

CHAPTER II

REVIEW OF THE LITERATURE

This chapter deals with the theoretical studies and previous studies that related to the present study. Theoretical studies discuss related theorist to this present study, while previous study discuss the implementation of that related theorist to prior studies.

2.1 Theoretical Framework

2.1.1 Types of Seating Arrangement in Instructional Context

According to Umur (2015), to attain the level of effective learning, teacher and students should get the facilities that are able to support the teaching and learning process. Classroom is a vital part for students (Xi et al., 2017) because most of teaching and learning process happens in the classroom. One of the most important factors to successful classroom is seating arrangement (Sawgat, 2013) because it has a significant influence on learning (Umur, 2015), both of the academic and social development of the students (Gremmen et al., 2016). Furthermore, Xi et al. (2017) delineated seating arrangement as an essential component of the teaching environment and have a major impact on the allocation of educational resources and educational opportunities.

Being aware of how to design and make-up of the classroom affects the students, and so it will help the teacher decrease and correct some problems of classroom management (Simmons et al., 2015). They also explained that seating arrangement has to be taking into consideration to create a learning environment that is conducive for all students and more positive for teacher and students. Various types of seating arrangement also have been promoting by a few educators and the preference or selection of seating arrangement reflect on students' learning styles, learning motivation, learning attitudes, and learning behavioural tendencies (Xi et al., 2017).

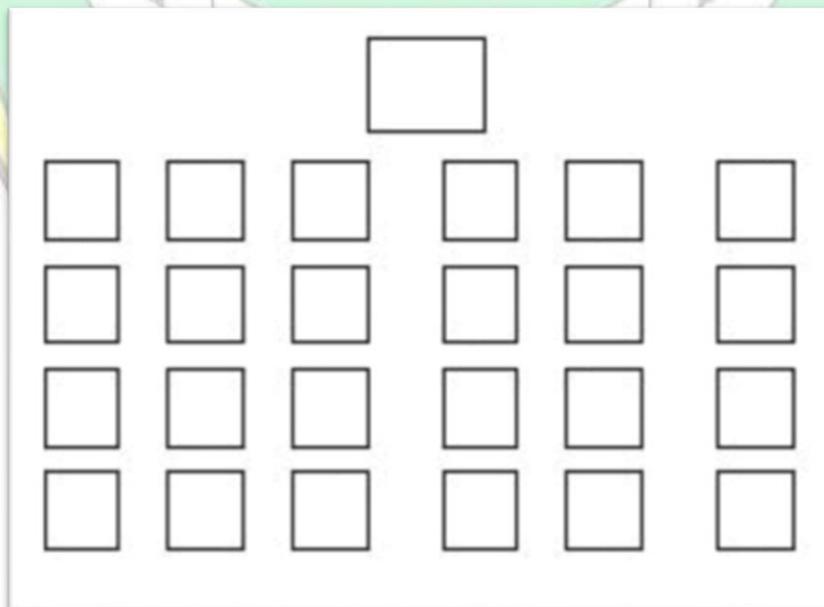
There are many types of seating arrangement of size and formation (Fernandes et al., 2011), such as original seating (straight row), U-shape (horseshoe), cluster, pairs, enemy corners and face-to-face or back-to-back (Scrivener, 2005). Meanwhile, Xi et al., (2015) classified seating arrangement into four types, which are traditional seating, U shape or horseshoe seating, collaborative seating, and computer classroom. However, according to Hilal (2014) and Sawgat (2013), the most common seating arrangements that applied in the classroom are straight row, horseshoe and cluster.

Although there is no the best seating arrangement (Hilal, 2014), but Gremmen, et al (2016) found that teachers mainly choose cluster as their seating arrangement in the classroom. Each seating arrangement has advantage and disadvantage, it depends on what the teachers want to achieve in teaching (Hilal,

2014). Therefore, in deciding seating arrangement in teaching, teacher needs to consider their teaching goals. The following are brief description of some types of seating arrangement.

2.1.1.1 Straight row (Traditional seating)

Straight row also usually called original or traditional seating because it is a base seating that becomes a development for other classroom seating arrangements (Xi et al., 2017). The desks are placed either vertical or horizontal straight lines, thus, it uses most physical space in the classroom (Simmons et al., 2015). In this type of seating arrangement, teacher is the center and the authority and students sit one after another in columns facing the teacher (Çinar, 2010; Peng, 2016). This type of seating arrangement is the most common seating (Peng, 2016; Simmons et al., 2015) that is usually used both of in school and university (Baxodirovna, 2020; Sawgat, 2013).



Picture 2.1 Traditional Seating

According to Çinar (2010), in straight row or traditional seating, teacher teaches a material and students just listen and take notes of the lesson. It makes lecturing easier to done because teacher has a clear view of all students and students facing the teacher and see all of the teacher's direction (Umur, 2015). Umur (2015) added that the aisles in the classroom when used traditional seating, it make the teacher easier walk up and down to make more personal interaction with students individually and watch what they are doing.

Gremmen et al. (2016) also added that this seating is good for independent work because it can promote student's on-task behavior and students can work academically. Simmons et al. (2015) opined that compare to the other seating arrangements, traditional seating has fewest off-task behaviors, such as inappropriate talking, students out of their seat without permission, students not following direction, and students not starting independent work promptly. Therefore, this seating arrangement is really suitable to be used for independent work to keep students focus on their task. Also, this seating arrangement mainly uses in the beginning of the school year to get students concentrate with the lesson of school (Gremmen et al., 2016).

