my seat place, they can't watch the video easily from my seat place, their class less conducive,

Then, U-shape seating arrangement gives benefits for them in they can hear teacher easily from my seat place, I can hear my friend presentation in
front of the class easily from my seat place, they class more conducive. And the weaknesses are they feel their teacher can't control all the students especially s/he that far from him, I can see teacher easily from my seat place, I can understand the lesson easily from my seat place, I feel more comfortable, I prefer.

And the last is Traditional seating arrangement which gives benefits in I can see teacher easily from my seat place, and can understand the lesson easily from my seat place. But, the weaknesses are I can hear my friend presentation in front of the class easily from my seat place, they can interact with both teacher and students easily from my seat place, they feel more confident to participate the class, and they can more active.

To make it understand easily, the benefits and weaknesses of seating arrangements based on students above are classified as:
a. Orderly rows seating arrangement

The benefits:

1. Bisa melihat guru dengan mudah (able to see the teacher easily)
2. Bias mendengarkan guru dengan baik (able to listen the teacher well).
3. Keadaan kelas menjadi lebih tenang (class circumstance quiet enough).

The weaknesses:

1. Kurang bisa mendengarkan teman yang mempresentasikan pelajaran didepan kelas dengan baik (difficult to listen others presentation in front of the class).
2. Tidak bisa berinteraksi dengan mudah, baik terhadap guru dan teman-teman (difficult to interact with both teacher and students).
3. Belajar menjadi kurang nyaman (uncomfortable in learning).
4. cenderung menjadi pasif dikelas ( students tend to become passive).
b. U-shape seating arrangement

The benefits:

1. Bisa mendengarkan teman yang mempresentasikan pelajaran didepan kelas dengan baik (able to listen others presentation infront of class well).
2. Bisa melihat video dengan baik (able to see the video well).

The weaknesses:

1. Tidak bisa melihat guru dengan mudah (difficult to see teacher).
2. Sulit memahami pelajaran dengan baik (difficult in understanding the lesson).
3. Guru kesulitan dalam mengontrol semua murid, terlebih yang berada jauh dari guru (teacher tend to difficult in controlling all the students, moreover students who far from teacher).
4. Kurang disukai siswa (many students dislike this type of seating arrangements).

## c. Separated table seating arrangement

The benefits:

1. Dapat memahami pelajaran dengan baik (able to understand the lesson well).
2. Bisa berinteraksi dengan mudah, baik terhadap guru dan temanteman (able to interact well with both teacher and students).
3. belajar menjadi lebih nyaman (students more comfortable).
4. Lebih percaya diri dalam berpartisipasi dikelas (more confident in participate the class activity).
5. Siswa menjadi lebih aktif dikelas (students more active in the class).
6. Lebih disukai siswa (many students prefer using this type of seating arrangement).

The weaknesses:

1. Kurang bisa mendengarkan guru dengan baik (difficult to listen the teacher).
2. Tidak bisa melihat video dengan baik (difficult to see the video).
3. Keadaan kelas kurang kondusif (the classroom condition in uncondusive).
4. Keadaan kelas lebih ramai (the condition more crowded).

## B. Discussion

To have the same interpretation between the readers and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related for each following problems:

1. The students' performance at $X$ IIS-4 of SMAN 4 Sidoarjo on orderly rows, U-shape, and separated table seating arrangements

Students' performances become important aspects faced by effective learning process. As stated in the background of the research that Classroom arrangement significantly impacts on students' behavior, academic performance and achievements. ${ }^{1}$ There were four common category and 21 statement about students performance on seating arrangements occurred among students at X IIS (Social)-4 class academic year 2014-2015.

## a. Four Categories of Students Performance

Students' performance in this study is specified in four categorizes (learning motivation/attitude, behavioral performance in class, creativity,

[^0]and leadership) with 21 statements as shown in table 4.1, 4.2, and 4.3 above.

The first category is learning motivation/attitude on seating arrangements; they are: Able to focus on a topic for a long period of time, Able to learn autonomously and independently, Sustained interest in certain subjects or issues, and Persistent to refuse to give up when facing difficulties or failure. Burda and Brooks said in their study that students who sit near the front of the classroom have high achievement motivation and that they tend to feel positive about their ability to perform well in a course. ${ }^{2}$ From the result of the data, the researcher found that some of students have high motivation in learning English; they try to obtain the answer if there are difficulties, and paying attention on the lesson.

Second category is behavioral performance in class category; this category conducted in six statements. Including: Participate in activities in accordance with instructions, Show courage to ask questions, Able to concentrate on his/her study, Able to cooperate with classmate, Able to express his/her emotion effectively, And able to listen the others patiently. It proved from students participate in class activities Perkins and Weiman on their study that front row seats promote more interaction with the

[^1]instructor and encourage participation in the class, which leads to higher performance. ${ }^{3}$

Third category is Creativity on seating arrangements, including Demonstrate a keen sense of humor, Willing to attempt, make assumption, and to approve, Refuse to accept people's views without reasons, not to afraid of being unique n courageous, Like to think in different angles, and able to suggest ideas and solutions to various problems. It proved with some students who sat in action seats with confidence retelling the story in front of the class and making a good and fun story with minimal and even using mixed language. This result agrees with Totusek and Staton-Spicer study that students who sit toward the front and center of the classroom in "action seats" see themselves as practical and imaginative. ${ }^{4}$

The last is leadership category; they are: Strong sense of responsibility and can be entrusted with task, Like to participate in group activities, Able to cooperate with others, Able to communicate effectively with others and express him/herself clearly, Able to understand other people's feelings and needs, And show leadership in various activities. According to Pederson et al. that classmates view front-row students favorably, describing them as

[^2]leaders and academic achievers. ${ }^{5}$ It proved most of students who active and performed well in English is they who sat in front row or action seat; also they believed by their friend as the representatives or leader.

