

**THE INFLUENCE OF STUDENTS' SEATING POSITION ON
THEIR ACHIEVEMENT IN EFL CLASSROOM**

THESIS

Submitted by

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THESIS

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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan



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ABSTRACT

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Thesis Working Title : The Influence of Students' Seating Position on Their Achievement in EFL Classroom.
Supervisor : Chamisah, M.Ed
Keywords : Students' Seating Position, Students' Achievement

This study explores the influence of students' seating arrangements on their achievement in English as a Foreign Language (EFL) classroom, focusing on cognitive, affective and psychomotor domains. It examines teacher's beliefs and students' perceptions of how seating arrangements influence students' achievement. Using a qualitative research design, which involve an English teacher and 10 ninth-grade students of SMPN 3 Ingin Jaya. The findings suggest that teacher beliefs about seating arrangements have a significant impact on student participation and engagement. However, while most students acknowledged the influence of seating arrangements on concentration, some felt that seating arrangements did not affect their learning or English language development.

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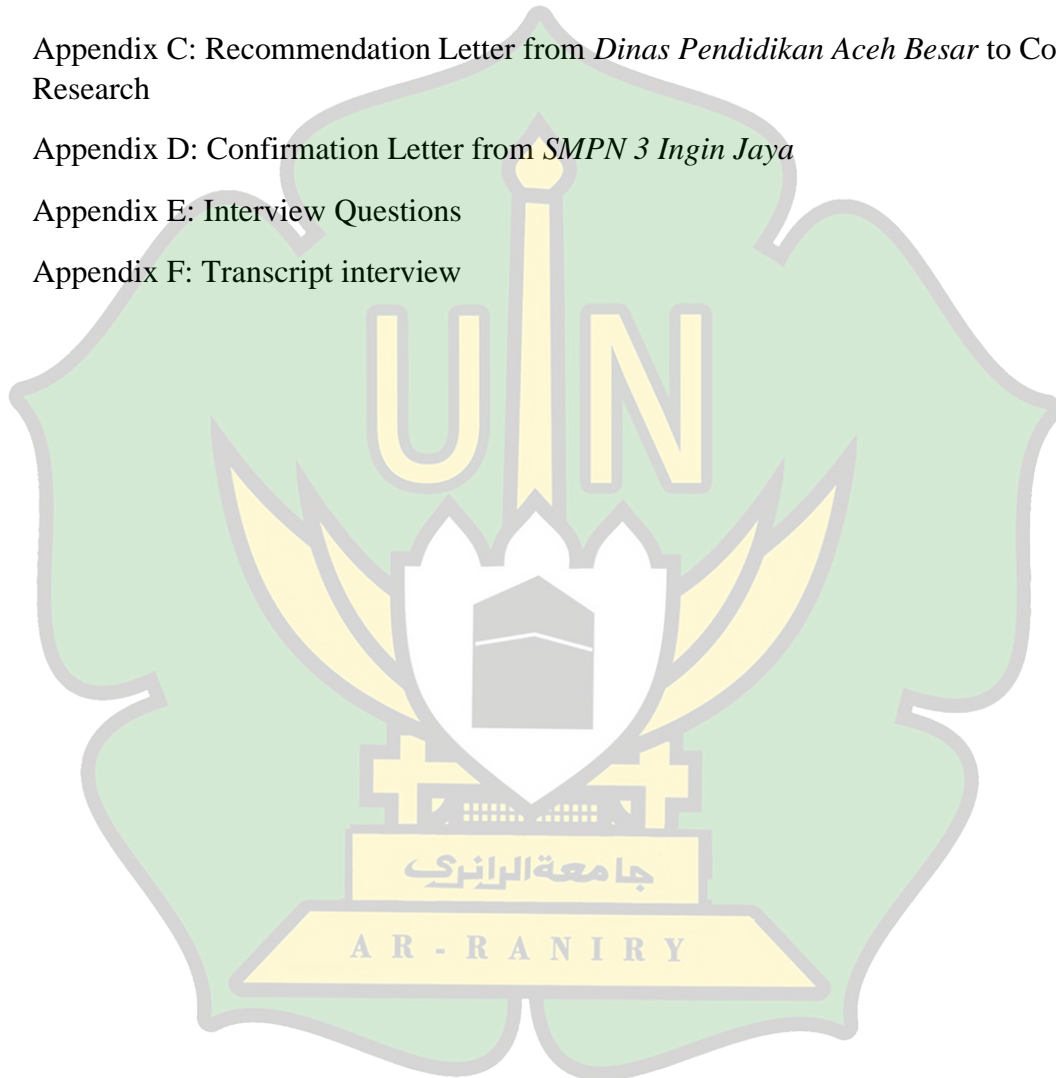
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CHAPTER I

INTRODUCTION

A. Background of Study

English as a universal language, plays very important role in various aspect of our life. Especially for those who focus on academics, such as teacher, student, lecturer, education ministry, etc (Nishanthi, 2018). In Indonesia, English is taught at school as a foreign language. All Indonesian students are required to learn English. However, in real life, we found many Indonesian students who graduated from high school or even university still lack of English ability. Therefore, it is the duty of parents, teachers, and all policy makers in education to be more aware of students.

At school, a teacher is considered a successful teacher based on their students' achievements inside or outside the classroom (Sarita et al., 2022). To be a successful teacher is not easy. There are so many things to consider. The teacher not only considers the media or material that she/he uses while teaching, but also how she/he manages the classroom. The classroom management plays a very important role in teaching to enhance students' achievement and performance, especially in acquiring English skills.

According to a thesis by Retnaningtyas (2011), classroom management is the strategies that teachers do to control and maintain the students' behaviour in the classroom, so that the students can engage well with the teaching-learning process.

A good classroom management can make students feel safe, motivated and enthusiastic in learning. Especially in learning English.

In reality, many students are not motivated and not interested in learning English. Therefore, teacher must give extra effort to get students attention in the classroom and to make students engage more with the learning process. The good classroom management and seating position, can make students more interested and motivated in learning English. The more motivated and interested they are while learning, the better achievement they will get at the end of learning process.

According to Scrivener (2012), one of the classroom management techniques is how teachers set the class layout. The seating arrangement, such as layout and position, can make the classroom less boring. He also stated that different seating arrangements might be appropriate for some specific activities, while some others are not. For example, the traditional classroom layout with fixed position might be suitable for a classroom where the teacher explains everything in front using a whiteboard. This seating layout might be suitable for a large class. However, this type of classroom is not suitable for a communicative classroom and task-based classroom. On the other hand, the U-shaped classroom is suitable for a communicative classroom but not suitable for a big class.

In schools, the researcher found that most of the teachers tend to set the classroom with a traditional seating layout. Many previous research (Amalia, Rahmadi, & Widiastuty, 2024; Jin & Peng, 2022; Rogers, 2020) has shown that traditional seating arrangement influence students' achievement in classroom. For example, the students who always sit at the back of the classroom are usually busy

with their own work and not paying much attention to the teacher. In contrast, the students who sit in front row are more focus and motivated during learning.

The focus of this is differed than another research. This research focus on teacher's belief. This research aims to investigate whether the seating arrangement influences students' achievement based on the teacher's beliefs. The teacher's perspective is crucial as they design the seating layout, implement it, and observe students' development over time.

In addition to examining the teacher's beliefs, this study also seeks to understand students' perceptions of their seating positions affect their achievement in the classroom. By analysing both perspectives, the research aims to provide a comprehensive understanding of the impact of seating arrangements on learning outcomes.

B. Research Question

1. What is the teacher's belief about the influence of students' seating position on their achievement in EFL classroom?
2. What are the students' perceptions regarding the influence of seating position in the classroom on their achievement?

C. Research Aim

1. To investigate the influence of students' seating position on their achievement based on the teacher's belief.
2. To find out the students' perception regarding the influence of seating arrangements in the classroom on their achievement.

D. Research Significances

1. Teacher

This research may be useful for teachers to manage a better students' seating position and seating layout in the classroom to increase students' enthusiasm in learning and also increase students' achievement during and after learning. Besides, teachers also can create a better classroom environment for students.

2. Student

This research may be useful for students in finding the best place to sit in the classroom so that they can get better experience in the learning process.

3. Theoretical Significance

- a. This research may useful as a supporting theory of how seating position influence students' interaction and learning in the classroom.
- b. This research may also useful for the next researcher, who wants to do research in the same field and topic, as a research reference or supporting information for their research.

E. Research Terminologies

a. Seating Arrangement and Seating Position

Seating arrangement refers to purposefully choosing a seat or location in the classroom depending on the needs of each student as well as the overall environment of the classroom. According to (Egounléti, Hindémè, & Datondji, 2018), seating arrangement means the layout or the

organization of the classroom that decided by the teacher or the students to support students' achievement. In this research, the seating arrangement means the layout set in the classroom.

In addition, the seating position in this research means the students sit and the class layout during the teaching and learning process. The structure of the seating position can be varied, such as in front, middle, behind, at the left, at the right side of the class.

b. Students' Achievement

According to oxford bibliographies (2014) "Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university".

Pakaya and Pakaya (2022) said that students' achievement is described as a students' success in reaching a particular score. In other word, students' achievement refers to the extent to which a student accomplished their long-term educational objectives.