Moreover, this seating arrangement is able to maintain the teacher's eye contact with the students he or she talks to (Umur, 2015). This might make the interaction between teacher and students usually occur, but in other side, interaction between students to student is lower (Çinar, 2010). Consequently, this seating

arrangement does not foster collaborative work among the students (Simmons et al., 2015). The same notion with Çinar (2010) also conveyed by Fernandes et al. (2011) that traditional seating provides teacher with the ability to closely monitor students individually, therefore, distracting and non individual interaction can be easily identified.

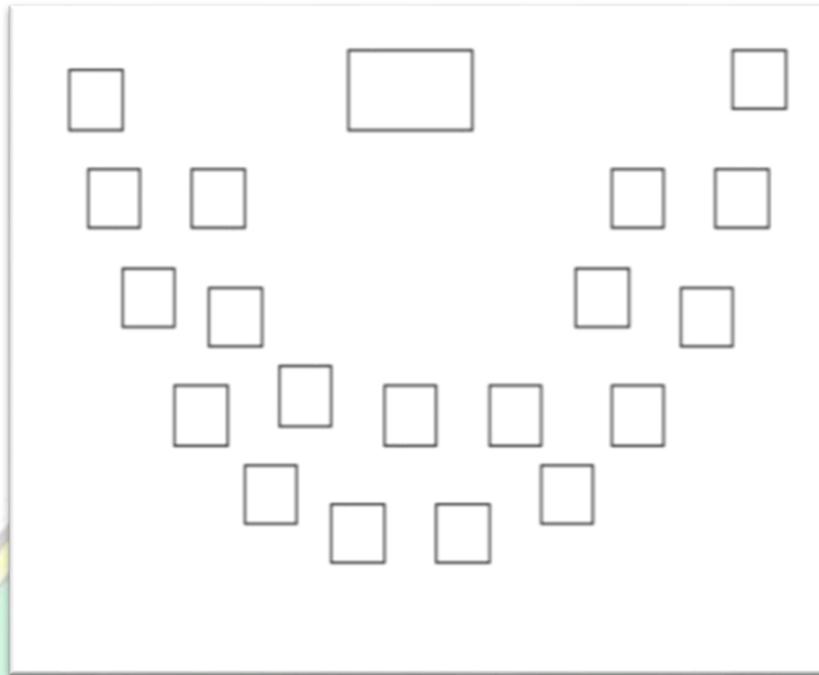
However, according to Peng (2016), this seating arrangement is less satisfactory and does not fit into today's thinking that the role of the teacher is as a facilitator. It is due to the students in this seating arrangement get little opportunity to speak or communicate with the other students because the teacher as a controller that dominates the class. This seating arrangement creates a quite atmosphere in which students can work well academically (Gremmen et al., 2016) and provides students only focus on teacher's presentation so that student to student interaction decreases (Çinar, 2010).

Nevertheless, Xi et al. (2017) argued that most of students like straight row seating arrangement because it has a strong vitality to make them concentrate in learning. It also suggested in Fernandes et al.'s (2011) study this seating arrangement greatly emphasizes the role of the individual because it tremendously focuses on individualistic activities with minimal interaction. That is why Wannarka and Ruhl (2008) suggested that if student working on independent or individual assignment, teacher should assign students in traditional seating that create less interaction with their peers.

2.1.1.2 U shape seating

U shape is arranged like horseshoe (Simmons et al., 2015). That is why it also called horseshoe seating. U shape seating is frequently needed in smaller classes (Umur, 2015) such as seminars (Sawgat, 2013). This kind of seating arrangement facilitates students to see each other and make eye contact with the other students without turning around their body (Umur, 2015). Because of this seating arrangement provides student to see each other, this seating arrangement can promote positive student-student and teacher-students interaction (Fernandes et al., 2011; Sawgat, 2013). By seating in this kind of seating arrangement, the equality will felt by the students, both of between students to student and student to teacher (Umur, 2015).

