CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

After the researcher conducted interview based on the procedures in the earlier chapter, the next session is to analyze the findings and discuss it to find a summary.

4.1 Students' Experience on Classroom Management

In this section, the researcher displayed the interview findings conducted with three participants. The findings described participants' experiences related to class sizes and seating arrangements that impacted their engagement during the English class. The researcher retold the stories of three participants while analyzing the commonplaces theory of Clandinin and Connelly based on the stories from the participants' experiences.[1] However, before finding out the results, the researchers detailed each participant's statements. Then, the researcher find out the results of the data conclusions that have been drawn.

4.1.1 The Story of EFL Students Experience

No.	Name of Student	Students experience on classroom management	Students engagement impacts based on seating arrangement and class size	Student's preferences or needs toward classroom management
a.	MNM	MNM was active in the large or small class. The types of seating arrangements do not significantly affect her engagement. MNM has experience in large and small classes and in the types of seating arrangements (traditional, u-shape, circle, and	Anything can be adapted in it. Often on the front row rather than on the back. However, MNM still chose to be in the small class and in the sitting U-shape position.	Classroom management with teachers who are creative, not strict, and innovative in developing learning methods, especially in seating arrangements.

---

[1] Connelly and Clandinin, "Stories of Experience and Narrative Inquiry."

38

		grouping).		
b.	DF	DF was quite passive in the class because she was always in the large class. Experience in large class, small class, and traditional row, u-shape, and grouping.	DF prefers small classes because she improves her confidence and decreases her resilience when dealing with a lot of people.	Classroom management involves teachers that understand student personalities and listen to student voices about classroom design. So that the teacher is aware of the student's needs regarding the learning model or sitting position.
c.	TN	TN is highly active in English classes. TN said her English teacher was really competent at teaching. She understands the content better because her teaching technique is not monotonous. She used to be in the small and large class, and in the traditional row (rare), circle (often), u-shape (rare).	Nevertheless, she prefers small classes because she can absorb more material than in large classes. Later, she preferred the circle because it has been proven to make her react quickly to the material.	Combination of seating arrangements to avoid boredom and collaborate with students in creating classroom design. Reducing the quota per class so that students are more focused and teachers are not overwhelmed.

Table 3 Analysis of Students Experiences, Engagements, and Preferences in Classroom Management

All participants were friends of the researcher. Two of them were classmates for around three years. The researcher has

observed the two participants since they became freshmen. The other is a friend with a different major during community service (KKN); she has broad insight, is diligent, and is disciplined. All participants also have an interest in English. They have studied English since they were in elementary school **(Temporality).** On these bases, the researcher considered them to be participants. Therefore, the researcher knows very well whether or not the participants should be part of this study.

This was the first crucial interview stage. The researcher tried to find out how the participants' experiences during college about class sizes and seating arrangements made them feel and their opinions of being there. At the same time, how the participants' backgrounds can shape the participants in the present that relate to the English field as an introduction to this stage.

a. MNM

MNM has basically loved English since she was a child. MNM had taken an offline course for one semester in grade 9 of high school in her own city **(Place)**. MNM had participated in volunteer teaching at an Islamic boarding school for a year, and there was a habit of speaking English for daily conversation **(Temporality)**. During senior high school, MNM participated in the English club for two years. During college, she joined the English study program association **(Temporality)**. MNM was a classmate of the researcher, and although she did not have many conversations with the researcher, the researcher knew enough about her activities during class. Our class was 40 students at first, but it was reduced to 36 students, which means it is included in the large class.

When the researcher asked, "How do you feel when you are dealing with English materials?" the researcher helped her answer the question by analogizing it to a student dealing with math subjects who will mostly feel discouraged, scared, and hopeless. She answerd:

> "Saya merasa senang dan antusias. Makanya aku ambil jurusan Pendidikan Bahasa Inggris" **(Sociality)**

Her statement was supported by other statements when the researcher asked, "Everyone knows that when in the classroom you are known as a clever, smart, diligent, and active figure. Actually, what is the background that you have so you can be seen as a figure like that?" She answers:

> "Masa sih? Saya tidak merasa begitu" (laugh)

40

"Umm, sejujurnya saya tidak memiliki latar belakang yang 'wah' gitu sih. Tapi, ya saya memiliki pengalaman menjadi guru relawan saat di pondok selama setahun. Disana saya terbiasa berbicara Bahasa Inggris setiap hari. Terus, saat kelas 9 saya join kursus selama satu semester. Terus, saat SMA saya join English club selama 2 tahun. Cuma itu sih"

"Tapi di kampus kamu join EDSA, kan??"

"Ya, itu juga." **(Temporality, M1)**

During college, MNM has experienced being in a large class, but for small classes, she only felt it when she was in an offline course or she experienced in a small group or discussion. The type of seating arrangement often used in our class is the traditional row. U-shape and circle seating arrangements were only made at the beginning of the course, and only one lecturer took the initiative to form these types of seating arrangements. The grouping type is done during the Listening course in the early semester and the Translation course. She said:

"Kelas B terdiri dari 36 siswa, tetapi pada awalnya berjumlah 40 siswa. Itu berarti kan large class. Kemudian di kelas seringnya berada di traditional row. Kalau U-shape dan circle biasanya ada di mata kuliah Speaking di semester 1 atau 2. Kemudian mata kuliah Listening selalu dalam posisi grouping, dan Translation pernah menggunakan grouping sekali di semester 6 sepertinya" **(Place, M2)**

"Saya pernah di small saat kursus offline dan small group di ruang kelas kuliah dengan tim" **(Place, M2)**

According to her, being in a traditional row, circle, grouping, or u-shape does not really affect her engagement in class. However, it will be a little different if she is in the traditional row but at the back of the class.

