

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

The theoretical framework helps explain the main ideas and concepts that guide this research. It provides the basis for understanding how the research questions will be explored. In this section, the key theories and models relevant to the study are introduced. These theories are important because they help to explain the topic of the research and how the different factors being studied are connected. By using these established ideas, the framework gives structure to the research, helping to interpret the results and place the study within a wider academic context.

1. The Concept of Perception

a. Definition of Perception

Perception can be defined as the process through which individuals observe, understand, and interpret their surroundings. According to Robbins and Judge (2023), perception is how people use their senses to understand and give meaning to their environment. Perception is subjective, meaning that the way a person perceives or understands something may differ from factual reality. Through this process, individuals receive sensory information such as sight and sound, which is then interpreted to give meaning to their experiences. Active engagement with the environment helps individuals navigate various situations and respond appropriately.

In addition to sensory processes, perception also involves how the brain

processes the received information. According to Goldstein and Brockmole (2017), perception is a conscious experience that arises from the stimulation of the senses. This indicates that perception involves not only the reception of information but also how the brain processes and interprets it. For example, when an individual encounters visual or auditory stimuli, the brain filters and assigns meaning to the sensations. The process enables individuals to understand their experiences in meaningful ways and forms the basis for responding to the surrounding environment.

Furthermore, the cognitive aspect of perception is highlighted by Chinn (2011), who describes perception as the process through which information is transferred from the senses to the brain for processing and interpreting. Perception begins when sensory data is received and temporarily stored in the mind. This information is then sent to more active areas of the brain, where it is processed and integrated with existing knowledge to create meaningful understanding. Perception allows individuals to interpret their environment and experiences, enabling them to respond appropriately to various stimuli. The understanding formed through perception ultimately influences how individuals react to the situations or stimuli they encounter.

Perception, according to Woolfolk (2016), refers to the process of detecting stimuli and interpreting or making sense of those stimuli. This process involves not only the information received through the senses but also the knowledge and experiences that have been acquired previously. In other words, perception is the way individuals understand and interpret the world around them, where the

information received is processed and assigned meaning based on existing knowledge and experience. For instance, the meaning attributed to an object does not solely depend on what is seen but also on the understanding brought from previous experiences.

Based on the discussion, perception is a dynamic process that involves the recognition and processing of stimuli from the surrounding environment, which is then given meaning based on an individual's experiences, knowledge, and understanding. In this process, the information received through the senses, such as sight or hearing, is not simply accepted, but is processed by the brain to form a unique and subjective interpretation. This means that perception is not just about what is seen or heard, but also about how individuals assign meaning to and connect that information with their existing experiences or knowledge. Thus, perception influences how individuals understand the world and make decisions, as well as how people interact with various situations and stimuli that arise in daily life.

b. Types of Perception

According to Irwanto (2002), perceptions can be categorized into two types, namely positive perceptions and negative perceptions, which reflect how a person interprets information, experiences, or situations around them:

1) Positive Perception

Positive perception is the way in which a person views information, knowledge or situations in a supportive and favorable manner. This includes understanding that is already mastered as well as that which is not yet fully realized. Positive perceptions are characterized by a supportive attitude and

a beneficial view of things, thus promoting good outcomes and increasing motivation to be actively involved. Teachers with positive perceptions towards the use of different seating arrangements tend to be more open to trying and utilizing such arrangements, in order to create more interactive learning and engage students more effectively. Positive perception can be identified through the following indicators:

a) Alignment of Knowledge

Positive perception is reflected in knowledge and responses that align with the object being perceived. For example, a teacher who believes that changing seating arrangements can improve student interaction will use different arrangements to foster a more engaging and collaborative learning environment.

b) Effort to Utilize

Individuals with positive perception demonstrate efforts to utilize or support the object. This is often demonstrated through their active participation, involvement in related activities, or taking steps to utilize the object in meaningful ways.

c) Positive Emotions

Positive perception is reflected in favorable emotions toward the object. When individuals feel positively, it boosts their motivation to engage more deeply with the object and explore it further.

2) Negative Perception

Negative perception refers to a view that indicates disagreement or

dissatisfaction with the perceived object. Negative perception is often accompanied by passive attitudes, rejection, or even opposition to the object. Individuals with negative perceptions tend to respond in ways that hinder the potential of the perceived object and avoid active involvement in supporting it. Negative perception can be identified through the following indicators:

a) Misalignment of Knowledge

Negative perception occurs when an individual's understanding of an object does not align with its actual benefits or effectiveness, leading to doubt or rejection. For example, a teacher may believe that changing seating arrangements will disrupt the class, even though research shows that different seating arrangements can improve student engagement and interaction. This misperception may prevent the teacher from considering these changes in their teaching approach.

b) Passive Response

Individuals with negative perception tend to be passive or avoid interacting with the object. They demonstrate disagreement or opposition, which hinders active involvement or support for the object.

c) Negative Emotions

Negative perception is usually accompanied by negative feelings about the object. These emotions can reduce the willingness to interact with or appreciate the significance of the object.

c. Factors Influencing Perception

The factors that influence perception can be understood through the lens of cognitive influences. As stated by Goldstein and Brockmole (2017), the factors included in cognitive influences are:

1) Knowledge

Knowledge is information that an individual learns or acquires, which influences how one understands and interprets the world around them. Knowledge allows a person to recognize patterns, connect new information with what is already known, and make better decisions when facing new situation.