In this research, students' achievement refers to the students' academic achievement like cognitive, affective, and psychomotor domain, students' score, and students' skill that can be measure by the teacher during and at the end of their learning process.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents numerous research-related theories for discussion. It attempts to understand better the study issue, which was selected based on the research's need for full comprehension.

A. Seating Arrangement and Seating Position

1. Definition of Seating Arrangement

The term 'classroom management' can be defined as the strategies employed by teachers to control and facilitate an effective learning environment and experience for students (Corps, 2008). Oviyanti (2009) argues that classroom management is an effort to maximize the students' and teacher's potential in order to make a conducive and comfortable place for teaching and learning (as cited in Setyaningsih and Suchyadi, 2021).

According to Scrivener (2012) one of the classroom management strategies is the way teachers arrange their classroom layout. Seating arrangement can influence the whole class's atmosphere. The physical environment of the classroom plays very significant role in classroom dynamic, which influence students' academic achievement (Kehan, et al., 2024).

Seating arrangement can be defined as the students' and teachers position in the classroom. in other word it can be where students and teacher

sit during the class. Seating position or classroom arrangement also influence students' behavior in the classroom (Simmons et al., 2015).

Saiufullah et al. (2022) in his research found that seating arrangement is one of the external factors, which influence students learning attention. He believes that seating arrangement can impact the teaching and learning process in classroom.

Septiorini et al. (2022) found many teachers agreed that seating arrangement is very effective for the teaching and learning process. whether the class is small or big, it still influences the teaching and learning process.

2. Types of Classroom Arrangement

Seating layout in English as Foreign Language (EFL) gives a significant impact on a students' academic achievement. Scrivener (2012), in his book, mentions that different classroom layout suits different activities in the classroom. Teachers have the right to decide the classroom layout for their subject that suits their students. Better classroom management can support students' achievement and performance in the classroom. In addition, seating arrangement also effects on students' interaction in the classroom (Egounléti et al., 2018). There are some seating layout teachers can use in the classroom, such as:

a. Traditional Row

Traditional row seating arrangement is a very common in education. Traditional row seating arrangement means the classroom layout where all

students sit in row and teacher sit in the front faces to the students. This seating arrangement is used almost in every level of school in the world.

According to Muhammad et al. (2024), traditional row seating arrangement can make students easier to maintain discipline and make teachers easier to move across the aisle to get engaged with the students at the back of the classroom. They also believe that this classroom layout model can reduce students' distraction because teachers can make eye contact with all students easily.

Other research shows that traditional row seating arrangement is very useful to get students' attention, motivation and focus in the beginning of the class. As stated by Sitti et al. (2022) in their research, some lecturers use traditional row seating position in the first few minutes of the class to have a little talk with the students in order to catch students' attention and focus for the entire teaching and learning process.

According to the study by Gremmen et al. (2016), traditional seating rows compared to group seating can support students' academic behaviour, especially on-task behaviour during independent work. Students would focus on their independent work or activity without getting much distraction from friends around them. Arranging a classroom with a traditional row in the beginning of the lesson can make students more disciplined and make a quiet classroom environment that helps the teacher to start the lesson in a conducive situation.

Furthermore, the traditional row layout is very suitable for teachers who teach grammar, vocabulary, and pronunciation which usually implied the teacher-centred teaching method. Traditional row seating layout is also suitable to use in a big classroom, which emphasize the teacher-centred (Septiorini et al., 2022). In addition, it allows more students to comfortably fit in the classroom without overcrowding, making the most efficient use of available space.

The study by Egounléti et al. (2018), shows that this classroom layout does not give good classroom interaction between friends and ineffective in promoting appropriate behaviour. Students are quickly disengaged from the task and are likely to seek alternative forms of entertainment. For example, the students who sit in the back row doodling during lessons and not paying attention to the teacher's explanation.

Nurfaidah et al. (2022), found that this classroom layout model only makes students with higher GPA stay motivated. While others who get lower GPA feel uninterested in learning and keep themselves not involved during the lesson, unless the teacher asked them to do the classroom activity.

According to Peng (2016), The traditional, orderly rows format is increasingly seen as unsatisfactory and incompatible with the modern view of the teacher's role as a facilitator. Firstly, learners in such a setting have limited opportunities to engage in the target language, as the teacher's control over the class tends to dominate the learning environment. Secondly, there is

a lack of chance for students to interact with each other, which is crucial for language acquisition.



Figure 1. Traditional Row Seating Layout

b. Collaborative Learning in Clusters

Group work in the classroom is unavoidable. Cluster seating in English as a Foreign Language (EFL) classroom promotes collaborative learning and increases student engagement. This arrangement allows students to communicate and interact with each other, which is essential for learning the language.

According to Gremmen et al. (2016), students at school not only seek new knowledge and information, but they also learn how to build a good network and good communication with friends and teachers. Cluster seating is one of the seating layouts that teachers can use to increase students' communication ability and social network.

Working in a group makes students appreciate others' work and encourages students to collaborate with other people to solve a problem. As

Pang et al. (2014) stated in their research, working together in groups enhances students' cooperation and communication skills. Working in a group also increases a students' deeper understanding of the material taught by the teacher.

In addition, cluster seating arrangements increase students' interpersonal skills. Students are required to interact and to build good communication with friends and teachers. Interpersonal contact between students due to a short physical distance can positively influence their social perceptions of one another. This is consistent with the intergroup contact theory and the contact hypothesis, which argue that interaction can successfully diminish negative peer judgments while increasing like among peers (Gremmen et al., 2016).

In clustering students in a group, the teacher uses some strategies, such as: Similarity clustering and Complementation clustering. Similarity clustering is a strategy where the teacher divides students into small groups based on their similar knowledge and similar proficiency. On the other hand, complementary clustering strategy is a strategy where teachers combine the students with different background knowledge and proficiency in a group to work together and help each other in learning (Li et al., 2015).

Cluster seating benefits shy students by providing a small, supportive group where they can practice speaking and freely express thoughts without fear of mistakes. Groupmates offer mutual support, creating a safe, comfortable learning environment. Additionally, this arrangement reduces

the social pressure often felt in large classroom discussions (Egounléti et al., 2018).

Muluk et al. (2021) stated that arranging students in groups in speaking class encourages students' cooperation skills. Students who work in groups can practice speaking effectively by sharing their experience with each other. They also found in their research that cluster or group seating arrangement makes weak students learn from smart students which can lead to a good classroom environment. Students in the classroom not compete to be better alone but they also help their friends to be better together.

In contrast, using cluster seating arrangements sometimes is not as effective as we thought. Some students who sit in groups cannot see the teacher properly because their position is faced to their friends. This leads students to side-talk. Students sometimes get into a chaotic state in the group and the class becomes noisy and distracting (Pranena, 2022).