"Ketika saya terlambat masuk kelas, saya biasanya mendapatkan tempat duduk di belakang. Ketika saya duduk menghadap ke depan, saya terhalang oleh punggung teman di depan saya, tidak berhadapan langsung dengan orang yang menjelaskan itu kurang efektif. Bagusnya dibuat lingkaran penuh dengan guru di tengah. Grouping cukup efektif karena kita dapat berdiskusi dengan anggota kelompok. Jika bentuknya

41

> kurang lebih sama dengan circle, ada baiknya bisa berdiskusi dengan teman di sebelah dan guru berada di tengah"

She realized that what she had gained at college was insufficient to make her proficient in English. She tried to utilize platforms by getting used to watching movies with English subtitles and learning English through videos on Instagram, YouTube, or TikTok.

> "Kebiasaan saya belajar online adalah melalui Instagram atau YouTube Kampung Inggris. Di tiktok saya biasanya menonton video acak dari penutur asli yang ada subtitle bahasa Inggris, untuk meningkatkan keterampilan mendengarkan" **(Sociality, M3)**

b. DF

DF is the second participant, a classmate of the researcher who is a passive-engage student category. Regarding personality, the results of researcher observations indicate that DF is indeed a quiet student but always the totality of every task given. DF also claims to be introverted (Sociality). So, the researchers' observation is follows the facts. DF had taken an offline course for one year in her own city, BBC English when she was in the 6th grade of elementary school (Temporality, Place). After that, she was independently learning, did not follow any other offline or online courses, and only learned through school and Western songs because she really liked western songs. She said:

> "Tidak ada sama sekali. Otodidak dan dari lagu. Karena saya suka lagu-lagu Barat. Saya mempelajarinya di media sosial. Kalau yang saya rasakan ketika berhadapan dengan materi bahasa Inggris adalah saya senang karena saya sudah tertarik sejak SD. Saya juga pernah mengikuti les offline di kelas 6 SD selama satu tahun. Jadi, ketika saya mengambil jurusan ini, saya tidak merasa terbebani. Ya, saya menikmati dan berusaha melakukan yang terbaik dan melakukan yang terbaik yang saya bisa. Tidak terlalu membebani" **(D1)**

Talking about the issues faced related to classroom management throughout college and problem-solving by DF, DF stated that she regularly faced persistent issues. According to her, strengthening English abilities on campus is not sufficient if the classroom setting given by lecturers is still conventional, such as

applying standard ways, memorizing, presenting, collecting assignments, etc.

> "Masalah yang sering saya hadapi saat kuliah itu tentang presentasi mendadak, berbicara di depan umum, menghafal, atau buat paragraf. Saya sedikit ragu dan gugup. Untuk pemecahan masalah, saya sering berlatih pronounciation agar tidak kaku, berlatih berbicara sendiri agar lebih lancar, latihan vokal biar gak ribet saat berbicara, banyak mendengarkan lagu karena dari lagu saya bisa mendapatkan banyak kosakata baru. Dari masalah yang sering saya hadapi, belajar dari kelas saja tidak cukup karena sampai saat ini di tahap penyelesaian tugas akhir seperti kamu, saya masih belum lancar dalam menulis". **(Sociality, D7)**

Through her experience, DF admitted that she wanted to change her sitting position but did not know how or what kind of sitting position to change. According to her, the traditional row with the center and back positions is enough for him, who is an introvert.

> "Tetapi bagi seorang introvert seperti saya, traditional row di large class sudah cukup. Saya sering berada di posisi tengah dan belakang. Saya lebih suka diam jika tidak ditunjuk oleh dosen. Saya tidak ingin berada di depan karena saya tidak percaya diri, dan saya yakin saya akan menjadi sasaran dosen pertama yang ditunjuk untuk terlibat, seperti menjawab pertanyaan atau maju ke depan kelas." **(Sociality, D2)**

The researcher tried to find out more about her experience in other types of seating arrangements. The researcher mentioned grouping, circle, and u-shape. According to her, it does not have much impact, but in the grouping position, it is better to be able to discuss with a group member.

> "Grouping lebih baik lagi karena dapat berdiskusi dengan teman-teman terlebih dahulu, dan dapat dibantu teman lain saat kesulitan. Kami menggunakan U-shape di semester pertama, hampir sama kayak grouping daripada traditional row. Meskipun U-shape di large class menjadi lebih lebar, tetapi pandangan kita langsung ke pembicara, kalau di traditional row kita tidak langsung menghadap dosen tetapi menghadap ke punggung teman di depan

kita. Secara pribadi, saya rasa saya tidak pernah berada di dalam lingkaran". **(Temporality, D3)**

Similar to MNM, during college DF only experienced being in a large class, or small group discussion. Her experience in a small class was during an offline course with 22 students. DF gave an opinion about small classes that had fewer distractions and felt more comfortable than in large classes like on campus. Like the opinion of Jeremi et al. conducive classroom makes them focus on their tasks. Conducive creates a comfortable atmosphere when learning.[2] The researcher asked if participants were in a small class whether it made participants more actively engaged.

"Mungkin ya (terlibat secara aktif). Tapi pertama-tama, lihat dulu berapa jumlah murid di small class tersebut. Kalau di atas 20 siswa, saya rasa saya tidak bisa (terlibat aktif), kalau kurang dari 20 siswa, saya rasa bisa karena cukup nyaman. Tidak terlalu berisik juga seperti saat saya mengikuti offline course, atau saat saya mengikuti diskusi small group." **(D4)**

The researcher asked the participants about their opinions on the establishment of classroom management which has existed for a long time. "Have you ever mind that teachers shaping the classroom environment with classroom management can affect students' attention in the classroom? In your opinion, is it appropiate?" She answered:

"Apakah itu tepat atau tidak, sejujurnya saya tidak tahu karena itu sudah diterapkan sejak lama. Semua mata pelajaran juga dibentuk seperti itu. Mungkin kalau model pembelajaran bahasa Inggris atau strateginya diubah agar siswa tertarik dengan bahasa Inggris. Karena ini adalah bahasa asing, mayoritas anak sekolah di desa kurang tertarik dengan bahasa Inggris. Ingat gak pas kita magang pada bulan Agustus tahun lalu, mereka masih kewalahan untuk materi standar untuk SMP. Seharusnya mereka sudah menguasai materi Introduction di kelas 7, tapi di

---

[2] Jeremy D Finn, Gina M Pannozzo, and Charles M Achilles, "The "Why's; of Class Size: Student Behavior in Small Classes," Review of Educational Research 73, no. 3 (2003): 322, http://www.sfu.ca/~jcnesbit/EDUC220/ThinkPaper/FinnPannozzo2003.pdf.

kelas 9, mereka tidak tahu bagaimana cara memperkenalkan diri" (**Temporality, D5**)

It can be seen that DF has anxiety about the classroom management she uses, but DF does not have ideas and what to do to get out of the zone. It's just that for now, DF chooses to be in her comfort zone, which is quite in the traditional row-back corner. (**Sociality**)

c. **TN**

TN was the last participant in this study. The researcher knew TN from campus activities, namely community service (KKN), for one month. One month is enough to get to know someone's personality and talents. In accordance with the researcher's category, TN is a student in another department. By interviewing TN, the researcher came to know how other lecturers in non-English education majors manage classrooms. It was surprising to learn that each teacher has their own approach to classroom design. Some have a monotonous experience, while others have an amazingly memorable experience.

Like the other participants, TN has participated in offline couse for one month (**Temporality**). She said that she has a big motivation to learn English because foreign languages, especially English, are needed in all aspects of life. Besides that, she is a freelance teacher of all subjects, so she must improve her English skills to keep up with her students' abilities. (**Sociality**)

> "Saya pernah mengikuti kursus offline selama satu bulan, di mana posisinya adalah traditional row row dan small class. Sekarang (di perguruan tinggi) saya berada di large class seperti kelas lainnya" (**Temporality**, T1)
>
> "Saya sangat tertarik dengan bahasa Inggris. Menurut saya semua bidang membutuhkan bahasa Inggris. Terutama sebagai pebisnis, bertemu dengan klien, bos, kolega dari luar negeri atau yang fasih berbahasa Inggris, saya juga harus bisa meningkatkan standar hidup saya. Kemudian untuk saat ini, yang ada di mata saya adalah karena saya adalah seorang guru les untuk semua mata pelajaran, jadi saya harus bisa berbahasa Inggris" (**Sociality, T4**)

Regarding her experience in dealing with English, she felt that there was laziness in certain aspects. According to her, the teacher's presentation in the class setting affects her enthusiasm.

45

Teachers who present the material in a classic way are less likely to get students' attention. TN has also been at the lowest phase of learning English. However, she admitted that during college she never felt bored or lazy because the teacher who taught the class atmosphere was very clear from the beginning of the meeting, the meeting of each class, to the end of the English class one semester.

> "Saat saya berhadapan dengan materi bahasa Inggris, jujur, pas menyusun kalimat, saya masih bingung dan malas mendengarkan penjelasan guru. Banyak pembelajaran (model) klasik yang menurut saya kurang bisa dimengerti, sehingga mudah lupa. Tapi kalau dibuat permainan, suasana kelas jadi aktif, kita bisa berdebat dengan guru dan teman, ada interaksi aktif, dan materi mudah diolah. Cara saya untuk survive adalah dengan selalu mengikuti pelajaran, belajar online, dan membuka YouTube. Ketika saya lulus SMA, saya mengikuti kursus offline untuk mendaftar di sekolah kedinasan, dan ada tes mata pelajaran sesi pertama, dan tes bahasa Inggris sesi kedua. Saya lulus ujian mata pelajaran, tetapi saya tidak lulus ujian bahasa Inggris, hanya kurang dua poin lebih sedikit. Saat itulah saya merasa kecewa dengan kemampuan saya dan tidak ingin berurusan dengan bahasa Inggris lagi. Saya beristirahat sejenak dari belajar bahasa Inggris" **(Sociality, T3)**
>
> "Kalau malas saat kuliah bahasa Inggris sih tidak, karena dosennya sudah jelas di awal pertemuan dengan gambaran umum bahasa Inggris untuk bisnis seperti ini. Kemudian dibuat kelompok-kelompok untuk mengikuti arahan dosen agar seperti ini dan aktif. Suasana kelas menjadi aktif" **(Sociality, T5)**

TN said that during the lecture, the teacher formed groups of 6-7 people. Every meeting class started with ice-breaking games; the goal was to build student enthusiasm and make the material easier to accept. TN admitted that such activities were more beneficial than having to be in the traditional row, which took longer and was more boring. TN also shared another experience with seating arrangements, circle position.

> "Di awal kelas, kami menggunakan barisan traditional row, meskipun di large class, dosen secara kreatif mengkombinasikan, tidak selalu traditional row, kadang-kadang dengan pengelompokan, dan posisi lingkaran di

mana dosen berada di tengah dikelilingi oleh siswa. Seingat saya, setiap pertemuan harus menyiapkan 5 kosa kata dalam posisi circle, kemudian kosa kata tersebut disebutkan dari satu mahasiswa ke mahasiswa lainnya dari ujung ke ujung. Dengan begitu, setiap pertemuan akan ada kosakata baru yang didapat. Jadi, tidak monoton." **(Temporality, T2)**

During college, TN has never experienced small class size. TN experienced small class sizes when she was in an offline course. The difference was felt in both types of class sizes.