2) Memories

Memory is the ability to store, retain, and retrieve information or experiences from the past. The information stored in memory provides context and reference points, helping individuals to make sense of current events based on past experiences. This process helps to form expectations and guide reactions to new stimuli. Memories, therefore, influence perception by shaping how individuals recognize and respond to familiar or unfamiliar situations.

3) Expectations

Expectation in perception refers to an individual's anticipation or prediction of what they will see, feel, or experience in a given situation. Expectations shape how individuals focus on and interpret the stimuli they encounter. When someone has a particular expectation, they tend to focus on elements

that align with that expectation and may ignore or dismiss others. As a result, individuals often adjust their perceptions to align more closely with the expectations they already have.

d. Teachers' Perceptions

Teachers' perceptions refer to the way teachers interpret, understand, and evaluate various aspects of the teaching environment, pedagogical approaches, and curriculum design. These perceptions are shaped by personal experiences, professional backgrounds, and the cultural or institutional contexts in which teachers work (Robbins & Judge, 2023). Teachers' perceptions influence how educators implement teaching strategies, engage with students, and assess educational tools or practices.

Teachers' perceptions of students' abilities can influence the amount of support or challenge provided to each student. Teachers' perceptions of classroom situations and student behaviors can impact classroom management techniques and overall teaching approaches. Moreover, these perceptions are often shaped by contextual factors such as class size, time constraints, and the physical environment of the classroom, all of which may influence teaching strategies and interactions with students. Johler, Krumsvik, Bugge, and Helgevold (2022) emphasize the importance of teachers' perceptions in affecting interactions with students and adjusting practices to meet individual needs.

2. Seating Arrangement

a. Definition of Seating Arrangement

Seating arrangement is defined as a method of arranging the seating position

of students in the classroom designed to support the achievement of learning objectives. This definition is in line with Rohmanurmeta and Farozin's (2016) statement, who state that seating arrangement is an arrangement of student seating positions that aims to encourage more directed learning behavior and in accordance with predetermined learning objectives.

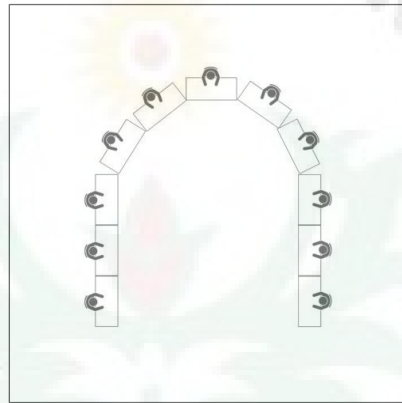
According to Adolo et al. (2022) seating arrangement is a classroom arrangement strategy implemented by the teacher, taking into account the circumstances and needs of the students. In this case, in arranging student seating positions, it should not be monotonous. The teacher must adjust the position of the student seating arrangement to the type of activity carried out in the class. As explained by Harmer (2007), the purpose of a variety of seating arrangements is to choose the most appropriate arrangement for the students and the tasks assigned. Variations in seating arrangements can make lessons more dynamic and enjoyable. Based on these definitions, it can be stated that seating arrangement is a method of arranging students' seating positions in the classroom that is designed by considering various factors in order to create an interactive, effective learning environment and support student engagement.

b. Types of Seating Arrangement

According to Scrivener (2012), for smaller classes with approximately 20 students, the recommended arrangements include semi-circle or U-shape, tipped U, one large table, zones, and full circle. For larger or more flexible classes, seating arrangements such as rectangular, curved rows, arrowhead, diagonal, reverse, no tables, facing, islands, and change focus are more suitable.

1) Semi-circle or U-shape

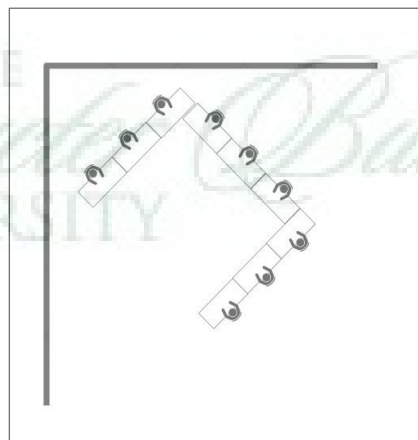
In a semi-circle or a U-shape, the teacher sits at the open end, facilitating easy interaction with all students. This setup encourages communication and group discussions, making it ideal for lessons that involve active student participation.