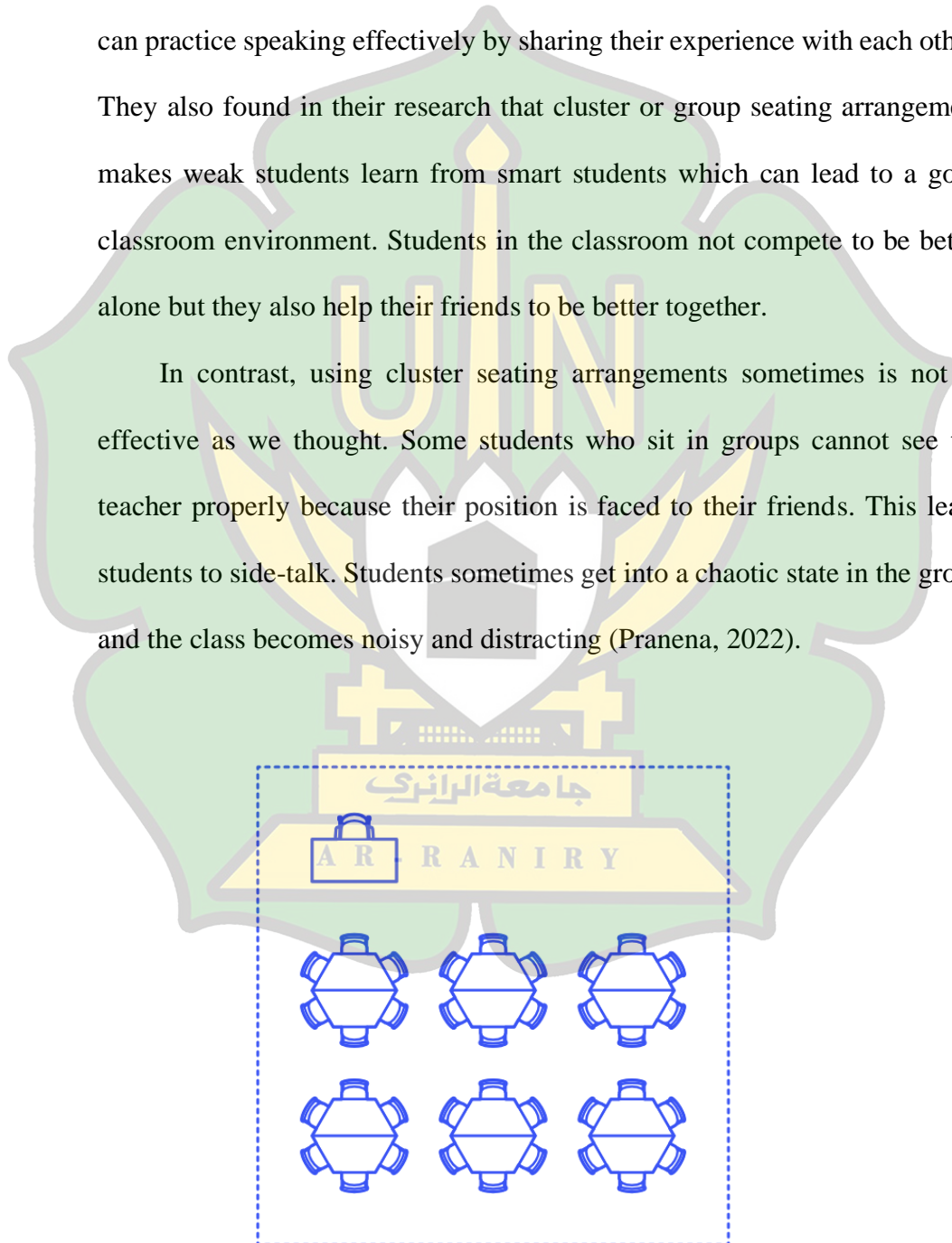


Figure 2. Cluster Seating Arrangement

c. U-Shaped or Semi-Circle Layouts

U-shaped classrooms also known as semi-circle classroom layout give significant influence on students' interaction in the classroom, especially in EFL blended classrooms. Saifullah et al. (2022) found that the U-shaped seating arrangement make students more focus to the teacher. During the U-shaped seating, almost all students paid their full attention to the teacher. Only one student not fully paid attention to the teacher.

Based on Yang et al. (2022) students had better experiences in the semicircular arrangement than in the rows-and-columns arrangement in the EFL blended learning classrooms for all three dimensions (communication affordance, concentration maintenance, and physical classroom environment). Students have the same distance with teachers which makes students have the same opportunity to have interaction with teachers. In addition, the u-shape seating layout can maintain students' concentration because all students face forward to where the teacher explains the material. Therefore, the students have no chance to have side-talking and get distracted during lessons.

U-shaped seating layout leads to a good classroom environment. Teachers can manage the classroom properly and can make good eye contact with all students in the classroom. In their research, Halim and Mustar (2016) identified the following key behaviours exhibited by teachers in the classroom: the establishment of positive relationships with students, the demonstration of empathy, respect, and honesty in teaching, the presentation

of effective communication skills, the instruction of students in a sequential manner, and the efficient utilization of time.

In addition, The U-shaped configuration may facilitate a more enjoyable learning experience for students, encouraging active participation in oral communication, the generation of creative ideas, and the expression of questions or uncertainties. The organization of the class, based on the atmosphere indicator, has the potential to enhance students' motivation, facilitate the development of their English skills and encourage engagement with the subject matter. The use of a U-shaped design in teaching may facilitate improvements in students' self-confidence, active participation in speaking activities, and a decreased sense of embarrassment associated with making mistakes in front of lecturers, as indicated by the behaviour indicator.

Conversely, the U-shaped seating layout is usually used in a small classroom and not really suitable for a large classroom because this kind of seating arrangement needs a lot of space. This seating layout sometimes only increases active participation of the students who sit across from the teacher and sometimes forgets the students who sit at the side of the classroom. Pranena (2022) found in his research that students sometimes avoid eye contact with teachers and students become passive in the classroom. This study also found that the U-shaped configuration will likely result in a reduction in student participation, as it establishes a direct line of sight between the instructor and the students. This may lead to a sense of

intimidation among the students, hindering their ability to express their opinions or inquire about matters they are uncertain about.

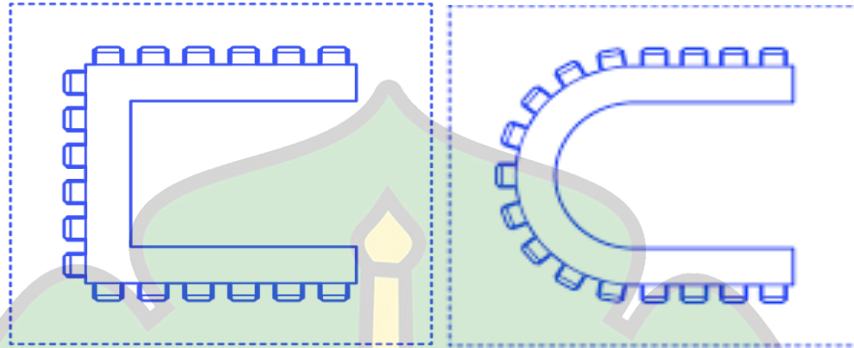


Figure 3. U-Shaped or Semi-Circle Seating Layout

B. Students' Achievement

1. Definition of Students' Achievement

According to James et al. (2022), the term students' achievement can be defined as a measurement of students' success in accomplishing short- and long-term educational objectives. Based on his research in Malaysia, James mentioned that one of competencies to measure students' achievement is by measuring their language competency.

Students' academic achievement is typically measured by their final scores or GPA, which reflect their mastery of the lessons. However, it is uncommon to evaluate students' achievement through other domains, even though academic achievement encompasses more than just cognitive abilities. It also includes the affective and psychomotor domains, which are equally

important in providing a holistic understanding of students' progress and development (Anwar et al., 2024).

According to Ballafkih & Middelkoop (2019), students' achievement are defined in two ways, which are broadly and narrowly. When it is defined narrowly, students' achievement is students' ability to reproduce knowledge as well as task, which measured through test. In contrary, the broad definition of students' achievement is students' ability that measured not only from the test score but also the students' engagement, motivation, and personal growth in the educational context.

2. Factors Influencing Students' Achievement

Students' achievement in the class is influenced by many factors either internal or external factors. Some factors that influence students' achievement are teachers' role, school environment and facilities, and parent's support (Fadhli, et al., 2022).

According to Manca et al. (2020), classroom environment, such as school building, classroom lighting, classroom seating layout influence the students' learning process. Classroom environment also influences students' cognitive, academic performance, and achievement in the classroom.

In the research conducted by Suhaini et al. (2020), two factors influence students' academic achievement, namely: teacher factor and student factor. The role of the teacher and the teacher's pedagogical competence have been demonstrated to have a significant impact on students' academic achievement in the classroom. In addition, students' attitudes, interest in learning, and

motivation to learn have been shown to have a substantial effect on their academic achievement.

C. The Influence of Seating Position on Students' Achievement

Seating position is one of the aspects which affect a students' achievement in the classroom. Seating location affects students' achievement, engagement and also students' motivation in the classroom.

Shernoff, et al. (2017), in his research, mentioned that in the large classroom, seating position influences a students' participation, engagement, attention, motivation, and level of distraction. Students who sit in the front row tend to be more focused and give better performance during the learning process. On the contrary, students in the back row are often distracted and rarely pay attention to the lesson.

Will et al. (2020) agree that Students who sit toward the front of the classroom tend to perform better than those in the back. The seating location often impacts the students' final result in the classroom. This happens because most of the higher score students voluntarily choose a seat in the first row (McGowan et al., 2017).

Suleh (2014) found that seating position had a significant impact on student participation in the classroom. However, he emphasised the importance of fairness and urged teachers to actively engage all students regardless of their seating position. Teachers often give more positive feedback to students in the front row. This bias can discourage back-row students from participating, leading to disengagement unless specifically encouraged by the teacher.

On the other hand, the research from Jover and Ramirez (2018) shows that seating position, students' performance, and students' achievement in the classroom are not related. They believe that seating position is not really affecting a students' score and students' engagement in the classroom. In fact, students who attend class regularly but always sit in the back of the classroom are still able to engage and get great scores from the teacher.

Lacroix and Lacroix (2017) suggested that seating position affects students more in large classrooms than in small ones. In larger classrooms, managing student attention can be challenging, leading to back-row students feeling ignored and disengaged. In contrast, smaller classrooms are easier to control, allowing teachers to involve all students by calling on them, speaking more loudly, or engaging them in activities.

McGowan et al., (2017) stated that students who sit in the front row of the classroom tend to have better notes. Good note taking can lead students to get better understanding, so that they can get a better score at the end of the semester.

The research by Pichierri and Guido (2016), aimed to investigate relationship between students' seating position and their learning achievement in marketing class. This study found that students seating row does influence their learning achievement. This relationship is facilitated by students' level of shyness, but not nonconformity.

Anggriani and Humaera (2022) mentioned that, Seating location in the classroom is one of the factors to increase students' willingness to speak English in

the classroom. research found that many students agree that good seating arrangement and suitable seating position make students easier to interact with teachers and with each other. The interaction that happens in the classroom can enhance a students' willingness to speak English.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher described the research methods that was used in this study to answer the research question. This chapter discussed the research design, research location, research participants, data collection procedure, and data analysis processes.