"Saya tidak pernah berada di small class saat kuliah, tapi saya sering berdiskusi dalam small group. Kalau di small class, artinya hubungan antara pengajar dan murid lebih intens, dan interaksinya lebih mudah untuk memahami maksud orang lain, entah itu dosen atau teman. Kalau di large class, dari jarak, dari jumlah, populasi di kelas sebenarnya kurang jelas. Sedangkan pengucapan bahasa Inggris membutuhkan usaha mendengarkan yang lebih jelas" **(Sociality, T3)**

In conclusion, TN has experience in small classes in offline course, and small group discussion in college, and has experienced traditional row, circle, and grouping seating arrangements.

4.1.2 Students Engagement Impacts Based on Seating Arrangement and Class Size

After finding out the participants' experiences and opinions about class sizes and seating arrangements, we will obtain the participants' interests in the preferred types of class sizes and seating arrangements and how they can affect their activities in class.

a. MNM

High motivation to learn foreign languages affects students' enthusiasm in class. Students who have high motivation will put a lot of effort into their goals from the beginning.[3] MNM has great experience with English since she was young. It is apparent that she is motivated to learn and has an interest in English. Referring to her experience, this has an effect on her engagement in class.

---

[3] Noemi Ollero Ramírez, "The Influence of Motivation in the Foreign Language Learning Process," Fòrum de Recerca, no. 19 (2017): 695–707, https://doi.org/10.6035/forumrecerca.2014.19.44.

47

MNM feels enthusiastic, never feels lazy, or deliberately skips English classes, regardless of the course.

> "Saya tidak pernah merasa malas, malah saya sangat antusias. Karena saya sudah terbiasa berurusan dengan bahasa Inggris sejak kecil. Dan itu cukup berdampak pada kegiatan di kampus*"* (**Sociality, M5**)

The researcher attempts to explore the impact of classroom management on student engagement and achievement. When the researcher questioned, "If you are in a small class, does it affect your attention, like, you will feel more focused, more confident, and less nervous? Do you feel worried and anxious in large classes?" She began to consider the experiences she had gone through. Although she had never been in a small class in college, she had the experienced it in middle school.

> "Kelas yang kecil memang dapat mempengaruhi perhatian saya ketika guru menjelaskan. Karena kalau di large class, semakin banyak orang di dalam kelas, konsentrasi semakin berkurang, suasana kelas ramai, sering terpengaruh untuk mengobrol dengan teman, penjelasan dari guru kurang terserap dengan baik". (**Sociality**)
> "Saya biasanya merasa khawatir atau gugup ketika berada di large class ketika suasana kelas sepi, kemudian ingin bertanya kepada dosen, merasa tidak nyaman dengan anggapan teman-teman yang mengira saya ingin mencari perhatian dosen atau mengumpulkan poin tambahan. Kalau di kelas semakin sedikit orangnya, saya tidak terlalu merasakannya karena ketika saya ingin bertanya, saya akan langsung bertanya. Namun, biasanya saya mencoba menghilangkan perasaan itu dengan mencoba untuk tidak peduli dengan pendapat teman di large class. Jadi, saya akan tetap bertanya." (**Sociality, M4**)

From the statement she explained earlier, she was always enthusiastic about the lesson, although the large class slightly disturbed her attention in class, it did not have a significant impact. She added that she prefers to be in the front or middle row. She was only in the back when she was late for class. Most students would choose the back seat, especially if it is taught by a strict lecturer, but MNM does not need that reason to be in the

back seat. It can be concluded that classroom management does not have too much impact on her activities in class, even though it is somewhat disturbing, because she has high motivation and high hopes for his major.

MNM explained that the type of seating arrangement often used in universities is less effective. She re-emphasized that the traditional rows, especially in large classes, have more distractions for students. The distraction can be in the form of friends who influence to chat and play cellphones when bored. Boredom is produced by lecturers who only use the lecture method and do not develop new learning methods. So that students frequently feel bored. MNM denies that she is recognized as a smart, diligent, and actively engaged student during college, but from the results of researcher observations, MNM is known to be actively involved in class by actively asking and answering questions from lecturers, actively discussing when other friends are passive in answering, looking confident when public speaking or presenting, and being talented. **(Sociality)**

Students' academic performance can be affected by their sitting position. Students' confidence levels can be boosted by being used to sitting in the front row. According to Moses et al., sitting in the front row allows students to have better interactions and perform better than sitting in the back row. It can have an impact on academic achievements due to pupils' improved confidence in class. Other academics that are impacted include grade reports in college. It is possible to conclude that the researcher's supposition that MNM is an actively participating student is correct.

b. **DF**

The impact of applying the traditional row felt by DF and most students is the opportunity to cheat on distraction. Students can secretly play cellphones, such as scrolling social media, playing games, or watching dramas. DF admitted that she often plays cellphones when the class atmosphere is boring, plus she is in the back position, according to her is rarely noticed by the lecturer.

> "Seperti kebanyakan orang, ketika saya bosan saya akan bermain dengan ponsel saya. Kebanyakan scrolling Instagram atau membalas chat di whatsapp, menonton cerita orang. Kamu tahu si A, dia bahkan melakukan

49

live streaming Instagram atau menonton K-drama". **(D8)**

Large classes greatly affected her performance in class. As an introvert, she is very nervous and anxious about public speaking, such as when presenting daily material, or expressing opinions or answers. DF tries to appear confident when there is a necessity (appointed by the lecturer) when she is public speaking, DF prefers to be passive and only be a listener if it is not a necessity from the lecturer. However, different from the researcher's observation, DF looks prepared before making a presentation and is confident.