Picture 2. 1 Semi-circle or U-shape Seating Arrangement

2) Tipped U

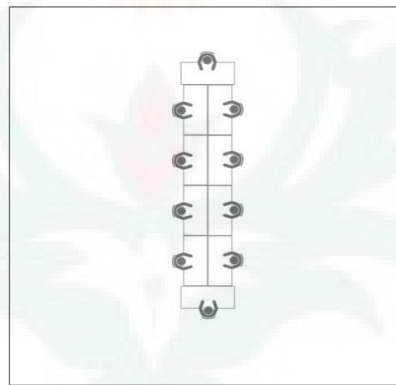
Tipped U-shape makes the classroom feel more relaxed and open. The desks are arranged in a U-shape with the ends facing outward, providing space for students to write and interact, while still keeping the room organized.



Picture 2. 2 Tipped U Seating Arrangement

3) One Large Table

The desks are grouped together to form one large table, and students sit around it. This setup encourages collaboration and makes students feel like they are working together on the same task. It creates a friendly environment, where everyone can easily communicate and share ideas, making it ideal for group work or activities that require teamwork.

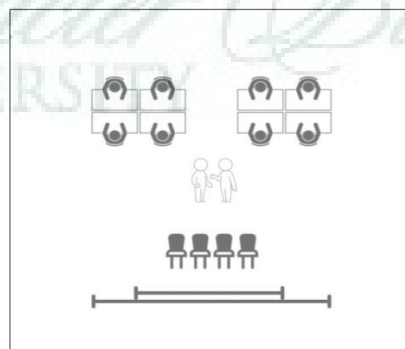


Picture 2. 3 One Large Table Seating Arrangement

4) Zones

In this arrangement, a front area for board-facing activities, tables at the back for group work, and an open middle space for discussions or activities.

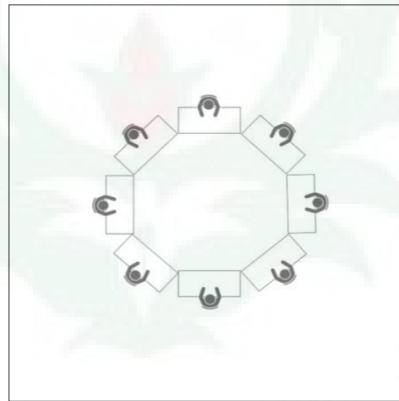
Students can move between zones as needed, keeping learning dynamic and flexible.



Picture 2. 4 Zones Seating Arrangement

5) Full Circle

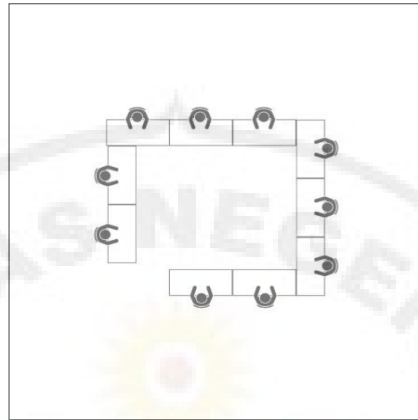
The desks are arranged in a complete circle, allowing every student to see and interact with each other. This layout fosters an equal and open environment where everyone has a chance to participate. The teacher can sit anywhere in the circle, but sitting off to the side can encourage students to take more responsibility in discussions. Full circle is ideal for group discussions, debates, or any activity that requires full interaction.



Picture 2. 5 Full Circle Seating Arrangement

6) Rectangular

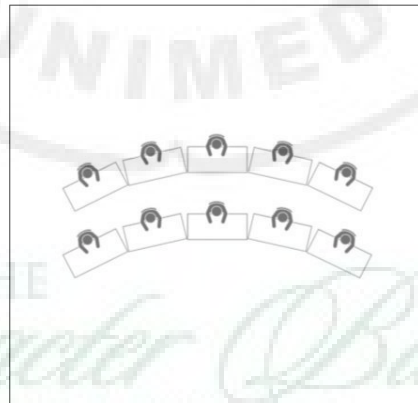
The rectangular arrangement places desks in rows along the four sides of the room or placed closer together, with space between them to allow movement behind. Students face the front, where the teacher is located. It is commonly used in traditional classrooms and works well for lessons that require more structure, such as lectures or written tasks, as it helps maintain order and allows for easy movement.



Picture 2. 6 Rectangular Seating Arrangement

7) Curved Rows

The desks are arranged in curved rows, facing the wider or longer side of the room. This arrangement helps students see each other and the teacher more easily while maintaining order. It creates a more relaxed atmosphere, encourages interaction, and reduces the rigid feel of the classroom.