A. Research Design

This study employs a qualitative research design aimed at examining the influence of student seating position in the classroom on their academic achievement based on teacher's belief, as well as students' perceptions of this issue. Qualitative research is an approach used to explore and gain an understanding of the meanings that individuals or groups attach to social or human problems. The research process involves posing new questions, collecting data in natural settings, analysing the data, and interpreting the findings. The final report is structured flexibly. Those who engage in this form of inquiry advocate for an inductive approach, focusing on individual meaning and the complexity of situations (Creswell & Creswell, 2018).

The researcher used this research design to gain a deeper understanding of how seating position affects students' academic achievement both from teacher's and students' perspective. This approach was chosen because it allows for the collection of detailed and in-depth information that cannot be captured through numbers

alone. Through methods like interviews, the researcher explored the experiences and perspectives of students to understand about seating arrangements influence on their engagement, interaction, and performance in class.

B. Research Location and Participant

1. Research Location

This research was conducted at SMPN 3 Ingin Jaya, a secondary school located in Siron, Ingin Jaya, Aceh Besar. It is one of the largest public schools in the area, with a total enrolment of 587 students, taught by 43 teachers, along with additional staff members who contribute to its daily operations and educational programs.

2. Research Participant

The population for this research consisted of the students at SMPN 3 Ingin Jaya. According to Creswell (2012), the term 'research population' is defined as "the totality of subjects possessing a particular characteristic relevant to the investigation that serves as the ideal target for the study".

The sample for this study was chosen using a purposive sampling technique, which involves selecting participants based on specific, pre-defined criteria. Students' criteria on this research are based on their score in English lesson. According to Creswell (2012), purposive sampling is a strategic approach where researchers select participants who possess qualities that are directly relevant to the objectives of the research. In this case, the selected sample included third-grade students from SMPN 3 Ingin Jaya.

From class IX-1, ten students were selected to participate in the semi-structured interview process. The researcher works together with the teacher in choosing the students to participate in the interview. The teacher selected these students based on their English scores to represent various achievement levels. Teacher selected four the highest score student, three middle level students, and three lowest score students to participate in the interview. Additionally, the English teacher who is also the homeroom teacher of this class contributed to the research by answering semi-structured interview questions, providing insights into her beliefs about the influence of seating positions on students' academic achievement in English lessons

C. Data Collection

To collect data for this research, the researcher used interview. Creswell (2012) explains that qualitative interviews happen when researchers ask participants open-ended, general questions and record their responses. Afterward, the researcher writes down the answers and saves them on a computer for analysis.

The type of interview was used in this study is the semi-structured interview. The objective of conducting semi structured interviews as a data collection method is to elicit information from key informants who possess personal experiences, attitudes, perceptions and beliefs relevant to the subject under investigation. Semi structured interviews can be utilised by researchers to collect new, exploratory data related to a research topic, triangulate other data

sources, or validate findings through member checking, whereby respondents provide feedback regarding research results (DeJonckheere & Vaughn, 2019).

This semi-structured interview was conducted with an English teacher and 10 ninth-grade students, which aimed to investigate the influence of students' seating positions on their achievement in the EFL classroom based on the teacher's belief as well as students' perspectives on the seating position influencing students' achievement.

In this research, the researcher provided some general questions for students and the teacher, with follow-up questions that appeared during the interview. Then, the researcher noted some important information from the participants' answers. In addition, the researcher also recorded the interview process. Next, the researcher transcribed and typed the questions and responses for analysis.

3. Data Analysis

To analyse the data, the researcher will use descriptive analysis technique. According to Sugiyono (2010), descriptive analysis represents a research methodology that prioritises the description and synthesis of a phenomenon, population, or event, without the intention of establishing causal relationships. The process of analyse data based on the Miles and Huberman (1994) theory, which are:

a. Data Reduction

Data reduction is defined as the process of focusing, simplifying, abstracting, transforming, and summarising data that is recorded in written

field notes or transcriptions, and which is based on themes and characteristics that have been determined at the outset. During the reduction process, the data is sorted according to the theme; should there be any data results that do not match, the data can be reduced. The objective of this process is to facilitate researchers in the identification and emphasis of significant data outcomes, thereby enhancing the clarity and coherence of their conclusions.

b. Data Display

Data reduction is defined as the process of focusing, simplifying, abstracting, transforming, and summarising data that is recorded in written field notes or transcriptions, and which is based on themes and characteristics that have been determined at the outset. During the reduction process, the data is sorted according to the theme; should there be any data results that do not match, the data can be reduced. The objective of this process is to facilitate researchers in the identification and emphasis of significant data outcomes, thereby enhancing the clarity and coherence of their conclusions.

c. Withdrawal Conclusion and Verification

The final step in the analysis is the conclusion drawing. Conclusion drawing is defined as an effort made by researchers to draw conclusions from previously analysed data related to research questions and research objectives. The validity and consistency of the data is fundamental to the substantiation of conclusions drawn.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher will present the findings of the research on the influence of student seating on their academic achievement in English lessons. The research is based on the beliefs of the teacher who taught the class, as well as the perspectives of the students.

The results presented herein were obtained from semi-structured interviews conducted with teachers and students of class IX-1 of 2024-2025 at SMPN 3 Ingin Jaya. The following is a summary of the results obtained:

1. The Influence of Students Seating Position on Their Achievement in EFL Classroom Based on Teacher's Belief

Through interview conducted, a number of themes were identified by researchers through the analysis of interview responses from teacher. These themes are outlined below:

a. Teacher's Belief About Seating Arrangement

From the interview, teacher shared strong belief about seating arrangement. Teacher believes that seating arrangement play significant role for teaching and learning process. the teacher also believes that classroom arrangement impacts classroom dynamics, such as students' focus, engagement, and participation in the class. As Mrs. Y revealed: "Classroom arrangement plays an important role in teaching and learning

process. different kind of classroom arrangement can impact students' focus, engagement, and participation in classroom”.

In addition. The teacher also revealed that her favorite classroom layout is the U-shaped layout. The teacher believes that the U-shaped seating arrangement suitable for increasing students' focus and creating an equal classroom environment for all students. Mrs. Y also said: “For my class, I like to use U-shaped seating position. I choose this particular seating position, to make the students more focus. The benefit of this seating position is all students have equal attention from teacher”

b. Influence on Students' Focus, Engagement, and Task Completion

In term of achievement, the teacher has reported that the U-shaped seating arrangement make students get equal level of attention, focus, and engagement during English lesson. The U-shape seating arrangement is differed from the traditional row layout, every student can see teacher clearly and have same distance to the teacher. Teacher's position during U-shaped seating is in the middle. So, it can make students more focus and understand the lesson well. As Mrs. Y explain that because no one sit behind and teacher position in the center of the class make students more focus, engage and understand lesson better. She said: “The teacher's position is in the center so; it is easier for students to focus and understand the lesson. No students seat behind and all students have the same distance to the teacher” In addition, the teacher explained the use of U-shaped seating makes students easier to cooperate and work in group.

In contrast, teachers have observed about students' ability in completing tasks. Almost all students complete their task well, no matter where they sit in the classroom. Some students sometimes feel difficult to complete their task, but it may be caused by the level of difficulty of the task. Mrs. Y revealed: "all students complete their task effectively and efficiently, regardless of their seating arrangement. Sometimes, they may face difficulty in completing task, but I don't think it because of their seating position".

c. Classroom Environment

The teacher reported that students remained motivated and confident throughout the lesson, regardless of their seating position. Mrs. Y said: "all students stay motivated in the class and confidence enough during lesson".

Additionally, the teacher believed that the U-shaped seating arrangement helped minimize distractions, especially when combined with a closed-door classroom setting. Mrs. Y mentioned: "This kind of seating arrangement make less distraction in the classroom. The door of the class is also closed during lesson, so students get less distraction during lesson".

d. Classroom Interaction

The teacher noted that the U-shaped seating arrangement provides sufficient space to move around the classroom and interact with students more effectively. This ability to monitor all students equally is viewed as

a key benefit of the seating arrangement, ensuring that no student is overlooked during the lesson. Mrs. Y stated: “The class have enough space for me to move from one student to another student. So, it is easier for me to monitor and interact directly with the students”.

2. Students’ Perceptions Regarding the Influence of Seating Position in the Classroom on Their Achievement

This section presents the findings from semi-structured interviews conducted with ten students, focusing on their perceptions of how seating position influence their learning, focus, confidence, and English skill development. The analysis revealed five key themes:

a. Students Seating Position

Many students have explained that their seating position is determined by the teacher rather than themselves. The students always sit in consistent place every session. The students also explain, although the seating position is determined by the teacher, they feel comfortable and like to sit in their place. As BR revealed which translated by the researcher: “I sit at the very back of the Centre side of the class. I am comfortable with my seat now. Our seating position has been determined by Miss Homeroom Teacher”.

Other students also give the same response about their seating position in classroom.

b. Impact on Learning

Students had mixed perceptions regarding how seating arrangements affected their learning. While some students believed that their seating had minimal impact on their learning ability, others noted specific challenges. MFD said, “Sometimes I feel distracted but still comfortable sitting there.” Similarly, SUK mentioned that sitting at the back sometimes made it difficult for him to focus and hear the teacher.