> "Ketika saya berhadapan dengan orang-orang seperti itu (orang-orang yang cerdas, aktif terlibat) dan kemudian saya melakukan presentasi di dalam kelas. Itulah saat di mana saya berpikir, I'm so done'. Dan diamati dari atas ke bawah, itu membuat saya gugup. Tapi jika saya memaksakan diri untuk percaya diri, ya, saya bisa, tapi seluruh tubuh gemetar. Biasanya sebelum presentasi, saya berlatih sendiri di rumah, jadi saya bisa melakukannya dengan lancar saat latihan. Tapi ketika sudah berhadapan langsung dan ada dosen, saya merasa seperti I'm so done'. Itulah yang tidak bisa saya kendalikan sampai sekarang" **(Sociality, Temporality, D6)**

Meanwhile, when in small classes, it can be concluded from the previous statements that DF feels more comfortable and more engaged. Class sizes and seating arrangements greatly affect student engagement, performance, and academic results.

c. **TN**

Unlike the other participants, TN said that she preferred to be in a small class. Small classes affect attention, focus, responsiveness, and class atmosphere. Whereas large classes affect TN's emotional side.

> "Jika saya berada di small class, saya bisa lebih fokus dan lebih cepat mengerti. Kalau mengerti dengan cepat kan tidak membuang waktu dan tidak bosan saat belajar. Saya tidak percaya diri (di large class) karena pengucapan bahasa Inggris. Jika pengucapan bahasa Inggris salah di depan umum, itu memalukan. Masih takut salah dalam pengucapan" **(Sociality, T6)**

50

The researcher asked an additional question, "If you were presenting, but in a small group. Would you still be embarrassed and afraid of mispronunciation or not?", TN answered:

> "Oh, kalau small class, biasa saja. Selain sudah kenal dengan teman-teman kita, fokus audiens ke kita juga langsung mengerti apa yang kita sampaikan. Kalau di large class, mungkin faktor suara kita atau faktor lain yang membuat kita lebih gugup.."

Meanwhile, TN realized that the seating arrangement also affected her level of engagement in class. When in the traditional row, TN felt that her engagement did not increase. She was stagnant and passive. In the traditional row, there is not much activity like in the circle position. While in U-shape, she has never experienced it during college, but she can imagine the similarities between U-shape and a circle position. According to T, it is not much different. While in the grouping position, she was instinctively be actively involved because group work requires teamwork.

> "Tidak ada keterlibatan pribadi (peningkatan keterlibatan), karena dalam barisan tradisional, guru hanya menunjuk siswa untuk menjawab. Hanya bertanya dan menjawab. Kita tidak bisa saling menyanggah atau berdiskusi. U-shape mirip dengan posisi lingkaran, saya rasa kita bisa lebih banyak berinteraksi. Dalam pengelompokan, siswa dilibatkan secara sukarela, karena kesadaran akan kerja sama harus dimulai dari masing-masing individu. Sebisa mungkin, kita harus mau menjadi panutan bagi orang lain agar tim bisa terpengaruh untuk terlibat aktif. Jadi, saya lebih suka kelas ini terasa hidup, daripada hanya tanya jawab dan diam saja yang membosankan."
> **(Sociality, T7)**

4.1.3 Students' Preferences or Needs Toward Classroom Management

This was the last crucial stage of the interview. Each participant indicated which type of class size and seating arrangement suited their needs. This stage also served as the closing section with suggestions or comments about classroom management in the future. Each participant had their own opinion without any confrontation.

a. MNM

Although MNM is an actively engaged student and can adjust to conditions in both large and small classes and in various types of seating positions, MNM prefers small classes with U-shape seating arrangements. She will be more engaged if she is in both conditions; small class and u-shape. "Which of the class size (small or large) and seating arrangements (traditional row, circle, grouping, u-shape) do you prefer the most?"

> "Menurut saya, small class dan U-shape. Saya akan lebih banyak terlibat jika posisi tempat duduknya berU-shape. Karena semakin kecil jumlah siswa di kelas, semakin kecil pula ukuran U-shape-nya. Tidak terlalu lebar. Jangkauannya juga tidak terlalu jauh baik untuk guru maupun sesama siswa". **(Sociality, M6)**

MNM commented that teachers should create new learning methods, combine other seating arrangements (not only using traditional rows), so that students are comfortable and not monotonous. Be more creative and innovative. She also suggested that students be invited to discuss classroom design.

> "Saya rasa hampir tidak pernah diminta untuk mendiskusikan class design. Saya rasa mungkin karena dosen memiliki otoritas penuh, jadi mahasiswa tidak perlu berpartisipasi, hanya mengikuti arahan dosen. Kecuali untuk pembentukan kelompok, kami biasanya diperbolehkan untuk memilih teman sekelompok. Menurut saya perlu diikutsertakan dalam pengaturan manajemen kelas karena yang merasakannya adalah dosen dan mahasiswa, agar keduanya nyaman dengan interaksi yang lebih baik". **(Sociality, Temporality, M6)**

This relate to what Guardino and Elizabeth describe as the "environmental modifying classroom impact on student behavior".[4]

b. DF

Based on DF's statement, the researcher could tell that DF would choose traditional row as her preferred type of

---

[4] Guardino and Fullerton, "Changing Behaviors by Changing the Classroom Environment," 9–10.

seating position and small class. DF added that it is not a problem to be in a large class, as long as the teacher can build the right atmosphere for the class. Not forgetting to involve students in the formation of classroom management.

> "Secara pribadi, saya lebih suka di small class. Tapi, di large class dan traditional rowjuga tidak masalah, asalkan dosen bisa membuat pengajaran yang kreatif. Manajemen kelas adalah keputusan sekolah, tergantung dari jumlah siswa. Jika 40 siswa dibuat menjadi small class, itu juga sulit, tetapi bisa dibuat menjadi dua gelombang yang terdiri dari 20-20 siswa. Jadi, mungkin manajemen waktunya yang kurang. Kembali lagi ke gurunya juga, harus kreatif dalam model pembelajaran, strategi, pandai memahami karakter siswa, banyak latihan agar siswa mau mengeluarkan pendapat atau berani berbicara. Kecuali untuk siswa yang memang tertarik dengan bahasa asing, itu beda lagi, mereka akan aktif" **(Sociality, D9)**

c. **TN**

TN offered the same response for the kind of class sizes as the other participants, small class. While seating arrangements were made during college, she preferred the circle position.