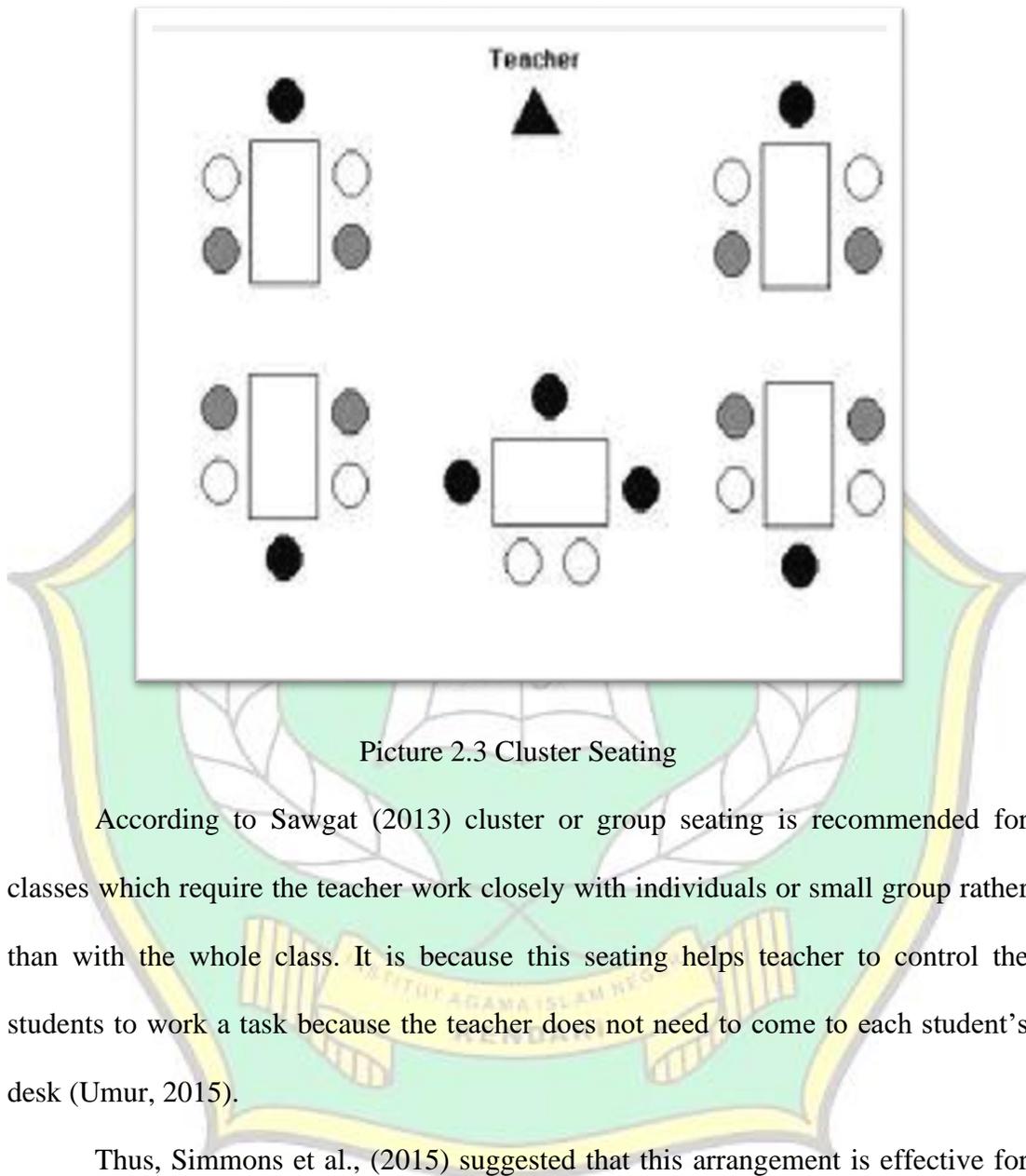
In addition, Fernandes et al. (2011) defined that U shape seating not only can promote positive interaction, but also promote better understanding and access to learning experiences. Similar with Fernandes et al. (2011), Simmons et al. (2015) found that U shape seating can make the material of the lesson the teacher taught to be more engaging for students. Umur (2015) also added that by arranging the seating in U shape, it can help the students share their feeling and information through talking, eye contact or body movement.



Picture 2.2 U-shape Seating

2.1.1.3 Cluster (Group seating)

Simmons et al. (2015) defined cluster seating as a group seating. Simmons et al. (2015) explained that group seating is a group of desks touching each other on the same horizontal lines and the right and left vertical lines of the desk. Group seating is also well-known as separate table seating or moderate seating (Umur, 2015) and so it is suitable for students to work in group and to share materials (Simmons et al., 2015).



Picture 2.3 Cluster Seating

According to Sawgat (2013) cluster or group seating is recommended for classes which require the teacher work closely with individuals or small group rather than with the whole class. It is because this seating helps teacher to control the students to work a task because the teacher does not need to come to each student's desk (Umur, 2015).

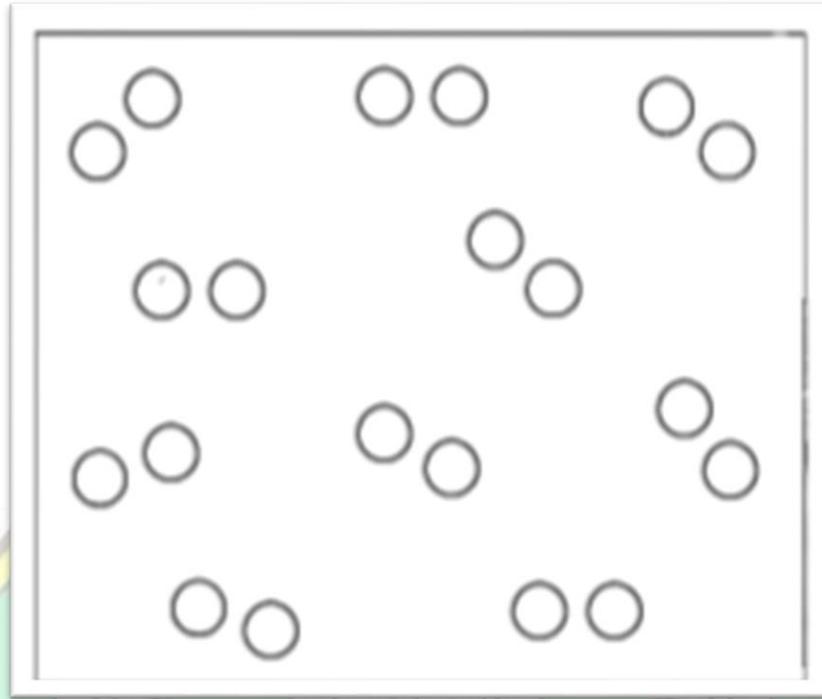
Thus, Simmons et al., (2015) suggested that this arrangement is effective for students in collaborative learning. It is due to this seating arrangement promotes students cooperation (Gremmen et al., 2016). In addition, this seating arrangement also has another advantage for teacher. This seating is suitable to use by teacher who

teaches in mixed-ability classes, where different groups of students can concentrate on different tasks (Umur, 2015).

Besides it is beneficial for the teacher, students also get the benefit from applying this seating arrangement. This seating arrangement improves interaction between students to student (Sawgat, 2013) because the closeness position between peers (Gremmen et al., 2016), but at the same time, students' off-task behaviors increased (Simmons et al., 2015). Further, group seating provides the ability for teacher and students to interact more often (Fernandes et al., 2011). Umur (2015) opined that cluster seating is good for students who work around computer screen. However, in the other hand, this type of seating is not good for some students who always want to change their colleagues or seatmates (Umur, 2015).