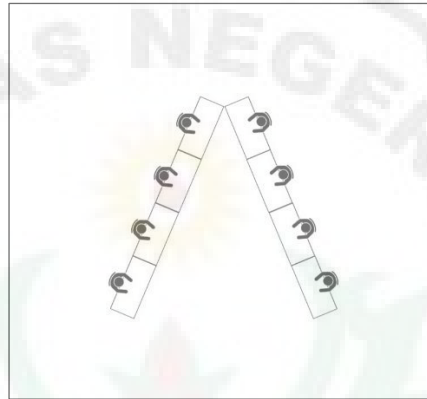


Picture 2. 7 Curved Rows Seating Arrangement

8) Arrowhead

In this arrangement, the teacher arranges the desks to form an arrow shape, with the tip of the arrow facing the back of the room. This setup helps facilitate eye contact between students and creates more open space at the

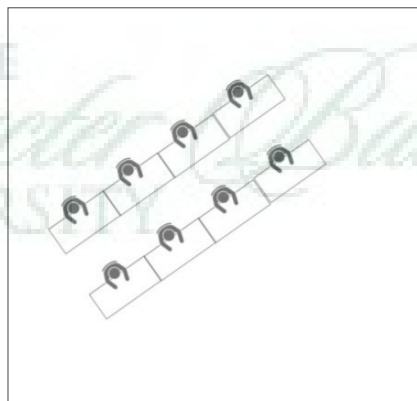
front of the classroom. Moreover, it fosters a more interactive and dynamic class, making it easier for students to interact with each other and the teacher.



Picture 2. 8 Arrowhead Seating Arrangement

9) Diagonal

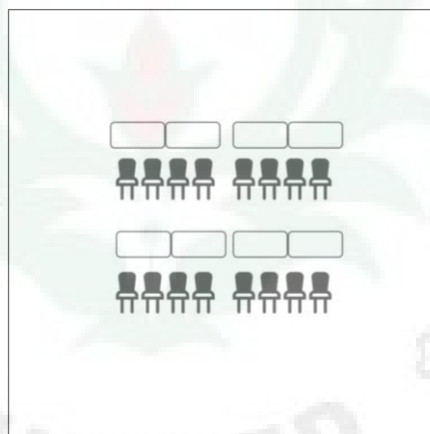
The desks are placed in regular rows, but slanted to create a diagonal pattern. This arrangement provides more open space at the front of the classroom, making it simpler for students to engage with one another. With greater room for mobility, this arrangement is perfect for activities that need group discussions or student involvement.



Picture 2. 9 Diagonal Seating Arrangement

10) Reverse

The desks are placed behind the chairs, allowing students to look forward without a traditional desk barrier between them and their teacher. This structure allows for more open and direct interaction between the teacher and the pupils. When students need to write or utilize their desks, they simply turn their chairs around. This layout promotes a more flexible and engaging teaching environment.



Picture 2. 10 Reverse Seating Arrangement

11) No Table

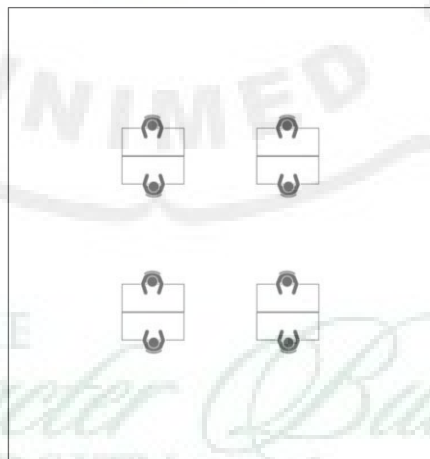
The classroom is table-free, creating a wide space in which students are encouraged to interact more actively. Without desks, students can concentrate more on interaction, such as group projects, role-playing, conversations, or games. This arrangement also allows students to move freely around the room, which promotes dynamic activities. It is a perfect arrangement for events that require a high level of student participation and communication.



Picture 2. 11 No Table Seating Arrangement

12) Facing

The desks are arranged to face each other instead of the front, encouraging direct engagement for discussions, debates, and teamwork. The teacher can move between groups to assist, fostering peer-to-peer learning and active participation.