From those discussions shown that students who seat at the back or far from teacher are less attention, or less to show off themselves. Cardwell study that some students sit in the back of a room to avoid participation. ${ }^{6}$
2. The benefits and weakness of orderly rows, $U$-shape, and separated table seating arrangements for students at X IIS-4 of SMAN 4 Sidoarjo

There are three types of seating arrangements are discussed in this study which gives students benefits and weaknesses during their learning activity. And there are 14 questions including 13 questions for benefits and weaknesses of seating arrangements and 1 question to made sure the position where they sat, conducted by 33 students of X IIS (Social)-4 class.

## a. Orderly rows seating arrangement

The benefits: able to see the teacher easily, able to listen the teacher well, class circumstance quiet enough. The result agrees with Harmer that the teacher has a clear view of all students and the students can all see the teacher; it maintains the teacher's eye contact

[^3]with students whom teacher's talking to, and monitoring the students. ${ }^{7}$ The observation shows that students can easily see and listen the teacher from their seat without any big problem.

The weaknesses: difficult to listen others presentation in front of the class, difficult to interact with both teacher and students, these statements are opposite with Harmer said that one of the advantage of orderly rows is useful for presentation. ${ }^{8}$ Uncomfortable in learning, students tend to become passive.

## b. U-shape seating arrangement

The benefits: able to listen others presentation infront of class well, able to see the video well. This result of questionnaire is opposite with Paul said that orderly rows seating arrangement is useful for presentation, explaining a grammar points, lecturing, watching video, or applying a teacher-centered approach; where the teachers acts as controller to give instruction or explanation. ${ }^{9}$ It shown that what students' felt with the previous study has difference.

The weaknesses: difficult to see teacher, difficult in understanding the lesson, teacher tend to difficult in controlling all the students, moreover students who far from teacher, many students dislike this type of seating arrangements. It agreed with Harmer that

[^4]more difficult for teacher to get students attention. ${ }^{10}$ It shown that teacher difficult to get students attention, so that, teacher also difficult controlling the class

## c. Separated table seating arrangement

The benefits: able to understand the lesson well, able to interact well with both teacher and students, students more comfortable, more confident in participate the class activity, students more active in the class, many students prefer using this type of seating arrangement. It result agrees with Harmer said that Separated table seating arrangement is useful for mixed-ability classes which benefit to students from concentrating in different tasks. ${ }^{11}$ Students' mixedability classes have different ability to face the tasks; it is easier teacher to give different task based on their ability. ${ }^{12}$ With the benefit in concentrating and mixed ability students make them more confident and easily understanding the lesson.

The weaknesses: difficult to listen the teacher, difficult to see the video, the classroom condition in uncondusive, the condition more crowded). It also agrees with Harmer said that when controlling the whole class because the class is scattered and separated. With separated students' condition, it will difficult for teacher to monitor

[^5]and control them. ${ }^{13}$ With teacher difficult to monitor and control the class make the class uncondusive.


[^6]
[^0]:    ${ }^{1}$ Pace, D. and Price, M. (2005) Instructional techniques to facilitate inclusive education. In D. Schwartz (ed.), Including Children with Special Needs (pp. 115-131). Westport, CT: Greenwood Press.

[^1]:    ${ }^{2}$ Burda, J.M.; Brooks, C.I. College classroom seating position and changes in achievement motivation over a semester. Psychol. Rep. 1996, 78, 331-336.

[^2]:    ${ }^{3}$ Perkins, K.K.; Weiman, C.E. The surprising impact of seat location on student performance. Phys. Teach. 2005, 43, 30-33.
    ${ }^{4}$ Totusek, P.; Staton-Spicer, A. Classroom seating preference as a function of student personality. J. Exp. Educ. 1982, 50, 159-163.

[^3]:    ${ }^{5}$ Pederson, D.M.; Polson, D.M.; Hintze, W.J. Perceived personality traits associated with classroom seat selection. Percept. Motor Skill. 1987, 64, 1287-1300.
    ${ }^{6}$ Cardwell, C. E. (2005). Arranging classroom seating to maximize student discussion. Innovation Abstracts, XXVII(7). Retrieved May 21, 2009, from http://matcmadison.edu/cetl/resources/archive/data_nisod/XXVII_7.pdf

[^4]:    ${ }^{7}$ Jeremy Harmer, How to Teach ... 1
    ${ }^{8}$ Jeremy Harmer, How to Teach ... 1
    ${ }^{9}$ David Paul, Teaching English ... 16

[^5]:    ${ }^{10}$ Jeremy Harmer, How to Teach ... 1
    ${ }^{11}$ Jeremy Harmer, How to Teach ... 1
    ${ }^{12}$ Jeremy Harmer, How to Teach ... 1

[^6]:    ${ }^{13}$ Jeremy Harmer, How to Teach ... 1

