CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher are presented as follows:

A. Conclusion

Based on the research findings deduced in the previous chapter about students' performance on orderly rows, u-shape, and separated table, and the benefits and the weaknesses of those seating arrangements based on students' opinion. There are several points that can be concluded as following description:

1. The findings shown from four categories and 21 students performance statements on three seating arrangements, which were occurred among 33 students of X IIS-4 class at SMAN 4 Sidoarjo, found that mostly students' performance on each seating arrangements have differences both in the same frequency or not, as detailed below:

a. Learning motivation/attitude

In this category, there were three statements which have different frequency on seating arrangements. The first, 13 students (39%) were **often** able to focus on a topic for a long period of time, when they arranged on orderly rows. Then, 14 students (42%) were **always** do the statement on arranged u-shape, also 12 students (36%) obtained from separated table. The second, 13 students (39%) on orderly rows were **often** able to learn autonomously and independently. Furthermore, **sometimes** frequency

occurred on 14 students (42%) of students when arranged u-shape, and 17 students (51%) on arranged separated table. The third, students on orderly rows were **sometimes** *persistent and refuse to give up when facing difficulties or failure* occurred on 18 students (54%), same the point with 15 students (45%) when arranged separated table. On arranged u-shape students were **seldom** occurred on 17 students (51%).

b. Behavioral performance in class

This category also has different frequency. The first, show courage to ask questions were sometimes do by 42% or 14 students on orderly rows. Then, seldom did by 36% or 12 students and 39% or 13 students on u-shape and separated table. The second, 48% or 16 students and 42% 14 students were often able to concentrate on his/her study when arranged orderly rows and separated table. And seldom did by 39% or 13 students when arranged u-shape.

c. Creativity

This category gave two statements which have different frequency. First, refuse to accept other people's views without reasons, not afraid of being unique and courageous to express his/her own opinion was seldom occurred on 15 students (45%) and 13 students (39%) on orderly rows and separate table. And this statement sometimes occurred on 13 students (39%) when arranged u-shape. Second, 19 students (57%) were seldom able to suggest ideas and solutions to various problems on orderly rows, on U-shape occurred

on 12 students (36%). Different with separated table, students on **sometimes** frequency were 14 students (42%).

d. Leadership

The last category has: The first, on orderly **sometimes** *able to communicate effectively with others and express him/herself clearly* occurred on 42% or 14 students, same the point with 36% or 12 students on u-shape. Then, on arranged separated table students **often** 36% or 12 students. The second, *able to understand other people's feelings and needs* were **sometimes** do by 48% or 16 students and 45% or 15 students on orderly rows and separated table. And **often** did by 45% or 15 students when arranged u-shape. The third, 60% or 20 students were **seldom** *show leadership in various activities* on orderly rows, on u-shape occurred on 57% or 19 students. Different with separated table, students on **sometimes** frequency were 39% or 13 students.

And the rest of students' performance statements were has same frequency with different percentage on each seating arrangements. From all those four categories separated table obtained the most correspondents of students. Such as in concentration, cooperate, understand feelings, leadership, communication, etc.

2. Based on the questionnaire result, most students prefer using separated table seating arrangement. Each seating arrangements have their benefits and weaknesses. But from the findings and the theory are found some differences.

Such as: the finding said that presentation is difficult to listen when using orderly rows, but in the theory are the opposite. Then, watching video is best applied in U-shape, but from the theory it is one of the advantages of orderly rows seating arrangement.

B. Suggestion

Reflecting on the result of this study, there are some significant suggestions from the researcher stated as follows:

1. For Students

Based on the result of this study, the students performance on seating arrangements was still weak in performance, and making opinion assessment patterns. They are goal in tasking together. Hence, those students can increase their performance through seating arrangements through setting certain cooperating. In addition, regarding the result that students can ask the teacher about arranging their seating to avoid boredom and increasing their English ability.

2. For English Teachers

Regarding the result of this study, the researcher emphasizes that students performance on seating arrangements is a significant topic for English teachers, especially in SMAN 4 Sidoarjo. Recognizing the phenomenon from this study, there were 21 common classroom students performance occurred among students on 3 types seating arrangements and benefits and weaknesses of seating arrangements for students that can help the teachers in creating

effective teaching. Hence, English teachers in SMAN 4 Sidoarjo should take action to this phenomenon by conducting evaluation of students not only about giving them task and so on, but also about awareness to anticipate of students' seating arrangements and students performance about how to maintain students performance in seating arrangements. Most students are preferred apply on separated table seating arrangements, moreover in doing task activity. But, not all activities are suitable with separated table. When class activities are doing presentation and watching video teacher better apply orderly rows or u-shape, which make students seeing easily.

3. For Further Researchers

Recognizing the result and the significance of this study, the researcher comes with suggestion to further researchers who are interested to conduct the research about students performance on seating arrangements. As this study limit the scope only on on the dimension of students' performance, the further researchers can conduct the same research in other dimension of students performance (student engagement or student score). In addition, the further researcher can also broaden the area or limitiation of this study, such as students performance of student-teachers. By conducting those researches, the further researchers can obtain broader knowledge than this recent study.