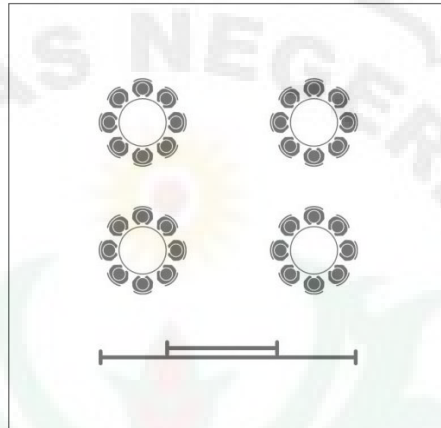


Picture 2. 12 Facing Seating Arrangement

13) Islands

Desks are organized in small clusters or "islands," letting students to collaborate closely with one another. Each group can work together on projects while also having the ability to move between other islands as

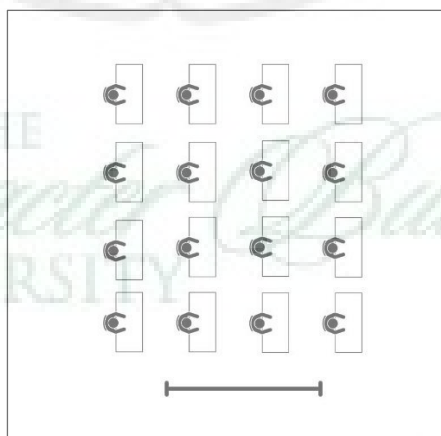
needed. This design stimulates connection, teamwork, and facilitates student communication and idea sharing. It is especially excellent for group exercises, talks, and projects that require some structure in the classroom.



Picture 2. 13 Islands Seating Arrangement

14) Change Focus

Students are asked to move their desks to change the focus of the classroom. For example, instead of always facing the front, they might face the side or back. This makes the classroom feel fresh, encourages new ideas, and keeps learning more engaging.

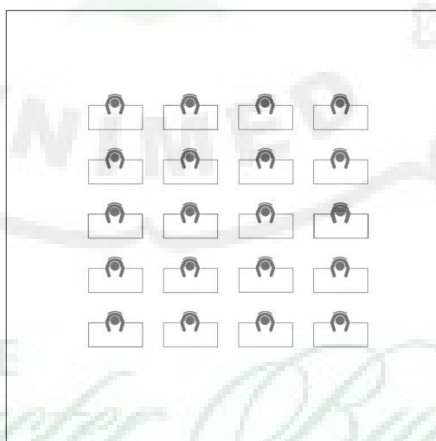


Picture 2. 14 Change Focus Seating Arrangement

According to Chinn (2011), there are four main strategies that teachers can use to arrange students' seating to support the learning process. Each strategy has its advantages and disadvantages, which can be adapted to the learning objectives, student characteristics, and classroom needs.

1. Traditional Rows

Seats are arranged in rows facing forward, so that each student has a clear view of the teacher or the blackboard. The students can focus on the material presented by the teacher, especially in the direct teaching or lecture method, where the students' attention is focused in one direction. Classroom management also becomes simpler due to the organized pattern. However, interaction will be limited between students as they can only see the back of the person in front of them.

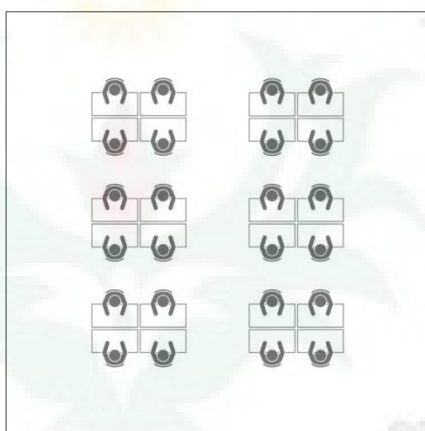


Picture 2. 15 Traditional Rows Seating Arrangement

2. In Groups of Four

Seating arrangements are set up in small groups of four students, usually with tables forming a square. This arrangement is designed to encourage collaboration between students, allowing them to discuss, share ideas and work together in completing group tasks. This model is perfect for project-

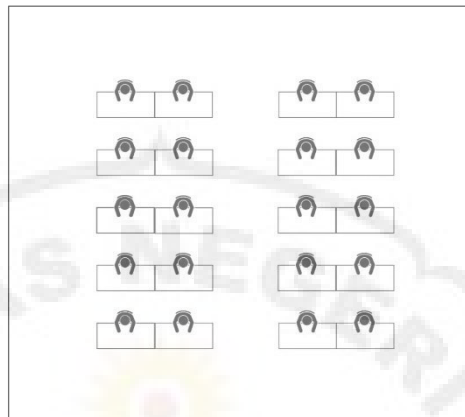
based learning or problem solving as students can support each other in understanding the material. On the other hand, this arrangement has a disadvantage, which is that it requires more intensive attention from the teacher to ensure students remain focused on the assigned tasks. The classroom atmosphere can also become less conducive if students are easily distracted by irrelevant conversations.