In contrast, students like AZ emphasised that personal effort and motivation played a greater role in their learning outcomes than seating arrangements, stating, “What affects my learning process is myself and the friend next to me”.

c. Clarity and Understanding

The ability to understand lessons was sometimes linked to seating position, especially in relation to hearing ability and visual access to teaching materials. Students who sat at the back, such as SUK and MFD, reported difficulties in hearing the teacher clearly. MFD stated, “Sometimes because I sit at the back it is difficult to hear the teacher's explanation”.

However, some students highlighted the role of the teacher's movement around the classroom in mitigating this problem. For example, MFD noted that the teacher's habit of walking around the classroom helped to clarify the lesson.

d. Confidence and Classroom Participation

Self-confidence was largely perceived as a personal trait rather than being related to sitting position. Students like BR expressed confidence regardless of where they sat, stating, “Actually for me, where I sit does not affect my confidence”. However, MAA admitted to feeling more confident when sitting at the back, explaining, “If I sit in front, I am less brave because I feel too close to the teacher”.

On the other hand, SUK believes that sitting in the front can boost their confidence, suggesting that proximity to the teacher can foster a stronger sense of engagement.

e. English Skill development

The students overwhelmingly agreed that the seating arrangement had minimal direct influence on their English skills. AZ emphasised, “My learning ability, my English ability is influenced by my willingness to learn and friends around me”. Similarly, BR stated that her progress in English was largely due to her self-study efforts at home.

However, SUK highlighted that listening ability can be slightly affected by seating, as students who sit further away from the teacher may struggle to hear audio material or instructions clearly.

B. Discussion

In this section, the researcher presents overall findings of the study, which address the research questions: teacher’s belief and students’ perception regarding

the influence of students' seating position on their achievement in English classroom.

The first part discussed in this research is about teacher's belief about students' seating position on their achievement in English classroom. The findings shows that the English teacher in SMPN 3 Ingin Jaya Believes that seating arrangement plays significant role for classroom dynamics. This finding is aligned with Septiorini et al. (2022) which stated that classroom seating arrangement influence the teaching and learning process. As well as the size of the classroom, is influenced by the classroom seating arrangement.

The finding also shows the teacher prefer to set her class in the U-shaped to make students more focus. In addition, the U-shaped seating arrangement also influencing students' engagement and participation in classroom. This finding is related to Saifullah et al. (2022), which mention that the-U shaped seating arrangement make students paid fully attention to the teacher. When the students paid full attention to the teacher it can boost their focus in learning.

The findings also highlighted that U-shaped seating arrangement very effective for group work and decreasing students' disruptive behaviour in the classroom. Yang et al. (2022) also stated that the U-shaped seating arrangement make students have no change to have side-talking and get distracted during lessons, because all students face directly to the teacher.

On the students' side, their perceptions about seating positions varied, reflecting a mix of agreement. Some students expressed that their seating position did not

significantly impact their academic performance, as their motivation and personal effort were the primary drivers of their success. This finding is related to the finding from Jover and Ramirez (2018), which stated that seating position is not really affecting a students' score and students' engagement in the classroom.

Others admitted that sitting in the back sometimes made it difficult to hear the teacher or stay focused, while those seated at the front felt more connected to the lesson and less distracted.

Confidence levels also appeared to be influenced by seating arrangements, with some students feeling more confident when sitting at the back due to reduced direct interaction with the teacher, while others reported increased confidence when seated at the front as they felt more included in the learning process. This finding is related to the research by Pichierri and Guido (2016), which found that students seating row does influence their learning achievement. This relationship is facilitated by students' level of shyness, but not nonconformity

Interestingly, the findings revealed that the seating arrangement's influence on English skills was not as direct or consistent. While some students believed their seating position played a role in their understanding and language development, others emphasized that their skills were primarily shaped by intrinsic motivation, practice, and external support, such as peer assistance or self-study. This finding contradicts the findings of Anggriani and Humaera (2022) which mentioned that, seating location in the classroom is one of the factors to increase students' willingness to speak English in the class.

Overall, the findings suggest that while seating positions can influence focus, engagement, and classroom participation, their impact on achievement is mediated by individual factors such as motivation, confidence, and learning habits. The U-shaped seating arrangement used in the observed classroom also appeared to offer both advantages and challenges. It facilitated better teacher-student interaction and visibility but did not entirely eliminate distractions or address individual learning preferences. These results underscore the importance of a balanced approach, where seating arrangements are thoughtfully designed but complemented by strategies that address individual student needs and encourage active participation from all seating positions.



CHAPTER V

CONCLUTIONS & RECOMMENDATION

A. Conclusions

In this chapter, the researcher presents the conclusion from this study about the teacher's belief and students' perception regarding the influence of students seating position on their achievement in EFL classroom.

In conclusion, the findings of this research reveal that the teacher believes seating positions, particularly the U-shaped arrangement, play a significant role in students' achievement in the EFL classroom by enhancing focus, engagement, and participation. The teacher feels that this layout fosters equal attention for all students and minimizes distractions, contributing positively to the learning process.

On the other hand, students' perceptions about the impact of seating position on their achievement were mixed. While some students felt that seating arrangements had minimal effect on their learning, others acknowledged challenges such as difficulty hearing or focusing based on their seating location. Overall, the students emphasized that personal motivation and effort played a greater role in their academic success than their seating position.

B. Recommendation

Based on the findings of this study, the following recommendations are proposed to maximize the implementation of the seating arrangement in the classroom in order to fulfil the students' needs at SMPN 3 Ingin Jaya:

1. Consider Student Preferences in Seating Arrangement

It is recommended that teachers involve students in the decision-making process regarding seating arrangements. Gathering feedback on students' preferences can help create an environment that fosters comfort and motivation, ultimately leading to increased achievement. Moreover, seating arrangements should be adjusted periodically to accommodate diverse learning activities and individual student needs.

2. Optimize Classroom Space for Student Engagement

Schools and educational institutions should invest in optimizing classroom spaces to allow for easy adjustments in seating arrangements. Ensuring that classrooms are equipped with flexible seating options, such as movable desks and chairs, will allow teachers to adapt quickly to different teaching strategies and promote an engaging and dynamic learning environment.

3. Conduct Further Research

This study suggests the need for further research to explore the long-term effects of different seating arrangements on student achievement in various EFL settings. Future studies could expand the scope by investigating how seating arrangements influence students' language proficiency, motivation, and classroom behaviour across different educational levels.

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Appendix A: Supervisor's Certificate



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 536 TAHUN 2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :
Chamisah, M.Ed

Untuk membimbing Skripsi

Nama : Nahla Aqil
NIM : 180203249
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Students' Seating Position on Their Achievement in EFL Classroom

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 11 November 2024
Dekan,

Safrudinuluk

Tembusan

1. Salinan Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Manajemen UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix B: Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to Conduct Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Köpelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-9924/Un.08/FTK.1/TL.00/11/2024

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala Cabang Dinas Pendidikan dan Kebudayaan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar
; Kepala SMPN 3 Ingin Jaya Kabupaten Aceh Besar

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 210203037

Nama : NAHLA AQIL

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : desa cot mentiwani timur cot mentiwani

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE INFLUENCE OF STUDENTS' SEATING POSITION ON THEIR ACHIEVEMENT IN EFL CLASSROOM***

Banda Aceh, 18 November 2024

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Habiburrahim, S.Ag., M.Com., Ph.D. Prof.

Habiburrahim, S.Ag., M.Com., Ph.D.

NIP. 197208062003121002

Berlaku sampai : 31 Desember 2024

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AR - RANIRY

Appendix C: Recommendation Letter from *Dinas Pendidikan Aceh Besar* to Conduct Research



**PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jalan T. Bachtiar Panglima Polem, SH Kota Jantho (23918) Telepon. (0651)92158 Fax. (0651) 92389
Email : dinaspendidikanacehbesar@gmail.com Website : www.disdikbud.acehbesarkab.go.id

Kota Jantho, 21 November 2024

Nomor : 070/2009/2024
Lampiran :
Hal : Izin Penelitian Ilmiah

Kepada Yth.
Kepala SMPN 3 Ingin Jaya
di-
Tempat

Sehubungan dengan surat Wakil Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor : B-9924/Un. 08/FTK.1/TL.00/11/2024 tanggal 18 November 2024 Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar memberi izin kepada:

NAMA : NAHLA AQIL
NIM : 210203037
PRODI/JURUSAN : PENDIDIKAN BAHASA INGGRIS

Untuk melakukan penelitian dan mengumpulkan data SMPN 3 Ingin Jaya Kabupaten Aceh Besar untuk keperluan penyusunan skripsi yang berjudul :

" THE INFLUENCE OF STUDENTS' SEATING POSITION ON THEIR ACHIEVEMENT IN EFL CLASSROOM ".

Setelah selesai mengadakan penelitian, 1 (satu) eks laporan dikirim ke SMPN 3 Ingin Jaya Kabupaten Aceh Besar.

Demikian atas bantuan dan kerjasama yang baik, kami ucapkan terima kasih.

A R - R
a.n Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Aceh Besar
Pengembang Kurikulum



Juwita, S.Pd.
Nip. 19780315 200604 2 021

- Tembusan :
1. Wakil Dekan Akademik;
 2. Arsip.

