

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to analyze the perceptions of teachers regarding seating arrangements in Grade XI of the Beauty and Hairdressing Department at SMKN 8 Medan, as well as the challenges they face in using different seating arrangements during English learning. As a result of the study, the following conclusions have been identified:

- 1) The teachers have positive perceptions of using different seating arrangements to enhance student engagement. They believe such arrangements promote better interaction, prevent boredom, and support a more active and focused learning environment when adapted appropriately to classroom conditions.
- 2) The challenges in using different seating arrangements include time constraints, differences in student ability, student behavior, lack of flexibility in classroom furniture, and the presence of mirrors. Moreover, issues related to student comfort and maintaining student attention further complicate the use of different seating in supporting engagement during English lessons.

B. Suggestion

Based on the findings of the study regarding the perceptions of teachers and the challenges they face with current seating setups, several recommendations can be made. These suggestions aim to enhance the learning experience for both teachers and students, as well as provide guidance for the school and future researchers.

1. For the teachers, it is recommended to try more flexible seating strategies to minimize distractions, such as placing students away from mirrors and setting clear rules regarding student behavior to maintain focus on the lesson. Teachers can enhance student engagement through the encouragement of active participation in discussions and group work. Effective use of classroom space, including arrangements without tables, is also an option that can support better interaction. Furthermore, teachers should communicate with the school to propose modifications to the classroom layout in order to create a more varied and conducive learning environment.
2. For the students, students should be open to changes in seating arrangements and understand that these changes are aimed at improving their learning experience. For better adaptation, students need to recognize the importance of staying focused and collaborating in every activity. Furthermore, students can provide feedback to teachers regarding their comfort with different seating arrangements, as this can help improve the learning environment.

3. For Schools, schools should consider providing more flexible furniture that allows for a variety of seating arrangements to support diverse teaching styles and learning needs. Providing supportive facilities for teachers to try different arrangements can create a more engaging learning environment. In addition, schools need to support teachers' initiatives in implementing innovative classroom management strategies and conduct regular evaluations of the learning environment to ensure seating arrangements contribute to a more effective and interactive learning process.
4. For further researchers, future studies could explore alternative solutions to address the challenges faced in order to better support English language learning. Researching students' perceptions of seating arrangements can also provide insights into their preferences and engagement in learning, particularly in the context of vocational education.