2.1.1.4 Pair seating

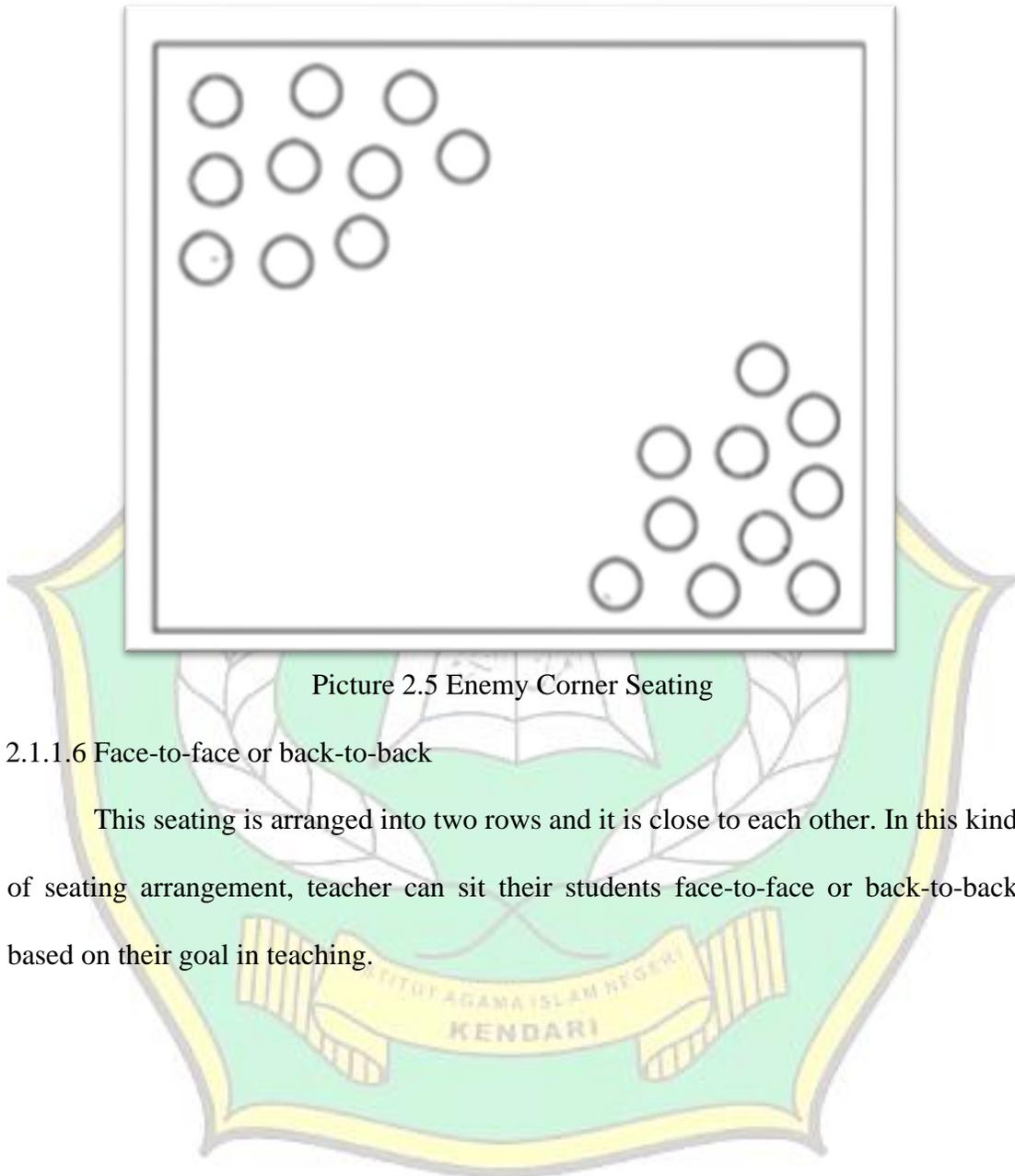
Pair is a kind of seating arrangement that sit students in pair, so that in this seating arrangement there are two students that sit together. Each pair will sit away from the other pairs (Bugis, 2018). When students sit in this kind of seating arrangement, the students can share their ideas and also work together (Sawgat, 2013). Bugis (2018) also argued that in this kind of seating arrangement, teacher can monitor the students easily because they can walk around the whole class.



Picture 2.4 Pair Seating

2.1.1.5 Enemy corner

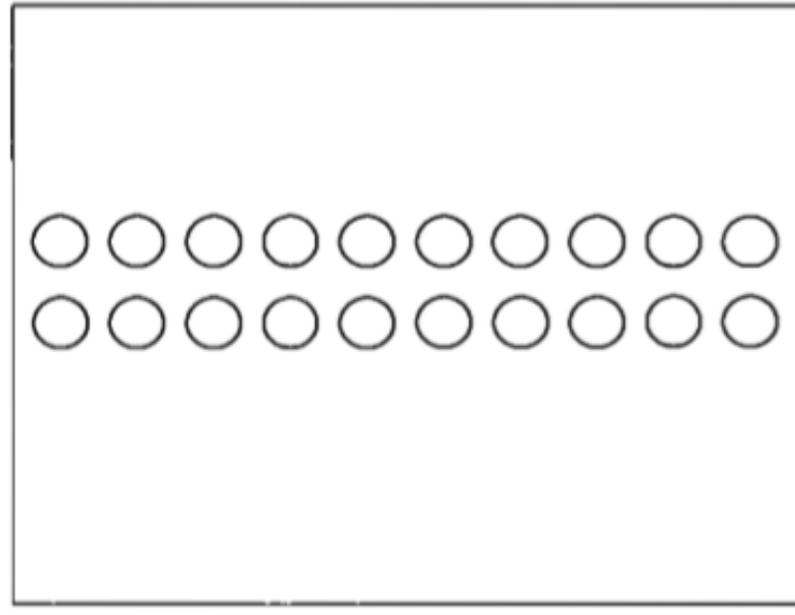
According to Sawgat (2013), in this seating arrangement, students are divided into two groups and they are sat into different corners of the classroom. Sawgat (2013) also continue that this seating arrangement is interesting because one group tries to defeat another group and it is very useful because it can gather ideas from both of groups.