Picture 2. 16 In Groups of Four Seating Arrangement

3. In Pairs

In this setting, students sit in pairs, making it easier to discuss, ask questions, or review each other's work, which helps them collaborate and give quick feedback. More personalized interactions also promote students' understanding of the material through focused collaboration. Teachers need to be aware that if the pairs are not balanced in terms of ability or level of engagement, one student may be burdened with a larger task, while the other is less likely to contribute, which can affect the learning dynamic.

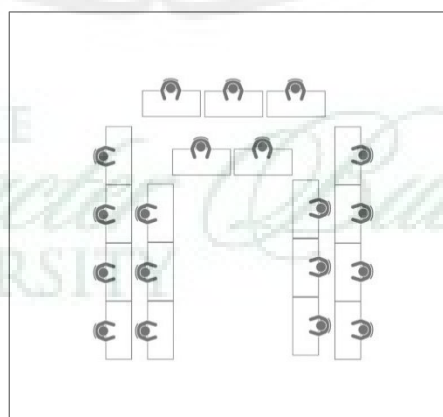


Picture 2. 17 In Pairs Seating Arrangement

4. In Two Concentric U-Shapes

The seating arrangement is two U-shaped rows leading to the front of the class, with the teacher in the open part of the circle. All students can see each other, which supports interactive learning, such as class discussions or presentations. This model also combines a focus on the teacher and facilitates communication between students, creating collaborative learning.

If teachers want to use this type of arrangement, make sure that the classroom is large and spacious enough to ensure the comfort of all students.



Picture 2. 18 In Two Concentric U-shaped Seating Arrangement

c. The Role Seating Arrangements in Student Engagements and Motivation

The way seating is organized in the classroom has a significant impact on student engagement and motivation. Scrivener (2012) stated that the way students are seated can affect their interaction with each other, their focus, and their willingness to participate in class. Teachers can create a more dynamic learning environment that encourages active engagement and maintains student motivation throughout the lesson by changing the seating arrangement.

1) Seating Variation

Changing the seating arrangement as needed for the lesson can refresh the classroom atmosphere. A new seating setup allows students to interact with different classmates and see things from new perspectives. When students experience a different seating arrangement, it breaks the routine and makes the lesson more interesting.

2) Promoting Communication

Different seating arrangements encourage better communication and collaboration among students, especially during task-based or communicative activities. Arranging students in pairs or small groups allows them to exchange ideas, share knowledge, and collaborate on tasks. The arrangement fosters a more interactive classroom environment, where students feel more at ease engaging with one another. As a result, it increases participation, enhances understanding, and boosts overall student engagement in the learning process.

3) Social Interaction and Classroom Dynamics

Changing students' seating arrangements allows them to interact with different peers, making new connections and enriching the learning experience. By interacting with different characters, students can develop important social and emotional skills such as empathy, collaboration and effective communication. In addition, seating changes can also increase learning motivation and make the classroom atmosphere more dynamic. When students are placed in different groups, they are encouraged to actively participate in group discussions and activities, resulting in a deeper understanding of the subject matter.

4) Active Participation

Flexible seating arrangements can encourage students to participate more actively in learning by breaking the monotony of traditional rigid seating arrangements. Flexible seating arrangements can also facilitate collaboration between students, as they can choose to work together in small groups or individually. As such, students feel more ownership over their learning space, which in turn can promote a sense of responsibility and independence.

5) Focus and Distraction Control

The activity of changing seating arrangements provides students with new visual stimuli and the opportunity to make eye contact with the teacher and peers, thereby increasing their focus and participation. This change in perspective can help eliminate distractions and keep students engaged in the learning process. Teachers can create a more balanced and supportive

learning environment. For example, students who are easily distracted by other people can be placed in quieter areas, while students who need visual cues can sit closer to the whiteboard.

d. Challenges in Implementing Seating Arrangement

According to Brown (2000), teachers face several challenges when using different seating arrangements in the classroom, including:

1) Classroom space limitations

Limited classroom space makes it difficult to arrange seating in a way that promotes optimal interaction among students. A confined environment limits the choices for more flexible seating arrangements, such as circular or U-shape formations, which typically enhance student interaction. This may force the teacher to choose more traditional seating arrangements, such as rows and columns, which may not support maximum student engagement.

2) Student Comfort

Physical comfort in seating arrangements is also an important challenge. Inflexible seating arrangements can lead to discomfort for students, ultimately affecting their concentration. Brown emphasizes the importance of seating arrangements that allow students to feel comfortable and engaged, as well as free to interact with one another.

3) Student Attention and Engagement Issues

Seating arrangements impact the teacher's ability to manage student attention and engagement. A seating arrangement that does not support

student interaction or active participation will make it difficult for the teacher to keep students focused and engaged in learning activities. On the other hand, more interactive arrangements can improve student involvement and focus, making it easier for the teacher to manage attention and engagement effectively.