> "Saya lebih suka small class karena memberikan lebih banyak pemahaman yang bisa langsung dimengerti. Di kampus, saya sering menggunakan lingkaran, dan guru dapat memberikan kesan yang baik, jadi untuk pengaturan tempat duduk, saya lebih suka posisi lingkaran. Jika saya seorang guru, saya juga akan meniru dosen saya. Pengaturan tempat duduk kombinasi. Terkadang circle, terkadang grouping, atau traditional row" **(Sociality, Temporality, T8)**

TN advised teachers on effective classroom management. TN believes that innovative teachers are essential. Furthermore, the personality of a lecturer, such as smiling and not being strict, establish a sense of comfort between professors and pupils. TN also stated that student choice in the classroom is critical, although the teacher has not yet allowed students to select a seating position. However, TN is quite grateful that although the sitting position is still under the authority of the

teacher, for teamwork she is free to choose with whom she works.

> "Para guru harus bisa mengintegrasikan manajemen kelas, karena saya yakin ada kejenuhan di antara para siswa dan guru. Kolaborasi antara guru dan murid sangat dibutuhkan. Ketika mengadopsi ukuran kelas, para pemangku kepentingan harus menghindari mendaftarkan terlalu banyak orang. Ini harus dikurangi jika memungkinkan. Akan lebih nyaman bagi saya jika jumlah siswa di kelas lebih sedikit. Nah, untuk itu (pilihan siswa) sangat penting, kenapa? Supaya guru dan siswa sama-sama nyaman. Supaya siswa terbiasa berpikir kritis" **(Sociality, T9)**

All of the participants in this session agreed that small classrooms were preferable. According to the benefits gained by participants, small classes create an intense classroom environment that is emotionally gratifying in terms of self-confidence, anxiety, and attention. Each participant had a different response to the seating arrangement. Some were willing to sit in the traditional row, but others were not. What is certain is that each participant has their own needs.

4.1.4 Clandinin and Connelly's Theory of Narrative Inquiry

Participants	Commonplaces	Description
MNM **Code:** (**M**)	Temporality	Look at when she was in Islamic boarding school to became volunteer for one year, in offline course for one semester in 9th grade of senior high school, and in English club for 2 years. She was used to dealing with English since she was a kid. *"Umm, sejujurnya saya tidak memiliki latar belakang yang 'wah' gitu sih. Tapi, ya saya memiliki pengalaman menjadi guru relawan saat di pondok selama setahun. Disana saya terbiasa berbicara Bahasa Inggris setiap hari. Terus, saat kelas 9 saya join kursus selama satu semester. Terus, saat SMA saya join English club selama 2 tahun. Cuma itu sih"* *"Tapi di kampus kamu join EDSA,*

54

		kan??" *"Ya, itu juga"* (**M1**)
	Place	Large class in the classroom, small class in the offline course at her own city. Small group or small discussion in college classroom. *"Kelas B terdiri dari 36 siswa, tetapi pada awalnya berjumlah 40 siswa. Itu berarti kan large class"* (**M2**)
	Sociality	The person who is smart, diligent, confident, have a high motivation to learn, improve, develop English skills, and highly active engaged. *"Kebiasaan saya belajar online adalah melalui Instagram atau YouTube Kampung Inggris. Di tiktok saya biasanya menonton video acak dari penutur asli yang ada subtitle bahasa Inggris, untuk meningkatkan keterampilan mendengarkan"* (**M3**) Struggle with distraction, struggle when the classroom environment is quiet and awkward for discuss. Uncomfortable with assumption of her friends about seeking attention to collect extra points. Tried to avoid negative thinking of people. "*Saya biasanya merasa khawatir atau gugup ketika berada di large class ketika suasana kelas sepi, kemudian ingin bertanya kepada dosen, merasa tidak nyaman dengan anggapan teman-teman yang mengira saya ingin mencari perhatian dosen atau mengumpulkan poin tambahan. Kalau di kelas semakin sedikit orangnya, saya tidak terlalu merasakannya karena ketika saya ingin bertanya, saya akan langsung bertanya. Namun, biasanya saya mencoba menghilangkan perasaan itu dengan mencoba untuk tidak peduli dengan pendapat teman di*

55

		large class. Jadi, saya akan tetap bertanya." (**M4**) Enthusiastic, and excited dealing with English. *"Saya tidak pernah merasa malas, malah saya sangat antusias"* (**M5**) Hope for ask to discuss the classroom design, have a better interaction with teachers, and being small class and u-shape. *"Menurutku lebih baik dilibatkan dalam seting ruang kelas karena yang merasakan itu dosen dan mahasiswa, baiknya keduanya nyaman dengan interaksi yang lebih"* *"Menurut saya, small class dan U-shape"* (**M6**)
DF **Code:** (**D**)	Temporality	She was taking offline course for one year in elementary school on 6th grade. Love learning English since she was a kid. *"Kalau yang saya rasakan ketika berhadapan dengan materi bahasa Inggris adalah saya senang karena saya sudah tertarik sejak SD. Saya juga pernah mengikuti les offline di kelas 6 SD selama satu tahun"* (**D1**)
	Place	Large class in the classroom. *"Tapi bagi seorang introvert seperti saya, traditional row di large class sudah cukup"* (**D2**) Experience on u-shape position in first semester. *"Kami menggunakan U-shape di semester pertama"* (**D3**) Small class in the offline course at BBC English on her own city, or in small group discussion. *"Mungkin ya (terlibat secara aktif). Tapi pertama-tama, lihat dulu berapa jumlah murid di small class tersebut. Kalau di atas 20 siswa, saya rasa saya*