Picture 2.5 Enemy Corner Seating

2.1.1.6 Face-to-face or back-to-back

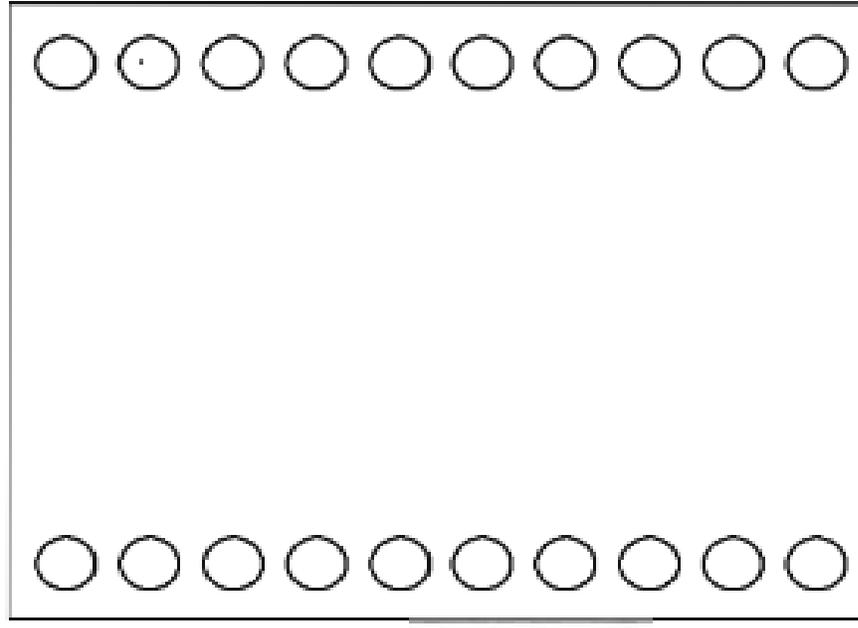
This seating is arranged into two rows and it is close to each other. In this kind of seating arrangement, teacher can sit their students face-to-face or back-to-back based on their goal in teaching.



Picture 2.6 Face-to-Face/Back-to-Back Seating

2.1.1.7 Opposing team

Opposing team seating is also known as runaway seating (Norazman et al., 2019). This seating arrangement is placing students like face-to face, but it has far enough space between one team/line of seating to another. This seating arrangement suitable for small classroom, but it has less distraction and noise (Norazman et al., 2019).



Picture 2.7 Opposing Team

2.1.2 Role of Seating Arrangement in L2 Classroom

Seating arrangement is an important part in classroom because it is the main medium that can influence teaching and learning process in the classroom (Çinar, 2010; Gremmen et al., 2016; Nurdiana, 2018; Simmons et al., 2015; Xi et al., 2017). Seating arrangement can influence students' behavior (Simmons et al., 2015), students' interaction (Umur, 2015) and also students' achievement (Nurdiana, 2018). Thus, seating arrangement has an important role in the classroom.

Physical environment of the learning spaces, such as seating arrangement, has an effect on students' learning experience and their behavior (Hilal, 2014). Simmons, et al. (2015) stated that by changing seating arrangement, it can decrease students'

behavior and it will generally improve students' performance. Simmons and her colleagues revealed that each seating arrangement contributes a different behavior for the students and it can be affected in either a positive or negative way. Wannarka & Ruhl (2008) also argued that seating arrangement has ability to help prevent problem behaviors that decrease students' attention. It is also supported by Lofty (2012) that seating arrangement can become one of the factors that can either encourage or inhibit students' on-task participation in EFL classroom.

Therefore, being aware of how to arrange the classroom is crucial because it will affect the students' behavior and make the teacher easier to mediate the problem of it (Simmons et al., 2015). Simmons et al. (2015) continued that changing seating arrangement can become one of strategy that can be used to decrease disruptive behavior in the classroom. It is due to seating arrangement have possibility to influence movement within the classroom and allow for increasing control and restraint of student interaction and movement (Fernandes et al., 2011).

In addition, seating arrangement also can influence the interaction in the classroom (Fernandes et al., 2011; Umur, 2015; Wannarka & Ruhl, 2008; Wilburn et al., 2019). According to Wilburn et al. (2018), the arrangement of seating in the classroom can affect the social interaction both for teacher and also students. This notion is in line with Fernandes et al's (2011) study that different classroom seating arrangements invent various social interaction opportunities both student-student and teacher-student interaction. It is also supported by Wannarka & Ruhl's (2008) that the

design of seating can impact on the extent of students' interaction because the closeness and position can influence communication.

Another role of seating arrangement is to influence the students' achievement. Fernandes et al. (2011) states that seating arrangements relate to academic achievement and also classroom participation. It is proved by Nurdiana's (2018) study that revealed that seating arrangement is effective toward students' achievement. However, Wannarka & Ruhl (2008) continued that there is no single classroom seating arrangement that can promote academic outcomes for all task because interactive or independent task should have different arrangement.