Appendix D: Confirmation Letter from SMPN 3 Ingin Jaya



**.PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 INGIN JAYA**



Jl. Bandara Sultan Iskandar Muda Km. 9,5 Desa Siron Ingin Jaya, Tlp. 0651-7557618, Kode Pos : 23371
E-mail: smpn3inginjaya@gmail.com

SURAT KETERANGAN SUDAH MELAKUKAN PENELITIAN
NOMOR : 422 / 237 / 2024

Sehubungan dengan Surat dari Wakil Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh dengan nomor surat B-9924/Un.08/FTK.1/TL.00/11/2024, dan melakukan penelitian pada tanggal 25 s/d 28 November 2024, Kepala Sekolah Menengah Pertama (SMP) Negeri 3 Ingin Jaya Kabupaten Aceh Besar, menerangkan :

No	Nama	NIM	Universitas
1	NAHLA AQIL	210203037	UIN AR-RANIRY

Sudah melakukan Penelitian dan mengumpulkan data di SMP Negeri 3 Ingin Jaya Kabupaten Aceh Besar untuk keperluan Skripsi yang berjudul :

"THE INFLUENCE OF STUDENT SEATING POSITION ON THEIR ACHIEVEMENT IN EFL CLASSROOM"

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

A R - R A N I R Y

Ingin Jaya, 06 Januari 2025

Kepala Sekolah

SMP NEGERI 3 Ingin Jaya



Dr. Endang Pujiati

Nip.19680119 199702 2 004

Appendix E: Interview Questions

For Teacher:

1. What do you think about classroom seating arrangement?
2. What type of Seating arrangement you mostly like to use for your class?
and why?
3. How does the students' seating positions affect their engagement and participation during lesson?
4. Did you notice any differences in students' achievement, confidence and motivation based on their seating position?
5. Did you notice any distraction happen to the students, depend on their position?
6. How does students' seating position support your ability to monitor and interact with all students equally?
7. What type of activities work best in U-shaped seating arrangement based on your teaching experience?
8. Do you notice any differences between students in completing their task based on their seating position?

For Students:

1. Where do you sit in the class? and why you choose that position?
2. How does your seating position affect your learning?
3. Does where you sit help you understand lesson better?
4. Does your seating position effect your confidence?
5. How does your seating position influence your English skill?



Appendix F: Transcript interview

TRANSCRIPT

Interview: Nahla Aqil

Participant: Mrs. Yusriati, M.Pd

NA	What do you think about classroom seating arrangement?
Mrs. Y	Classroom arrangement plays an important role in teaching and learning process. different kind of classroom arrangement can impact students' focus, engagement, and participation in classroom.
NA	What type of Seating arrangement you mostly like to use for your class? and why?
Mrs. Y	For my class, I like to use U-shaped seating position. I choose this particular seating position, to make the students more focus. The benefit of this seating position is all students have equal attention from teacher. This kind of seating arrangement also help students to work in group.
NA	How does the students' seating positions affect their engagement and participation during lesson?
Mrs. Y	It is easier for students to cooperation, to work together. The teacher's position is in the center so, it is easier for students to fucus and understand the lesson. No students seat behind and all students have the same distance to the teacher.
NA	Did you notice any differences in students' confidence and motivation based on their seating position?
Mrs. Y	No, all students stay motivated in the class and confidence enough during lesson. There are different in achievements between students, but I don't think it because their seating position.
NA	Did you notice any distraction happen to the students, depend on their position?
Mrs. Y	This kind of seating arrangement make less distraction in the classroom. The door of the class is also closed during lesson, so students get less distraction during lesson.
NA	How does students' seating position support your ability to monitor and interact with all students equally?
Mrs. Y	The class have enough space for me to move from one student to another student. So, it is easier for me to monitor and interact directly with the students.
NA	What type of activities work best in U-shaped seating arrangement based on your teaching experience?
Mrs. Y	Work in group or group discussion. The challenge is in setting the group discussion. Sometimes students only want to work with their besties. So, I have to make them to work together because this skill is needed in the future.
NA	Do you notice any differences between students in completing their task based on their seating position?
Mrs. Y	Based on my observation, all students complete their task effectively and efficiently, regardless of their seating arrangement. Sometimes, they may face difficulty in completing task, but I don't think it because of their seating position.

Interviewer: Nahla Aqil

Participant: T. Fathan Faruqi

NA	Where do you sit in the class? and why you choose that position?
TFF	Saya duduknya di belakang. Selama seating arrangement berbentuk U, saya juga duduk di posisi belakang Tengah. Posisi tempat duduk kami di tentukan oleh miss wali kelas.
NA	Does your seating position affect your learning?
TFF	Saya rasa posisi tempat duduk saya tidak mempengaruhi proses belajar saya. Karena dimana pun saya duduk, tetap sama proses belajar dan nilai bahasa inggris saya.
NA	Does where you sit help you understand lesson better?
TFF	Sebenarnya sama aja. Dimanapun saya duduk tetap sama tingkat focus dan pemahaman saya. Akan tetapi, kadang – kadang di tempat duduk saya, susah mendengar penjelasan miss teman-teman juga sering mengobrol, yang menyebabkan sedikit gangguan.
NA	Does your seating position effect your confidence?
TFF	Tidak. Dimanapun saya duduk, saya tetap percaya diri. Saya berani bertanya dan mengangkat tangan untuk menjawab.
NA	Does your seating position influence your English skill?
TFF	Menurut saya, kemampuan bahasa inggris saya meningkat dan tidak meningkat tidak dipengaruhi oleh posisi tempat duduk saya. Akan tetapi, di pengaruhi oleh motivasi dan practice yang saya lakukan.

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AR - RANIRY

Interviewer: Nahla Aqil

Participant: Alfi Zikrina

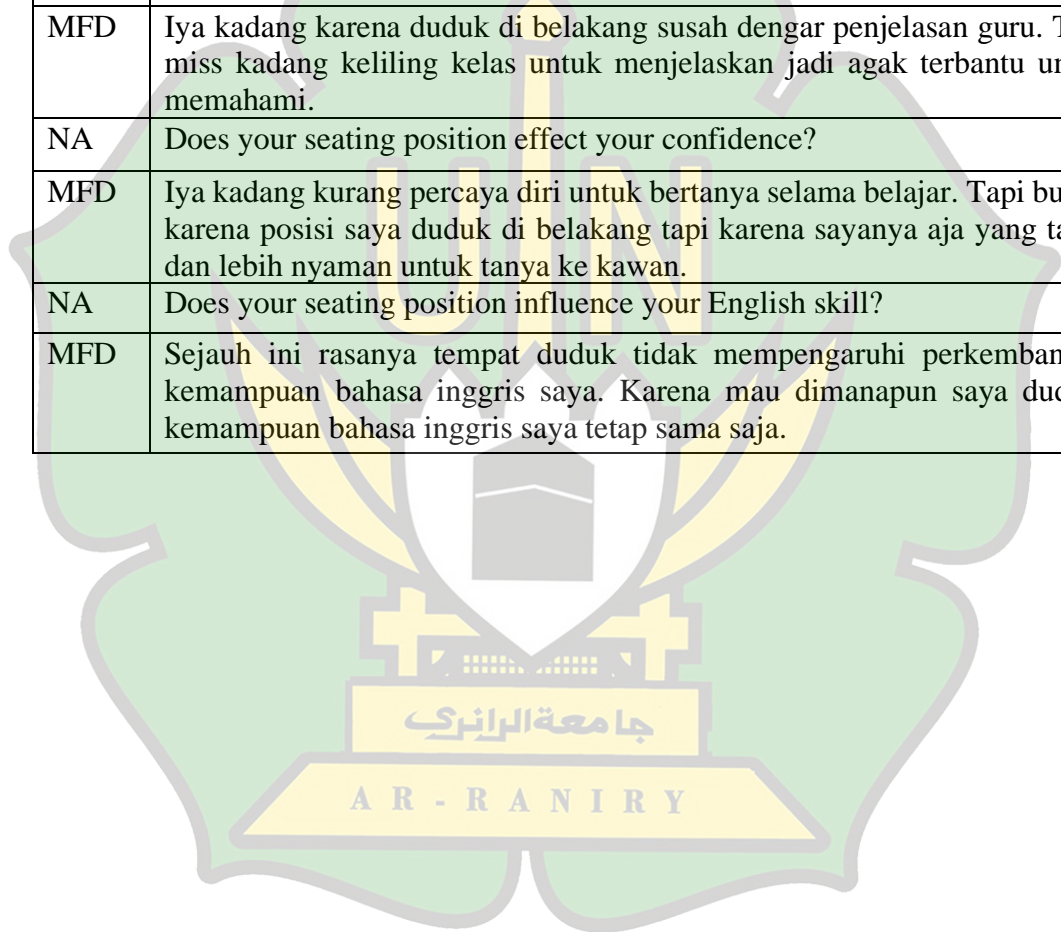
NA	Where do you sit in the class? and why you choose that position?
AZ	Saya duduk disisi kanan kelas bagian Tengah. Posisi duduknya di tentukan oleh miss. Pada semester lalu posisi duduk nya tetap di bagian kanan kelas tapi dekat pintu.
NA	Does your seating position affect your learning?
AZ	Tidak, menurut saya yang mempengaruhi proses belajar saya adalah diri saya sendiri dan teman samping saya bukan dimana saya duduk.
NA	Does where you sit help you understand lesson better?
AZ	Sebenarnya bukan karena dimana saya duduknya yang mempengaruhi pemahaman dan focus tapi kemampuan pribadi saya, kemauan saya dalam belajar, dan teman samping saya yang mempengaruhi pemahaman dan focus saya ketika belajar.
NA	Does your seating position effect your confidence?
AZ	Saya termasuk siswa yang kurang percaya diri untuk mengagkat tangan selama belajar. Dimanapun saya duduk saya tetap tidak berani untuk mengangkat tangan untuk bertanya.
NA	Does your seating position influence your English skill?
AZ	Tempat duduk saya tidak mempengaruhi kemampuan bahasa inggris saya karena Kembali lagi seperti saya bilang tadi, bahwa kemampuan belajar, kemampuan bahasa inggris saya dipengaruhi oleh kemauan belajar dan teman sekitar saya.



