

## **Chapter One**

### **Introduction**

In this chapter, the researcher presents the introduction of the study. The descriptions are about background of the research, statement of the problem, and delimitation of the problem. Research questions and objectives of the study are also discussed. The last part also presents the significance of the study.

### **Background of the Research**

Classroom is one of students' environments in learning. Classroom management is needed to improve the teaching-learning process that is consistent with the learning objectives. It also supports the behavior of students who want to get a good atmosphere in learning and interacting with their teachers and friends. The classroom management can be visible from the seating position in the classroom. However, classroom seating positions seem to be infrequently thought by people. According to Atherton (2005), physical structure of the classroom is necessary. It is implied that the seating position of students is important and can determine the behavior or activities of students in the classroom. By considering the seating position, the teaching and learning process in the classroom will run more smoothly and favorably. Therefore, paying attention to the seating position and activities of students can indirectly support the achievement of a learning objective of the class. Classroom management of student seating positions will be related to the students themselves, so the teaching and learning and process in the

classroom can be successful if the influence of seating position can be clearly known.

In teaching and learning process, seating position of students in the classroom can not be always arranged in respective seats because certain classroom activity has different learning style. Sidi (2010) states that the seating arrangements in more varied learning, including group work, work individual and classical. There are several seating positions that can support student interaction with friends or teachers and can also encourage students to do more individual learning. In the grup work, students are asked to change the seating position with their group friends. Meanwhile, in individual work, students remain seated in their respective seats. Additionally, there are also activities that increase the ability of individual students based on their respective seating positions, such as when the teacher gives questions to students, then the students can improve their ability to answer the question from the teacher and give their opinion about the learning.

When the seating position is related to the student, the student engagement in the learning process is clearly visible. Fernandes et al. (2011) stated that the seating position of students in the classroom shows students' participation and engagement in learning. Student engagement is a contributing activity undertaken by students to increase their knowledge and level of achievement in the learning process. Student engagement has an important role in learning. As mentioned by Marchand and Kindermann (2008), students' involvement is needed to reflect the level of energy or commitment that the students invest in learning activities that have a positive effect, especially on achievement and well-being. Students should

be able to do more activities and participate in the learning process to improve their abilities. Both student who has a good knowledge and student who lacks knowledge should be able to engage in teaching and learning process to practice communication or interaction between the teacher and other students. Student engagement is also one of the ways to improve student abilities in learning process.

Based on the researcher's observation during an internship program, the researcher found some problems in teaching and learning process, especially regarding the behavior of students. The behaviors of students were different based on their seating position. For example, students who sat in front of the classroom tended to respond the lesson well, answer the question from the teacher, and pay close attention to the explanation given by their teacher. Moreover, students who sat in the middle row of the classroom show varied behaviors, there were students who pay attention to the lesson and there were students who consistently talked with their friends during the learning process. On the other hand, the behavior or activity of students who sit in the back row was more visible. The students in the back were less involved in the learning process because they spent their time playing games on their cellphone, making noise, even sleeping in the classroom. Students follow the learning well, but there is no response expected from the learning. Partin (2012) said the following statement:

The students' seating position does have a relationship to their performance in class. Students who sit in the front seat will necessarily have to pay attention to the teacher who is teaching, the students will

therefore easily absorb the content indirectly. Unlike students sitting in the back, they are more likely not to pay attention to the teacher. (p. 37)

Based on the explanation above, the researcher is interested in conducting a research to clarify the influence of students' seating positions in the classroom towards students' engagement in teaching and learning process at one of the public high schools in Yogyakarta.

### **Statement of the Problem**

In teaching and learning process, classroom is designed thoroughly to support students and teachers to make the lesson effective. However, regarding seating position, students tend to choose their own seating position or even for forced reasons. The problem is how all students in one class would like to show their engagement in the teaching and learning process, both students who sit in front of the class and students who sit behind the class. Research by Perkins and Weiman (2011) showed that the front row seats facilitate greater engagement with the teacher and enable class participation that leads to higher results on their engagement. Moreover, another problem is about students' attitudes in teaching and learning process. Based on the researcher's observation at one of the public high schools in Yogyakarta, most students who sat behind the classroom tend to be inactive and did not involve themselves well during the learning process. For example, many students played cellphone, watched YouTube, joked with their classmates, even slept in the classroom which resulted in no engagement in the teaching and learning process for the students. Students who did not pay attention

to the lesson tended to not care about the lesson material. In contrast, the students who sat in front of the class were more active and they tended to be good lesson participants that could build close interaction with their teacher.

In this research, the researcher focuses on the influence of students' seating positions in the classroom towards students' engagement in teaching and learning process. The researcher also focuses on the arrangements of students' seating position in the classroom during their learning process along with students' engagement in teaching and learning process based on their seating position. The researcher decided to conduct the research at one of the public senior high schools in Yogyakarta.

### **Delimitation of the Problem**

The researcher focuses on the influence of students' seating positions in the classroom towards students' engagement in teaching and learning process. The seating position referred to the students' seating position in a regular teaching and learning process where students can choose their preferred seating position.

Time limitation was one of the researcher's reasons to focus on analyzing the influence of students' seating positions in the classroom towards students' engagement in teaching and learning process because of the time limitation. In addition, the researcher focused on measuring the level of the influence of students' seating position towards students' engagement. Therefore, the influence of two variables were investigated in this research.

## **Research Questions**

Based on the statement of the problem, the research questions of this study are:

1. How is the students' seating position at a public high school in Yogyakarta?
2. How is the students' engagement at a public high school in Yogyakarta?
3. How is the influence of students' seating positions in the classroom towards students' engagement in teaching learning process at a public high school in Yogyakarta?

## **Objectives of the Study**

The objectives of this research are as follows:

1. Identify the students' seating position at a public high school in Yogyakarta.
2. Identify the students' engagement at a public high school in Yogyakarta.
3. Identify the influence of students' seating positions in the classroom towards students' engagement in teaching learning process at a public high school in Yogyakarta.

## **Significance of the Study**

The research is expected to give benefits to teacher, students, and other researchers.

**Teachers.** This research presents the influence of students' seating positions in the classroom towards students' engagement in teaching and learning process. Hopefully, the result of this research could help teachers to pay close attention on appropriate seating position of students, so that students' will have high engagement in the learning process.

**Students.** Students are expected to know the influence of students' seating positions in the classroom towards students' engagement in teaching and learning process. Students are able to know the suitable seating position for their learning style. Besides, by knowing how students learn based on the seating positions, students can be motivated to be more active in their learning process.

**Other Researchers.** This research is expected to be a reference for future researchers with similar topic. The result of this research gives some information to other researchers who are interested in this topic.