

Abstract

The classroom is crucial for students, and seating position within the classroom can affect students' achievement. This research aims to know about (1) the classroom seating position, (2) the students' achievement, and (3) the correlation between the classroom seating position and the students' achievement. This research used quantitative research approach with the correlational research design. The data were gathered from 92 respondents by distributing the questionnaire about classroom seating position and asking the students' achievement from the GPA score. The instrument was validated by expert judgement checking. The instrument was also reliable, and the reliability score was 0.79 from 21 statements. The result shown that the mean score of classroom seating position was 2.37 meaning that the students tended to sit in the center position. On the other hand, the mean score of students' achievement was 3.20 meaning that the students had high achievement. Moreover, the result score of correlation coefficient was 0.23. It indicated that there was a positive correlation between classroom seating position and students' achievement. Then, the significant correlation (p value = 0.027) and the (r value = 0.23) were in weak correlation, so the alternative hypothesis (H1) which is there is a significant correlation between classroom seating position and students' achievement is accepted.

Keywords: classroom seating position, students' achievement, the correlation between classroom seating position and students' achievement.