Interviewer: Nahla Aqil

Participant: M. Fathir Dinata

NA	Where do you sit in the class? and why you choose that position?
MFD	Di sisi Tengah bagian belakang dikelas. Tempat duduknya ditemukan oleh miss.
NA	Does your seating position affect your learning?
MFD	Kadang merasa terdistraksi tapi tetap nyaman duduk disitu, karena walaupun ga paham bisa tanya sama kawan.
NA	Does where you sit help you understand lesson better?
MFD	Iya kadang karena duduk di belakang susah dengar penjelasan guru. Tapi miss kadang keliling kelas untuk menjelaskan jadi agak terbantu untuk memahami.
NA	Does your seating position effect your confidence?
MFD	Iya kadang kurang percaya diri untuk bertanya selama belajar. Tapi bukan karena posisi saya duduk di belakang tapi karena sayanya aja yang takut dan lebih nyaman untuk tanya ke kawan.
NA	Does your seating position influence your English skill?
MFD	Sejauh ini rasanya tempat duduk tidak mempengaruhi perkembangan kemampuan bahasa inggris saya. Karena mau dimanapun saya duduk, kemampuan bahasa inggris saya tetap sama saja.



Interviewer: Nahla Aqil

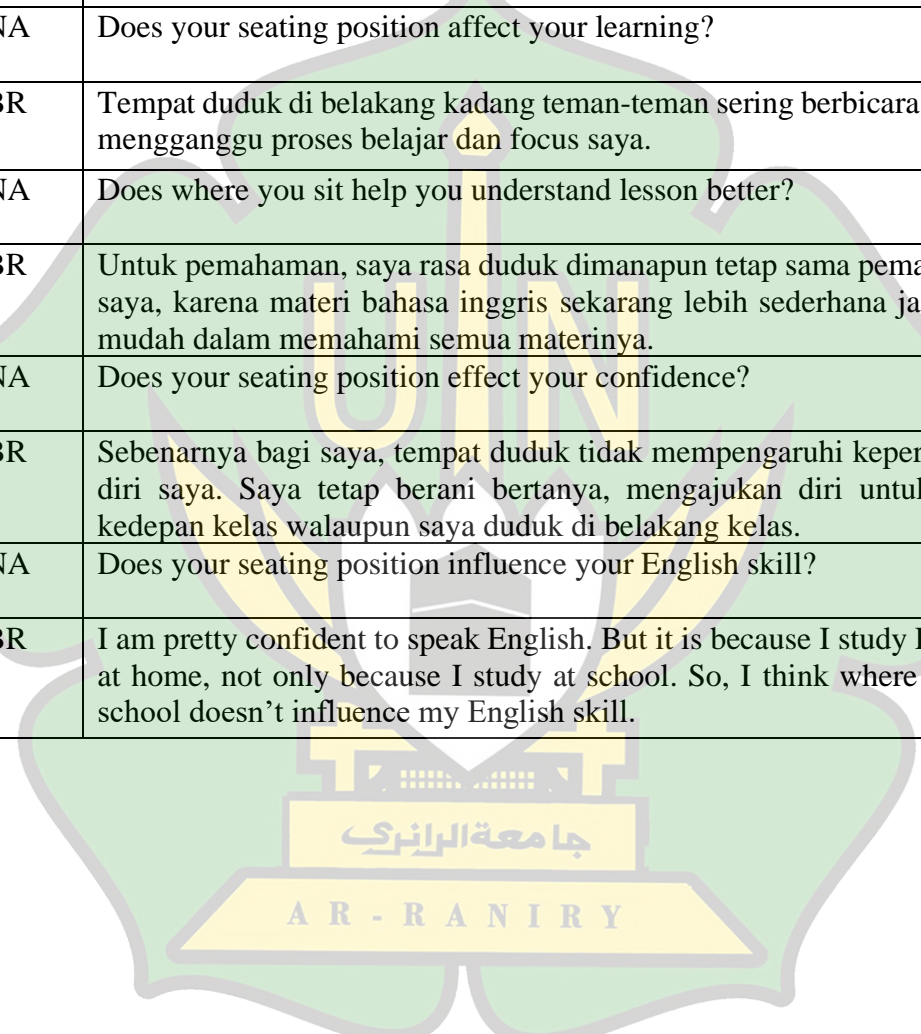
Participant: Munfiza Nora

NA	Where do you sit in the class? and why you choose that position?
MN	Disisi kanan kelas bagian depan Tengah. Karena miss yang menentukan tempat duduk.
NA	Does your seating position affect your learning?
MN	Menurut fiza, tempat duduk tidak mempengaruhi proses belajar fiza. Selama ini fiza selalu duduk di depan dan itu selalu jadi tempat yang nyaman. Yang mempengaruhi proses belajar fiza di kelas adalah teman yang duduk di samping fiza.
NA	Does where you sit help you understand lesson better?
MN	Kadang tempat duduk mempengaruhi pemahaman dan focus tapi tidak 100%. Kadang karena teman yang berbicara walaupun duduk di depan tetap terdistraksi dan mengganggu focus.
NA	Does your seating position effect your confidence?
MN	Karena kelasnya termasuk kelas anak-anak pintar, jadi agak takut untuk mengangkat tangan untuk bertanya, takut di judge. Walaupun duduk di depan tetap kurang percaya diri.
NA	Does your seating position influence your English skill?
MN	Sejauh ini, kemampuan bahasa inggris saya selalu meningkat alhamdulillah. Tetapi saya rasa bukan karena tempat duduk saya, tapi karena diri sendiri dan karena teman disekeliling saya.

Interviewer: Nahla Aqil

Participant: Bagus Ramadhan

NA	Where do you sit in the class? and why you choose that position?
BR	Saya duduk di paling belakang sisi Tengah kelas. Saya nyaman dengan tempat duduk saya sekarang. Posisi tempat duduk kami sudah ditentukan oleh miss wali kelas.
NA	Does your seating position affect your learning?
BR	Tempat duduk di belakang kadang teman-teman sering berbicara dan itu mengganggu proses belajar dan focus saya.
NA	Does where you sit help you understand lesson better?
BR	Untuk pemahaman, saya rasa duduk dimanapun tetap sama pemahaman saya, karena materi bahasa inggris sekarang lebih sederhana jadi saya mudah dalam memahami semua materinya.
NA	Does your seating position effect your confidence?
BR	Sebenarnya bagi saya, tempat duduk tidak mempengaruhi kepercayaan diri saya. Saya tetap berani bertanya, mengajukan diri untuk maju kedepan kelas walaupun saya duduk di belakang kelas.
NA	Does your seating position influence your English skill?
BR	I am pretty confident to speak English. But it is because I study English at home, not only because I study at school. So, I think where I sit at school doesn't influence my English skill.



Interviewer: Nahla Aqil

Participant: Seunia Ul Khaira

NA	Where do you sit in the class? and why you choose that position?
SUK	Saya duduk di sisi kiri kelas bagian belakang. Miss wali kelas yang memilih dan menentukan tempat duduk kami.
NA	Does your seating position affect your learning?
SUK	Selama duduk di belakang, sebenarnya saya nyaman. Akan tetapi kadang sudah ketika mendengar penjelasan guru. Jadi, mempengaruhi proses belajar dan focus saya ketika belajar.
NA	Does where you sit help you understand lesson better?
SUK	Tempat duduk di belakang, sebenarnya banyak distraksi dan mempengaruhi pemahaman saya. Kadang teman-teman dibelakang juga kurang pemahamannya, jadi saya susah untuk berdiskusi dengan mereka.
NA	Does your seating position effect your confidence?
SUK	Sebenarnya saya termasuk siswa yang percaya diri dikelas. Saya berani bertanya jika ada yang saya kurang paham. Tapi saya rasa kalau saya duduk di depan, rasa percaya diri saya akan lebih bagus lagi.
NA	Does your seating position influence your English skill?
SUK	Kemampuan bahasa inggris saya insya Allah aman. Yang susahnya di Listening. Karena duduk di belakang, jadi setiap belajar listening agak susah.

