

CHAPTER V
CONCLUSION, LIMITATION, RECOMMENDATION,
AND PEDAGOGICAL IMPLICATION

This chapter presents the point of this study including conclusion, limitation, recommendation, and pedagogical implication.

5.1 Conclusion

Based on the data analysis on finding, it can be concluded that seating arrangement is important in the EFL classroom to reach the objectives of the lesson. Thus, in making a certain seating arrangement in EFL classroom, teacher should have some considerations because each seating arrangement has positive and negative effect in certain situation in EFL classroom. For example, if students have to listen to the explanation of the lesson, teacher beliefs that tradition seating is suitable to apply; if teacher wants students to understand the material of the lesson very quickly, teacher beliefs that U shape seating is suitable; if the teacher wants students to practice speaking but they are very shy, teacher beliefs that pair seating is suitable; but, if the teacher want to raise the students' confident in speaking, teacher beliefs that group seating is suitable to apply in EFL classroom. Therefore, this study suggested that there is no best seating arrangement. Nevertheless, this study revealed

that the lecturer prefer group seating to the other seating arrangements because it is suitable with speaking class context to make students confident in speaking.

5.2 Limitation

In collecting the data of this research, the researcher experienced some obstacles in collecting the data. The first obstacle is because of this research is done in an institute, namely IAIN Kendari, so that this research should be done when the class was actively run. However, when the researcher wanted to collect the data, the classes were off due to holiday. Thus, the researcher should wait until the class ran into normal one.

The second obstacle is the researcher had to do the interview via online with the participant of this research. It was because the situation did not permit the researcher to do the face-to-face interview. In process of collecting the data of interview via online, the researcher also experienced an obstacle because of a bad network so that the researcher and the participant should reschedule the interview for a few times. Finally, the researcher did the interview to the participant via phone. The data collection was not maximum because there are some faded information due to unclarity of the connection. Thus, it influenced the process of analyzing the data. It would have been better if the interview is done face-to-face with the participant.

5.3 Recommendation

Based on the conclusion above, this research only focuses on the teacher's belief on seating arrangement. Thus, for the further researchers, this research can be equipped by researching the students' perceptions toward seating arrangement that the teacher applied in EFL classroom. It is recommended to do because to know the teacher's belief works in EFL classroom is by knowing the students' perception on it. If the further researchers want to conduct a similar study, they can add the participants of this research to get more accurate data of teacher's belief because this present research only involve one participant of teacher. Meanwhile, for the other lecturers or teachers, this study can be used by them who have similar goal in teaching with the teacher in this study. Thus, the seating arrangement that suggested in this study can be used as reference to decide a certain seating arrangement in EFL classroom.

5.4 Pedagogical Implication

The findings reveal that seating arrangement has positive and negative impact for teaching and learning process in EFL classroom. Moreover, this present study also indicates teacher's beliefs on some types of seating arrangement that commonly use in EFL classroom. Therefore, the teacher's beliefs that suggest in this present study can be used for the other teachers to decide where is a better seating arrangement that

should be apply in certain condition in EFL classroom since each seating arrangement has advantages and disadvantages.

This present study shown some kinds of seating arrangement, such as traditional, U shape, pair, and group seating that used in EFL classroom to increase the students' level of understanding and the students' confident in speaking. Thus, these kinds of seating arrangement can be also used by the other teacher who has similar goals in teaching. For instance, U shape, pair, and group seating are beneficial to use in speaking class/ speaking activity because these seating arrangements facilitate students to more communicate both to students and also to teacher. Meanwhile, for reading class/ reading activity in EFL classroom, looking for seating arrangement that creates a quiet atmosphere in the classroom is needed. In this case, it may appropriate to use traditional seating because it does not produce much talking so that the students can concentrate in reading. Therefore, by choosing a right seating arrangement, it can help the teacher to reach the goal of the lesson easier.