

## CHAPTER V

### CONCLUSION, LIMITATION, RECOMMENDATION, AND PEDAGOGICAL IMPLICATION

In this chapter, the researcher explains the conclusion and pedagogical implication. In the conclusion will summarize the finding of this research which has been done. In limitation and recommendation, the part will explain research boundaries and what needs to be done for further research that may not have been done in this study, while the pedagogical implication will be used as consideration for the lecturers, students and also who are interest further in researching about seating arrangement

#### 5.1 Conclusion

Based on the research findings and discussion, the researcher comes to the following conclusions. The result of this research the researcher found that most students prefer in speaking class the fourth of semester at English education department of IAIN Kendari was buzz group seating. Students' prefer of buzz group seating because the seat position that made the students was easier to pay attention to teacher, listen to the lecturer instruction, focus and learn better because circular positions there are no barriers, making students focus on lecturers who are in the middle who explain the material and understand the material. Buzz group seating was a seating arrangement that makes students more actively in classroom activities because makes all students can be seen by the teacher and make the students must be active in speaking class.

While pair seating with sitting position there were a student sitting in front of someone sitting behind the making the active students only the back of the front only. Horseshoe seating with sitting position them face to face with teacher and all of their friends. And cluster seating was active only with friend proximity, and suitable for group discussion. Buzz group seating was a seating arrangement that allows students to interact with lecturers and their entire friend during discussions in speaking classroom because when students want to express their opinion in learning Speaking it was directly fixed to the teacher and all of his friends.

## **5.2 Limitation of the Study**

This study was conducted only with the samples of population, they were from A class, year two students of English education Department students. In this study, all students in the class became participants because focused on the students prefer on seating arrangement in speaking class, regarding to the limitation of this research which is only focused on students seating arrangement.

Moreover, the obstacles that I experienced when researching was divide the reflection and questionnaire guideline. Initially the researcher wanted to take and collect the data as well as doing documentation in the classroom in teaching-learning process with students to get deeper data but it is impossible to be done due to conditions that did allow at that time made researcher and also the supervisor agreed to distribute the reflection and questionnaire that was administered via Google Form.

### **5.3 Recommendation**

In this part, the researcher recommends the further researcher to research on. It is recommended that the teacher and lecturer choose a seating arrangement that best fits the needs of their students. It is also recommended that the teacher does not keep the same seating arrangement for the entire duration of the school and university year and that the teacher carefully place.

Since this research has that buzz group seating arrangement improved students' speaking skill. Appropriate seating arrangement makes the students become more comfortable to follow the teaching and learning process. Moreover, if they are comfortable they were easily absorbed the knowledge and information. So the researcher suggests the school and teachers to be more flexible in choosing seating arrangement because appropriate seating arrangement to know the students interest with kinds of seating arrangement that the teachers' applied in classroom. This research raises the title of seating arrangement which focuses on students' preference. Therefore, the next researcher can take this opportunity to focus on seating arrangement in other features with the different design or different skill and approach of the study.

### **5.4 Pedagogical Implication**

The result of this study can be a reference to the English lecturer, students and future researcher. This study results can be used as reference for the teacher about her teacher's performance in managing the class especially at seating arrangement in speaking class. And expected to be a reference for English teachers

to know the characteristic of each seating arrangement and can teach effectively through appropriate seating arrangement. So, the teacher is able to improve her or his performance creativity in setting the class to get an effective teaching-learning process.

For the students, it was hopefully that from this can increase students' focus and interest in learning process through seating arrangement. The student was participating and engaged in cooperative learning. Therefore, improve their language skills to interact with each other in a more fluent way.

The results of study can be used as reference assistance for further researchers which focus on studying classroom management especially at seating arrangement and classroom interaction in speaking class. This research is expected to provide information and to give beneficial contribution for future research related to this topic.