56

		tidak bisa (terlibat aktif), kalau kurang dari 20 siswa, saya rasa bisa karena cukup nyaman. Tidak terlalu berisik juga seperti saat saya mengikuti offline course, atau saat saya mengikuti diskusi small group" **(D4)**
		When internship on August last year.
		"Ingat gak pas kita magang pada bulan Agustus tahun lalu, mereka masih kewalahan untuk materi standar untuk SMP" **(D5)**
		When presentation in the class, when practice at home.
		"Ketika saya berhadapan dengan orang-orang seperti itu (orang-orang yang cerdas, aktif terlibat) dan kemudian saya melakukan presentasi di dalam kelas" **(D6)**
		"Biasanya sebelum presentasi, saya berlatih sendiri di rumah, jadi saya bisa melakukannya dengan lancar saat Latihan" **(D6)**
	Sociality	She is an introvert, passive-engaged students, quiet person, but highly preparation on everything, and responsibility on the task.
		"Aku seringnya di posisi tengah dan belakang. Lebih memilih diam kalau tidak ditunjuk oleh dosen" **(D2)**
		"Biasanya sebelum presentasi, saya berlatih sendiri di rumah, jadi saya bisa melakukannya dengan lancar saat Latihan" **(D6)**
		Desire to learn English, but have some struggles. Struggles in large class, hesitant, nervous, and not confident in front of class.
		"Saya tidak ingin di depan karena saya tidak percaya diri" **(D2)**
		"Masalah yang sering saya hadapi saat kuliah itu tentang presentasi mendadak, berbicara di depan umum,

57

		menghafal, atau buat paragraf. Saya sedikit ragu dan gugup" **(D7)** However, she always practices before the duties **(D6)** and utilize the social media for develop English. *"Otodidak dan dari lagu. Karena saya suka lagu-lagu barat. Saya mempelajarinya di social media"* **(D1)** Get distraction in large class. *"Seperti kebanyakan orang, ketika saya bosan saya akan bermain dengan ponsel saya. Kebanyakan scrolling Instagram atau membalas chat di whatsapp, menonton cerita orang"* **(D8)** Hope for being in a small class and in a traditional row for more engagement. *"Secara pribadi, saya lebih suka di small class. Tapi, di large class dan traditional row juga tidak masalah, asalkan dosen bisa membuat pengajaran yang kreatif. Manajemen kelas adalah keputusan sekolah, tergantung dari jumlah siswa"* **(D9)**
TN **Code:** **(T)**	Temporality	Taking offline course for one month, *"Saya pernah mengikuti kursus offline selama satu bulan, di mana posisinya adalah traditional row row dan small class. Sekarang (di perguruan tinggi) saya berada di large class seperti kelas lainnya"* **(T1)** Each the beginning class must prepare 5 vocabularies. *"Seingat saya, setiap pertemuan harus menyiapkan 5 kosa kata dalam posisi circle, kemudian kosa kata tersebut disebutkan dari satu mahasiswa ke mahasiswa lainnya dari ujung ke ujung"* **(T2)**
	Place	Large class in the classroom, small class in the offline course at her own city, and small group discussion.

58

		"Saya tidak pernah berada di small class selama di kampus, tapi saya sering di small group discussion" **(T3)** Experienced on circle position almost every meeting class, and traditional row when first meeting. *"Di awal kelas, kami menggunakan barisan traditional row, meskipun di large class, dosen secara kreatif mengkombinasikan, tidak selalu traditional row, kadang-kadang dengan pengelompokan, dan posisi lingkaran di mana dosen berada di tengah dikelilingi oleh siswa"* (**T2**)
	Sociality	She is a freelance tutor, visioner, and responsible. She has a high motivation to develop English skills. *"Saya sangat tertarik dengan bahasa Inggris. Menurut saya semua bidang membutuhkan bahasa Inggris. Terutama sebagai pebisnis, bertemu dengan klien, bos, kolega dari luar negeri atau yang fasih berbahasa Inggris, saya juga harus bisa meningkatkan standar hidup saya. Kemudian untuk saat ini, yang ada di mata saya adalah karena saya adalah seorang guru les untuk semua mata pelajaran, jadi saya harus bisa berbahasa Inggris"* **(T4)** Comfort in class which have active environment. *"Kalau malas saat kuliah bahasa Inggris sih tidak, karena dosennya sudah jelas di awal pertemuan dengan gambaran umum bahasa Inggris untuk bisnis seperti ini. Kemudian dibuat kelompok-kelompok untuk mengikuti arahan dosen agar seperti ini dan aktif. Suasana kelas menjadi aktif"* **(T5)** She had a lowest phase on learning

59

English when she was before register for college.

"Ketika saya lulus SMA, saya mengikuti kursus offline untuk mendaftar di sekolah kedinasan, dan ada tes mata pelajaran sesi pertama, dan tes bahasa Inggris sesi kedua. Saya lulus ujian mata pelajaran, tetapi saya tidak lulus ujian bahasa Inggris, hanya kurang dua poin lebih sedikit. Saat itulah saya merasa kecewa dengan kemampuan saya dan tidak ingin berurusan dengan bahasa Inggris lagi. Saya beristirahat sejenak dari belajar bahasa Inggris" **(T3)**

She has problems with pronounciation, which is still afraid of pronouncing incorrectly in large class.

"Saya tidak percaya diri (di large class) karena pengucapan bahasa Inggris. Jika pengucapan bahasa Inggris salah di depan umum, itu memalukan. Masih takut salah dalam pengucapan" **(T6)**

Did not increase the level of engagement when in the traditional row.

"Tidak ada keterlibatan pribadi (peningkatan keterlibatan), karena dalam barisan tradisional, guru hanya menunjuk siswa untuk menjawab. Hanya bertanya dan menjawab" **(T7)**

Hope for being in small class and circle position for more her engagement.