3. Teaching English in Vocational High School

Teaching English in vocational high schools refers to the instructional practices designed to equip students with the English language skills necessary for effective communication within their specific vocational fields. The curriculum in vocational high schools (SMK) is designed to develop both general language proficiency and specialized language skills that align with the specific vocational fields students are pursuing, as opposed to the curriculum in general senior high schools. This approach ensures that students develop English communication skills that are relevant to their careers, such as in hospitality, automotive, and beauty and hairdressing, where industry-specific vocabulary plays an important role (Richards & Rodgers, 2014).

In Grade XI, which is the focus of this research, students engage in more advanced language topics, including narrative texts (e.g., legends, fairy tales, and fantasy stories) and exposition texts (e.g., analytical exposition and hortatory exposition). As part of the curriculum in the Beauty and Hairdressing Department, these materials are not just academic exercises but also practical tools that help students communicate effectively in their future careers. For instance, narrative texts can help students learn how to describe beauty treatments or explain a process

creatively. Exposition texts, on the other hand, improve students' abilities to argue and persuade, skills that are essential when presenting products or services to clients in the beauty industry (Hinkel, 2017).

The focus on Grade XI is important because students are expected to improve both their writing and speaking skills. The use of exposition texts, such as analytical and hortatory exposition, helps students communicate persuasively. This is especially important for vocational students in fields like beauty and hairdressing, where explaining treatments, giving advice, and justifying product choices are key skills. These texts also encourage critical thinking, which is essential for interacting with clients and peers in the workplace (Widodo, 2016).

In teaching Grade XI, English teachers often use practical and interactive methods to ensure that students apply their language skills in real-world contexts. Activities such as role-playing and simulations, where students act out customer service scenarios in the beauty and hairdressing fields, help them practice using English in a professional context. This approach aligns with the goal of making English learning relevant and context-based. In addition, the integration of technology, such as instructional videos on beauty treatments or online platforms, has become a common tool to engage students and make learning more dynamic.

Classroom management is crucial in vocational high schools to create an environment that supports students' learning needs. In fields like beauty and hairdressing, where practical skills are essential, effective classroom management helps create an atmosphere that allows students to actively engage in learning. According to Udom (2023), effective classroom management is crucial in

vocational education as it creates an environment that fosters successful learning outcomes for students. When classrooms are properly managed, the teaching and learning process can run smoothly. Therefore, effective management is not only about organizing the classroom but also structuring activities to ensure that students are engaged and can practice the skills they need for their profession. The physical environment, including seating arrangements, should be considered to create a space conducive to communication and skills practice.

B. Relevant Studies

Relevant studies refer to previous research that has been conducted and is considered sufficiently related to the topic and title being researched. In this research, relevant studies also serve as references that are directly related to the topic under discussion, which focuses on teachers' perceptions of seating arrangements and their impact on student engagement in English language learning classrooms. Several studies relevant to this research include:

Simmons, Carpenter, Crenshaw, and Hinton (2015) examined how different seating arrangements affected student behavior in a second-grade classroom. The study revealed that row seating led to the least amount of off-task behavior, with inappropriate talking being the most frequently observed off-task behavior. The study concluded that row seating was the most effective arrangement for minimizing disruptions and maintaining student focus in this particular classroom setting.

Gremmen, van den Berg, Segers and Cillessen (2016) examined primary school teachers' considerations in student seating arrangements and how these

relate to their characteristics and beliefs. Interviews and questionnaires revealed that teachers consider a variety of reasons, mainly academic factors, with a preference for small group arrangements to encourage student cooperation. However, the relationship between these considerations and teachers' beliefs and characteristics was low, and the interview and questionnaire data were not fully aligned. This study emphasizes the importance of teacher awareness in using seating arrangements as a classroom management tool.

Shernoff, Sannella, Schorr, Sanchez-Wall, Ruzek, Sinha, and Bressler (2017) examined the effect of seating location in large lecture halls on student engagement, attention, learning experience, and academic outcomes. Using the Experience Sampling Method, this study found that students who sit at the back of the class tend to have lower engagement, attention, and learning experiences than those who sit in the center or front. In addition, students who sat at the back more often also obtained lower course grades. Engagement and attention factors were found to be mediators in the relationship between seating location and academic grades.

Maykasari and Purbani (2018) analyzed multiple studies to investigate the impact of seating arrangements on children's behavior in English as a Foreign Language (EFL) classroom. The findings indicated that traditional seating arrangements, particularly rows, promote on-task behavior and are the most commonly used by teachers. However, the study also emphasized the importance of adjusting seating arrangements based on the needs of the students and the nature of classroom activities to enhance engagement and participation.