2.1.3 Teacher's Belief about Seating Arrangement in L2 Classroom

2.1.3.1 Definition of Teacher's Belief

Wafa (2016) defines teacher's belief as a teacher's concept that believed and it can be real and true, then it can give an understanding in classroom practice. This notion is also in line with Farrell and Guz's (2019) point of view that what the teacher decides and does in the classroom is led by what the teacher thinks and believes. Teacher's belief is important for knowledge and developing educational process (Kuzborska, 2011; Wafa, 2016; Xu, 2012) because it leads teachers in using teaching strategies in the classroom to create students' learning environment, motivation and achievement (Wafa, 2016). It is become a vital aspect because teacher and teaching

are the most important variable at school that influence student's achievement and support their good personal and social (Goncalves et al., 2013).

Gilakjani and Sabouri (2017) also argued that teacher's belief is a vital part of teacher education that can help teacher develop his or her teaching principles because teacher's belief affect the activities that the teacher do in the classroom. Furthermore, teacher's belief is also able to influence lesson plans teacher made, classroom activities teacher did, learning material teacher choice, teacher's attitude, and teacher learners' beliefs (Deilami & Pourghasemian, 2016; Gilakjani & Sabouri, 2017).

In addition, Xu (2012) noted that teacher's belief as principal part the teacher has to decide the teacher's actual behavior towards students. She continued that by their belief, teacher will try to decide and adjust their behavior and instructional choice, when they can identify the level of students' abilities. Xu (2012) also added that teacher's beliefs as a result of teacher's self-construction that form from his or her own direct experience.

2.1.3.2 Types of Teacher's Belief

In Wafa's (2016) study, there are three aspects of teacher's belief, such as: 1) belief about teaching, 2) belief about learning, and 3) belief about subject matter. Whereas, Xu (2012) mentioned that there are three aspects of teacher's belief, that are belief about learners, belief about learning and belief about teacher itself. According to Gilakjani and Sabouri (2017), there are five classification of teacher's belief, namely: 1) teacher's belief about learners and learning, 2) teacher's belief about

teaching, 3) teacher's belief about curriculum, 4) teacher's belief about learning to teach, and 5) teacher's belief about the self and the nature of teaching.

For those several kinds of teacher's belief have mention above, this study only focus on three kinds of teacher's belief, namely teacher's belief about teaching, teacher's belief about learning, and teacher's belief about subject matter.

2.1.3. 2.1 Teacher's Belief about Teaching

Yoshihara (2012) pointed out belief about teaching as teachers' pedagogical beliefs, teacher efficacy, and those beliefs that relate to an individual's teaching. He also found that there are three aspects that become the teachers' belief about teaching. The three aspects are to fit students' needs and wants, to motivate students, and believe that teachers' role is to guide and help the students. From those three aspects, the aspect of "to meet students' needs and wants", become a teaching belief that had by all teachers that become the participants in Yoshihara's study. However, although they have similar belief, they practice that belief in the classroom in different ways.

Specifically, Farrell and Guz (2019) explained some beliefs that the teacher hold in teaching language. Some of the teacher's beliefs about language teaching are to help students develop necessary language skill, to help students develop cultural awareness, to incorporate personal experiences, choice of topic is not a priority, and use pair work in lessons.

Farrell and Guz (2019) defined that one of the main goal in teaching language that the teacher believe are to equip the students with necessary skills for their future

academic career. Besides, teacher also believes that the role of the teacher is not only limited to teaching basic communication skills, but also teaching the culture of the language. They continued that in language teaching, teacher believes that incorporating students' or teacher's experiences in learning, it will allow the students to relate to what they are learning and get better understand of the concept. Moreover, teacher believes that the important part in choosing a material for teaching language is to choose the authentic material to help the students learn a skill that they will need for academic and for their future. So, choosing an interesting topic for teaching language is not a priority. The last belief of teaching language is it is necessary to use pair work in the classroom as a method of teaching.

Nevertheless, there are some factors that may hamper the enactment of teacher's belief about teaching. Some external factors beyond the teacher authority to change are education-related policy and curriculum standard. While, some external factors that the teacher may employ their beliefs into their teaching depending on how creative and innovative in doing their profession are students' ability, school culture and community, and instructional resources (Utami, 2016).

2.1.3. 2.2 Teacher's Belief about Learning

Teacher's belief about learning refers to "the process of gaining and acquiring knowledge that leads to change which occurs as a result of experience" (Fauzi et al., 2017). In the process of gaining knowledge, teachers plan their teaching activities, prepare all necessary material and media, come to class, execute the plan, manage

their class and students, evaluate their students' work and their teaching and do the planning again. These processes are continuing in a cycle of day and night. Thus, by doing these routine tasks for years, it will shape the teacher's belief about learning (Utami, 2016).

To some extent, teaching well also means learning well because what teaching approaches a teacher utilizes in the classroom reflect his or her beliefs about learning (Xu, 2012). She explained in her study that when teacher believes that teaching well is about making school work interesting, he or she will refuse unrelated parts of the course that focus on teaching students to utilize metacognitive strategies for reading to learn. When teacher believes that students' effort is an important factor that contributing to success as a learner, he or she will refuse irrelevant learning about how to foster comprehension skills or how to help students evolve study techniques specific to subject matter he or she teach. When teacher believes that students will be like as able learners, he or she will find the reason to learn about how to analyze the demands inherent to subject matter texts or how to mediate those demands with inexperienced and unskilled readers. When teacher believes that teacher-telling like lecturing is a basic medium for conveying the teacher's enthusiasm for subject matter, he or she will refuse the ideas for cooperative learning. When teacher believes that teacher is a basic resource for students' learning, he or she will refuse instructional formats that foster students as independent investigation.

