

## CHAPTER VI

### CONCLUSSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. The conclusion is covered from the statement of the research problems while the suggestion is intended to give information to the teacher and or next researchers who are interested in conducting the similar research.

#### A. Conclusion

To see what researcher found in chapter IV and V, the researcher needs to conclude those two. The conclusions are:

##### 1. Theoretical conclusion

Based on Harmer (2007), theoretically he stated that three models of seating arrangement those are orderly rows, circle and horseshoe, and separate table. The same statement was also produced by James and Rod (1978). They stated that the models of seating arrangement are traditional arrangement (orderly rows), horseshoe arrangement, and modular arrangement (separate table). In addition, based on James and Rod (1978), seating in orderly rows is intended to a class which is concerned on teacher-students interaction. So that's why, such interaction becomes the aim of class. All students focus on teacher's explanation. Letter U model, James and Rod stated that in letter U or horseshoe model the interaction created is both of teacher-students interaction

and students-students interaction. Separate table, James and Rod called separate table as modular arrangement. They stated that in modular arrangement interaction mostly created is students-students interaction.

## 2. Empirical conclusion

Empirically, researcher found the same model of seating arrangements as theory in speaking class at Basic English Course Pare. Those models were sit in row, letter U or horseshoe and or around or circle, and separate table or sit in group.

In addition, researcher also found those three kinds of interaction in three kinds of seating arrangement applied. Firstly about orderly rows, such model applied in speaking class at BEC mostly in everyday meeting. The interaction happened in this model was teacher-students interaction. As researcher found, when students placed in orderly rows they focused on listening to teacher's explanation. Almost there was no students-students interaction because they busy to pay attention forward to teacher. In letter U, students were more active because usually they would practice some specifics speaking activities. That was why, after having explanation in orderly rows and next they practice in letter U students became more active in speak up such as asking and giving information or opinions. The last model was separate table. Separate table or well known as seating in group was dedicated in some certain activities. One of those was debate activity. In debate activity, students placed in separate table or in group consisted by seventh students each. So, such in group they

were very active in producing sound or speak up more. By the reason, they could face to face to their friends and directly building conversation such as giving opinion, suggestion, and also arguing. Thus, students-students interaction dominated in such model of seating arrangement.

## **B. Suggestion**

### 1. Suggestion for teacher

In delivering lesson material, will be better teacher is not always have a seat in orderly rows. Try to have a seat in letter U or separate table when explaining material. In addition, design for orderly row may be better is not too close by wall. Because, it makes students lying their head on wall then decrease the concentration to a class.

### 2. Suggestion for next researcher.

For next researcher, this result of study might be as reference to have the same study. Yet, the researcher has suggestion for next researcher to conduct study not only about seating arrangement but also class environment and or teacher motivation. When the aim study is to increase students' interaction will be better by applying kinds of suitable seating arrangement and supported by class environment and or teacher's motivation.