"Saya lebih suka small class karena memberikan lebih banyak pemahaman yang bisa langsung dimengerti. Di kampus, saya sering menggunakan lingkaran, dan guru dapat memberikan kesan yang baik, jadi untuk pengaturan tempat duduk, saya lebih suka posisi lingkaran. Jika saya seorang guru,

60

		saya juga akan meniru dosen saya. Pengaturan tempat duduk kombinasi. Terkadang circle, terkadang grouping, atau traditional row" **(T8)**
		She also hopes for creative teacher, integrated classroom, and equality for student choice.
		"Para guru harus bisa mengintegrasikan manajemen kelas, karena saya yakin ada kejenuhan di antara para siswa dan guru. Kolaborasi antara guru dan murid sangat dibutuhkan. Ketika mengadopsi ukuran kelas, para pemangku kepentingan harus menghindari mendaftarkan terlalu banyak orang. Ini harus dikurangi jika memungkinkan. Akan lebih nyaman bagi saya jika jumlah siswa di kelas lebih sedikit. Nah, untuk itu (pilihan siswa) sangat penting, kenapa? Supaya guru dan siswa sama-sama nyaman. Supaya siswa terbiasa berpikir kritis" **(T9)**

Table 4 Classification of the Commonplaces Theory of Clandinin and Connelly Based on Students Experiences

From the table with the coding that has been presented by the researcher, it can be seen that the table contains an analysis of commonplace theory in the form of descriptions and direct quotations. The coding aims to be evidence of the analysis of commonplace theory. The researcher has analyzed the commonplaces theory in accordance with the narrative inquiry method, as evidenced by the coding M1, M2, M3, M4, M5, M6, D1, D2, D3, D4, D5, D6, D7, D8, D9, T1, T2, T3, T4, T5, T6, T7, T8, T9.

4.2 Discussion

We can conclude from the interview that all participants had comparable experiences. They are interested in English, have learned English since elementary school, have attended English courses, were in large classes during college, and have experience in a traditional row, circle, grouping, and u-shape seating arrangements. The researcher has marked Clandinin and Connelly's

commonplaces theory in each section with brackets and bold: temporality, sociality, and place.

Based on the interview, the researcher gained some new information and insights about the participants. During college, the participants only experienced large classes because it has become a rule in college that each class contains 36–40 students, which cannot be used as a small class. In seating arrangements, from the first semester to the sixth semester, two English education student participants were more often in the traditional row and seldom in other types of seating arrangements. Whether in regular classes, during presentations, on their task, etc., they would be in the traditional row. They will be in other types of seating arrangements if the lecturer wants them to be, which is very rare. However, students in other majors experience a combination of seating arrangements.

The lecturers also never involve students in class settings. Therefore, they need to be made aware of their students' needs. From the interviews of all participants, it was clear that participants desired lecturers and students to communicate. Misunderstanding of teachers of their students' needs impacted students' engagement and academic performance for assignments, and students criticized teachers who still used classic methods when teaching. Teachers who use the classic methods still dominate the classroom at the participant's college. In Indonesia, the reasons why teachers still use classical methods are due to inadequate facilities, differences in student backgrounds, students' intellectual abilities in responding to the material, or because it has become a habit for the teacher.[5] In contrast, at the university level, teachers should understand the impact of the teacher center. The wrong strategy is one of the reasons students are less enthusiastic about classroom activities.

Student choice is important. Student choice is an educational innovation that provides rights and empowerment to students in the classroom. Giving choices to students can build cognitive and emotional skills influence their positive and negative perceptions of teachers. Research proves that students have more power on task when allowed to make choices about their work, enhancing

---

[5] Grelsiana Herin, "Pola Interaksi Satu Arah Dalam Proses Pembelajaran Di Kelas Xi Ips Sma Negeri 6 Makassar," Jurnal Sosialisasi Pendidikan Sosiologi-FIS UNM 3, no. 2 (2017): 136–42.

motivation, learning, engagement, and positive behavior.[6] It can be seen from the results of interviews that participants hope that teachers will give them rights and choices in seating positions and in classroom design.

Based on the interview results, the researcher may conclude that students prefer small classes, the circle position, the U-shape, and the traditional row. Their choice is based on their experience with these class sizes and seating arrangements, which can impact the development of their activities in class. MNM chose the U-shape because she could interact more with the teacher; her eyes were wider without being blocked by the backs of friends in front of him like in the traditional row. DF chose the traditional row because it suits her personality and makes her feel more comfortable. TN chooses a circle in combination with an active classroom atmosphere that can help him be more actively involved, the material can be easily understood, and interaction with the teacher is even better. Their reasons for choosing to be in a small class are similar. Specifically, by reducing distractions and increasing learning intensity, teachers can pay more attention to students, make the material more easily absorbed, and reduce unnecessary emotions such as lack of confidence, worry, and insecurity.

The results of the combination of seating arrangements had an impact on the grade reports of the participants. Due to the participants' refusal to provide their grade report results for the entire semester, the researcher requested a grade report in the fifth semester, which only contains English subject. Whereas in first to fourth semesters contained English subject and non-English subjects. The researcher respected the participants' decisions for ethical research. MNM received satisfactory results with a GPA of 3.90. This is proportional to MNM's record of being an active student involved in the class. DF got a GPA of 3.84, comparable to her record of being passively involved in class but quite satisfactory. TN managed to get a GPA of 4.00 in English subject comparable to her experience in class with an active classroom atmosphere.

In chapter four, the conclusion from the interviews and discussions is that class sizes and seating arrangements greatly affect students' performance during learning based on their struggles, ups, and downs, during English learning. Participants also highly expect

---

[6] A. Katz, I., & Assor, "When Choice Motivates and When It Does Not," Educational Psychology Review 19, no. 4 (2007): 429–42, https://doi.org/http://dx.doi.org/10.1007/s10648-006-9027-y.

teachers to be more creative in using learning methods in the future. Nevertheless, participants still try their best to explore their abilities to improve their English skills.

64