In detail, Farrell and Guz (2019) mentioned a few beliefs in their study that teacher hold in learning, especially in learning language. The first belief is students responsible for their own learning. To make the students have a responsibility for their own learning, teacher generally assigns a lot of homework at the beginning of a term of the material. So, students can have a good understanding about the material before start doing some activities. The second belief is to provide additional examples and explanations. This belief provides students with a real life examples or experiences, whether from teacher or students, that they can connect with to make the learning process more authentic and related. The third belief is to give explicit error correction. Giving explicit error correction means teacher give correction on her or his students' pronunciation errors in the classroom directly. The fourth belief is students have to speak English in the classroom. It is important because the reason why the students being here is to learn the language and to learn the language, students have to start thinking in the language and using it. Therefore, speaking English in the classroom is important and necessary because it is the only way for the students will really learn English.

2.1.3. 2.3 Teacher's Belief about Subject Matter

In this study, the researcher only explained about speaking subject because this study was conducted toward EFL lecturer who teaches in speaking class. In a study that was conducted by Farrell and Yang (2019), it mentioned that there several beliefs that teachers hold in teaching speaking. They believed that when teacher

teaches speaking, they should provide opportunity for students to use the language, call students by their names to make them speak, find relatable topics for students, allow students to use L1 but not excessively, make sure students gain equal understanding of the instruction, give a warm up in the beginning of the class, and use pair work and group work in teaching.

Farrell and Yang (2019) delineated in their result that teacher believes by facilitating students opportunity to use language, students will speak more the language. Even though students have to think ahead before they speak or they do mistakes when they are speaking. Besides get students to talk, this belief also build students' confident in speaking English because if student speak the language more frequently, they will be confident teacher.

The next belief the teacher hold is to allow students to use their L1 if it not too excessively. Teacher gives tolerance for the basic level students to use their first language as long as student use the language to help each other understand. Besides, sometimes teacher also encourage students to explain certain vocabulary in English indirectly, so it does not matter if students use their L1 in certain condition.

Moreover, teacher believes that giving students warm up in the beginning of the class is important. It is important because it can make students think more critically as well as stimulate students' schema on a certain topic. In doing warm up, teacher provide a video that relate with a certain topic that will be taught. On the top of Farrell and Yang (2019) also explained in teaching L2 speaking, teacher believes

that it is important to utilize pair work and small group work. Teacher uses pair and group work because students might have lower anxiety when speaking to the entire class. By designing students in pair or group work, students can practice speaking with fewer students before, so there is less pressure for them having to speak in front of the whole class.

2.1.3.3 Factors that Form Teacher's Belief

Wafa (2016) revealed that there are four elements that formed teacher's belief. The four elements are teacher's experience as a learner, workshop or training the teacher joins, teacher's personality, and teacher's experience works in the classroom. While, Yoshihara (2012) revealed that there are three elements that shape teacher's belief, such as teacher's mentor/ professor, teacher experience as a learner and teaching experience. Meanwhile, in Gilakjani and Sabouri's (2017) study, they mentioned that there are four aspects that form teacher's belief, those are teacher's experience as learners, experience from teaching, teacher's personality, and education-based or research-based principles.

According to Utami (2016) there are some factors that contribute to shape teacher's belief. She conveyed some available contextual factors that contribute to the development of belief, such as educational policy, curriculum mandate, and social environment. Further, Xu (2012) conveyed that teacher's beliefs are shaped from teacher's own direct experience, such as his or her social history and culture, personal experience and education, the teacher's teaching ability and student. Where, these

beliefs are shaped in the course of accepting culture (Xu, 2012). From those all researches above, thus, this study conclude that there five aspects that shape teacher's belief, such as 1) teacher's experience as a learner, 2) teaching experience, 3) teacher's personality, 4) education-based principle, and 5) social history and culture.

Teacher's experience as a learner become one of factor that form teacher's belief because many teachers know that they are previously a learner and how they were taught and these helped them formed their belief (Gilakjani & Sabouri, 2017). This notion is supported by Farrell (2016) that belief is begun when the teacher as a student in a school and then begin to develop a concept of a good teacher and teaching and then become their belief until being a teacher. A similar assumption also revealed by Farrell and Guz (2019) in their study that a teacher holds a belief that giving an explicit correction on students' pronunciation errors is necessary because when she was a learner in learning L2, she liked and had desire to be corrected explicitly. It proves that teacher's belief can be formed since the teacher was a learner.

The other factor is teaching experience. Teaching experience is the main source that forms teacher's belief because in that how a specific method is utilized for a specific group of learner that may result in the belief about that method (Gilakjani & Sabouri, 2017). Further, Gilakjani and Sabouri (2017) also explained that teacher's personality becomes one of aspect because some teachers choose a particular method because it correlates with their characters. They also added that teacher can get his or

her belief from learning principle of research, education, or school of thought like psychology. Therefore, teacher's belief may shape when teacher joining a workshop or training (Wafa, 2016) and teacher can get it from their mentor or professor (Yoshihara, 2012).

The last factor that shape teacher's belief is social history and culture. Xu (2012) explained that belief emerge from teacher's experience. Social psychologists say that social cultural has a great effect on teacher's beliefs (Gilakjani & Sabouri, 2017). These beliefs are formed during accepting culture (Xu, 2012).

Thus, it is rational if every teacher can have different educational belief because according to Gremmen et al (2016) teacher's belief also influenced by philosophical, social or cultural perspectives of the teacher. It also supported by Xu (2012) that each teacher has different process of self-construction in accepting culture. Where, the cultural transmission depends on enculturation, education and schooling. Because of the different of teacher's belief one to another, it makes teacher also have different classroom practice (Utami, 2016). Besides, she also explained that teacher's belief and classroom practice can also different significantly depending on schools' socioeconomic status, class size, and grade levels they teach.