Interviewer: Nahla Aqil

Participant: M. Alvin Alvalin

NA	Where do you sit in the class? and why you choose that position?
MAA	Saya duduk di belakang seperti teman-teman laki-laki yang lain juga. Saya duduk disamping bagus.
NA	Does your seating position affect your learning?
MAA	Saya merasa nyaman duduk di belakang dan saya rasa dimana saya duduk mempengaruhi proses belajar dan focus saya. Saya lebih focus selama duduk di belakang.
NA	Does where you sit help you understand lesson better?
MAA	Saya merasa selama saya duduk di belakang saya lebih paham Pelajaran bahasa inggris. Nilai saya juga lebih bagus ketika saya duduk dibelakang.
NA	Does your seating position effect your confidence?
MAA	Ketika saya duduk dibelakang saya lebih berani dan percaya diri, baik untuk bertanya atau ikut terlibat dalam kegiatan kelas. Kalau duduk didepan saya kurang berani karena merasa terlalu dekat dengan guru. Saya kurang nyaman kalau terlalu dekat dengan guru karena merasa terintimidasi.
NA	Does your seating position influence your English skill?
MAA	Selama saya duduk di belakang, kemampuan bahasa inggris saya juga meningkat. Mungkin bukan 100% karena tempat duduknya, tapi juga karena teman yang duduk disamping saya.

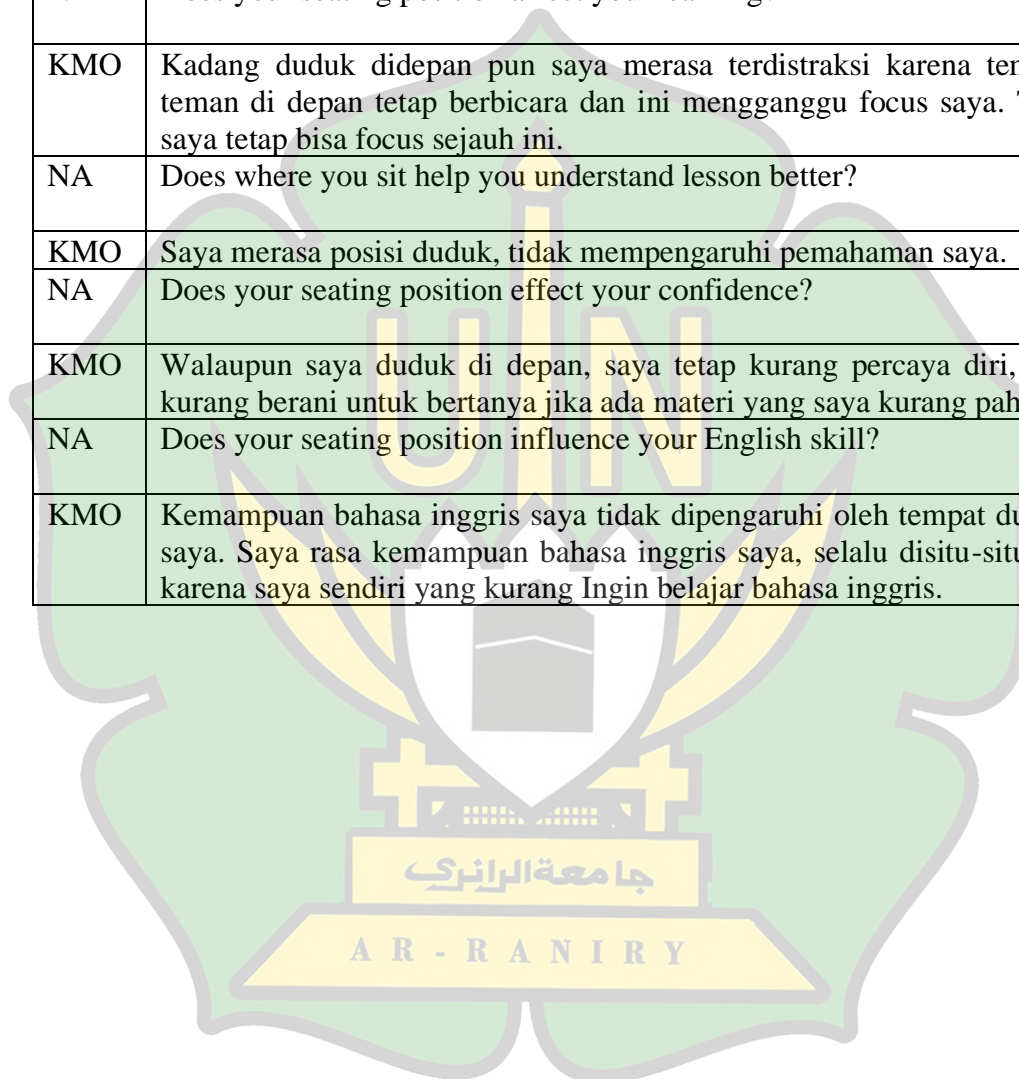
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AR - RANIRY

Interviewer: Nahla Aqil

Participant: Khanza Magenta Oktharianisya

NA	Where do you sit in the class? and why you choose that position?
KMO	Saya duduk di sisi kanan kelas bagian depan.
NA	Does your seating position affect your learning?
KMO	Kadang duduk didepan pun saya merasa terdistraksi karena teman-teman di depan tetap berbicara dan ini mengganggu focus saya. Tapi saya tetap bisa focus sejauh ini.
NA	Does where you sit help you understand lesson better?
KMO	Saya merasa posisi duduk, tidak mempengaruhi pemahaman saya.
NA	Does your seating position effect your confidence?
KMO	Walaupun saya duduk di depan, saya tetap kurang percaya diri, dan kurang berani untuk bertanya jika ada materi yang saya kurang paham.
NA	Does your seating position influence your English skill?
KMO	Kemampuan bahasa inggris saya tidak dipengaruhi oleh tempat duduk saya. Saya rasa kemampuan bahasa inggris saya, selalu disitu-situ aja karena saya sendiri yang kurang Ingin belajar bahasa inggris.



Interviewer: Nahla Aqil

Participant: Nieska Daru

NA	Where do you sit in the class? and why you choose that position?
ND	Di sisi kanan kelas di baris belakang.
NA	Does your seating position affect your learning?
ND	Saya merasa lebih nyaman untuk duduk didepan sebenarnya dan duduk di belakang sangat mempengaruhi focus dan proses belajar saya. Saya rasa duduk di depan punya pengaruh yang baik untuk focus saya.
NA	Does where you sit help you understand lesson better?
ND	Karena focus yang kurang baik dan distraksi dari teman selama duduk di belakang, jadinya pemahaman bahasa inggris saya juga agak berkurang. Ketika saya duduk di depan, saya rasa pemahaman saya lebih bagus.
NA	Does your seating position effect your confidence?
ND	Iya, posisi duduk saya sangat mempengaruhi rasa percaya diri saya. Saya ketika duduk didepan lebih berani untuk bertanya dan menjawab pertanyaan dari miss. Ketika duduk di belakang berani juga tapi agak kurang.
NA	Does your seating position influence your English skill?
ND	Iya, posisi tempat duduk saya sangat mempengaruhi kemampuan bahasa inggris saya. Tapi saya rasa kadang juga bukan posisi tempat duduk yang mempengaruhi kemampuan bahasa inggris, tapi kemauan saya sendiri untuk belajar.

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AR - RANIRY

Interviewer: Nahla Aqil

Participant: Putri Balqis

NA	Where do you sit in the class? and why you choose that position?
PB	Saya duduk di depan bagian sisi kanan kelas.
NA	Does your seating position affect your learning?
PB	Saya rasa posisi duduk agak mempengaruhi proses belajar saya. Kadang saya karena duduk menyamping, jadi susah untuk melihat papan tulis.
NA	Does where you sit help you understand lesson better?
PB	Selama ini tempat duduk tidak terlalu mempengaruhi pemahaman saya ketika belajar bahasa inggris.
NA	Does your seating position effect your confidence?
PB	Saya duduk di depan, tapi tetap takut dan kurang nyaman untuk bertanya kepada guru. Jadi, menurut saya kepercayaan diri saya tidak dipengaruhi oleh tempat duduk saya. Kalau duduk di belakang pun akan tetap sama kayanya.
NA	Does your seating position influence your English skill?
PB	Saya rasa anak-anak yang duduk di depan lebih bagus kemampuan bahasa inggris nya. Karena motivasi belajarnya lebih tinggi.



DOCUMENTATION



Interview with Teacher



Classroom Situation



Interview with student



Interview with student



Interview with student



Interview with student

AUTOBIOGRAPHY

Name : Nahla Aqil
Student Number : 210203037
Place/Date of Birth : Banda Aceh, 04 Maret 2002
Gender : Female
Religion : Islam
Status : Single
Occupation : Student
Nationally : Indonesia
Address : Cot Mentiwan, kec. Ingin Jaya, kab. Aceh Besar.
Email : 210203037@student.ar-raniry.ac.id
Phone Number : 081262389530

Parents

Name of Father : Alm. Buchari Muhammad Shaleh
Name of Mother : Martini
Father's Occupation : -
Mother Occupation : Civil servant (Teacher)
Address : Cot Mentiwan, kec. Ingin Jaya, kab. Aceh Besar.

Education

Elementary : MIN Lamjampok (2008-2014)
Junior High School : SMP Islam Al-Falah Abu Lam U (2014-2017)
Senior High School : SMAS Islam Al-Falah Abu Lam U (2017-2020)
University : UIN Ar-Raniry Banda Aceh (2021-2025)