From those factors, it can emerge a different belief of teacher so that it can guide the teacher to different goal in learning. Then, the teacher differences goal in learning may make the teacher different in deciding or making seating arrangement in managing the classroom (Gremmen et al., 2016). Although teacher's belief is

important in classroom practice, especially in making seating arrangement, nevertheless, many teachers do not apply their belief in classroom practice (Farrell, 2016; Wafa, 2016). Indeed, teacher's belief and classroom practice sometimes have inconsistencies or discrepancies because beliefs cannot be considered as permanent. Beliefs are developed from the interaction with many elements (Li, 2013) so that they sometimes change. In fact, some teachers are not aware of the existence of the belief inside their mind that affect how they do their profession, such as how they view the students and the materials, how they use teacher talk and code switching, how they develop their supplementary materials, which approach they employ most of the time, and how they interact with their colleagues and students (Utami, 2016).

2.2 Previous Studies

Regarding to previous empirical research, studies about classroom seating arrangement had been done by many researchers, both in international and Indonesian context. In international context, one of the researchers that had done research focusing on seating arrangement is Lotfy (2012). Lotfy (2012) investigated a research on seating arrangement that focuses on the effect of seating arrangement on students' participation in the classroom that work in individually and also explore about students' preference on seating arrangement. In this study, Lotfy (2012) compares two types of seating arrangement, i.e. row and column and circle. Lotfy (2012) found that seating arrangement can affect students on-task or off-task participation when

working on group and the students' preference on seating arrangement is based on how shy or talkative they are in the classroom.

Similar with Lotfy (2012), Simmons et al. (2015) investigated about the impact of seating arrangement on students' behavior. Their study aimed to know whether a specific seating arrangement can contribute to students being on or off-task while completing independent work. In this study, there were three seating arrangements compared, which were group seating, U shape seating, and traditional seating. The off-task behaviors that observed in this study were inappropriate talking, students out of their seat without permission, students not following directions, and students not starting independent work promptly. This study conducted in a public school located in a rural country in the Southeast region of the United States; with amount of participant are 21 second grade elementary students. Data were collected utilizing observation/anecdotal record, teacher behavior checklist, and a behavior tally sheet. They found that the number of students shown off-task behaviors during each seating arrangement. They revealed that traditional seating had the fewest off-task behaviors for that class. It was also determined that for each seating arrangement, inappropriate talking was the most frequent occurring off-task behavior and not following directions was the least off-task behavior observed. Based on the result of their study, they conclude that traditional seating was the best seating arrangement for that particular classroom.

Another research that focuses on seating arrangement also had been done by Çınar (2010) in Turkey. His study only focused on one type of seating arrangements, which is traditional seating arrangement. He only focused on the students' preference seating location based on their personal characteristics and the characteristics they look for in their deskmates based on their perception, when they were assigned in traditional seating. There were 434 students from different department faculty of education at İnönü University that participating in his study. He used the Scale for Student Arrangement in Traditional Classroom (SSATC) in collecting the data. The study found that students preferring who sit at the front rows care about the lesson more and more willing to participate, while students who sitting at the back rows have less interest and motivation in learning. He also found that students' personal characteristic also influence how they choose their seating location. For females, the seating they prefer usually at the front rows and it is more important than sit the characteristics of their deskmates. Then, students from city sit at the front rows more than students from village and hometown.

In Indonesia, this study had also been conducted in some places, such as in Mataram and Kediri, Pare. In Mataram, Nurdiana (2018) conducted a research focusing on the effectiveness of classroom arrangement toward the students' achievement. She took data in three schools from the third grade students of elementary school with total participants 84 students. She used quantitative approach through evaluation research method to compare the students' achievement that use U

shape, cluster and chevron seating arrangement. The data was collected through questionnaire on the implementation of particular seating arrangement in teaching process in the classroom and students' achievement. After collecting the data, the data was analyzed using descriptive statistics and inferential statistics. As a result, she found the use of three seating arrangements can improve the students' achievement. In other words, the three seating arrangements are considered effective toward students' achievement. She suggested that teacher use different formation in teaching to enhance students' achievement. As for school, she suggested that any arrangement of seating is used to improve the quality of school in terms of learning process.

In Kediri, the study is investigated by Umur (2015) exploring some kinds of seating arrangement used in Speaking course and its effect in classroom interaction. This study utilized descriptive qualitative with observation, interview and document as the instruments to collect the data. This study involved an English speaking teacher and students in Basic English Course (BEC) Pare at class D in the period of March to May, 2015. Umur (2015) found that there are four types of seating arrangement used in the Speaking course in the class, i.e. orderly rows (traditional seating), letter U (horseshoe), circle, and separate table. He revealed that every seating arrangement applied in the speaking course gave different impact on the classroom interaction. Based on this finding, the researcher considers that teacher may change their seating arrangement every meeting or activities that carried out in the classroom based on the learning goal that the teacher wants to reach.

Based on previous study above, Lotfy (2012) explored about the impact of seating arrangement on students' participation in the classroom. Simmons et al. (2015) held on a research about the effect of seating arrangement on students' behaviours. Meanwhile, Çinar (2010) investigated about students' preference in selecting seating location in traditional seating. In Indonesia itself, Nurdiana (2018) focused on the impact of seating arrangement on students' achievement. Then, Umur (2015) investigated about some type of seating arrangement and its effect on classroom interaction.

Those researches above had explored about some kinds of seating arrangement and the impact of seating arrangement on students' participation, students' behaviours, students' outcome, students' classroom interaction, and also the students' preference. Meanwhile, this present study interested to investigate the beliefs that the teacher holds when deciding on implementing a certain seating arrangement in EFL classroom.