St. Aminah, Syam, and Anugrawati (2021) analyzed the effect of seating arrangement on students' participation in English learning, focusing on cluster and pairs models in the tenth grade of SMK Negeri 2 Barru. The results showed that the cluster model made most students less responsive to the material because the groups consisted of more than two students, while the pairs model made students more enthusiastic in responding to the material due to higher engagement between pairs of students. This shows that each seating arrangement has different effects on students' active participation in English language learning in the classroom.

Muluk, Habiburrahim, Zulfikar, Akmal, Nasriyanti, and Safrul (2021) explored various strategies used by teachers to manage their EFL speaking classes, including seating arrangements. The research highlighted that seating arrangements were one of the key strategies in creating a conducive learning environment. However, teachers faced challenges such as a lack of teaching resources, low student self-confidence, and difficulties in managing classroom discipline, which impacted the effectiveness of seating arrangements.

Adolo et al. (2022) conducted research that focused on teachers' perceptions of seating arrangements and their influence on classroom dynamics. The research found that teachers often prefer flexible seating patterns to create a less monotonous learning environment. However, obstacles such as students' resistance to change and limited classroom space were identified as challenges in implementing new seating arrangements. The study suggests that teachers should consider various factors, including classroom conditions and student behavior, when determining seating arrangements to improve learning outcomes.

Munir (2022) conducted a study on the impact of seating arrangements on students' attention during lessons. The research found that U-shaped seating was the most effective arrangement for improving students' attention, as it facilitated eye contact between the teacher and students, as well as among students themselves. This increased communication and interaction, leading to higher levels of engagement and focus in the classroom.

Yang, Zhou, and Hu (2022) researched students' seating preferences and engagement in cooperative learning in college English blended classrooms. The study found that semicircular seating arrangements were more effective than rows in enhancing student engagement, particularly in terms of communication, concentration, and classroom environment. Students consistently preferred semicircular seating both before and after experiencing both seating types, as it provided a better classroom experience.

Rajni, Muhayyang, and Ariyani (2023) studied teachers' perceptions of how seating arrangements affect student concentration in the classroom. The study found that teachers had both positive and negative perceptions of seating arrangements. Positive perceptions included improved focus and engagement, while negative perceptions related to difficulties in maintaining student concentration and understanding the material. The study concluded that seating arrangements play a significant role in influencing students' learning concentration, and teachers should choose arrangements that best support their students' needs.

From the relevant studies above, it can be concluded that previous studies

have shown that classroom seating arrangements affect students' behavior and engagement in the learning process. The differences with previous studies are in the level of education studied. Some studies focus on elementary school, high school, and some are conducted in higher education. In contrast, this study focuses on seating arrangements at the vocational high school level. The previous study analyzed students' perceptions and preferences towards their seating arrangements, whereas this study focuses only on English teachers' perceptions to gain a deeper understanding of those perceptions. Previous researchers discussed the effect of seating arrangements on various aspects, such as student motivation, communication, and attention in English learning. However, this study focuses more on the challenges the teachers face in using different seating arrangements. Although there are similarities in the topics covered, this study will make a new contribution as it focuses on the teachers' perceptions of the use of different seating arrangements and the challenges the teacher faces in arranging seating at the vocational high school

C. Conceptual Framework

Preliminary observation in class XI TKKR 1 showed that students tended to be passive during the English learning process. Their engagement in discussions and collaborative activities was minimal. The seating arrangement in the classroom remained monotonous, as the desks were rarely arranged to suit the needs of the learning activities. Furthermore, the classroom facilities, particularly the desks, were not suitable for active English learning. The desks, designed specifically for beauty practice, were less flexible and unsuitable for group discussions or other

interactive learning activities. The static seating arrangement makes it difficult for students to communicate comfortably, both with classmates and with the teacher, limiting their involvement and engagement in learning. This observation serves as the foundation for the research framework, which points out the importance of seating arrangements in fostering student engagement. As a result, the title of this research is "Teachers' Perceptions of Seating Arrangement in Grade XI of the Beauty and Hairdressing Department at SMKN 8 Medan".

This research aims to analyze the teachers' perceptions of the use of different seating arrangements in Grade XI of the Beauty and Hairdressing Department at SMKN 8 Medan. Scrivener (2012) explained that the use of different seating arrangements is important for maintaining students' motivation and engagement, helping to create an effective learning environment. Perception, as defined by Irwanto (2002), can be categorized into positive and negative types. Teachers' perceptions, whether positive or negative, can influence how effectively these seating arrangements are implemented to support the learning process. In this research, the researcher aims to analyze the types of teachers' perceptions.

This research also explores the challenges faced by the teachers in implementing different seating arrangements. According to Brown (2000), these challenges include classroom space limitations, student comfort, and issues with student attention and engagement. Through the analysis of these challenges, the study hopes to gain a deeper understanding of how the teachers' perceptions of seating arrangements.

The conceptual framework for this study is presented in Figure 2.1 below.

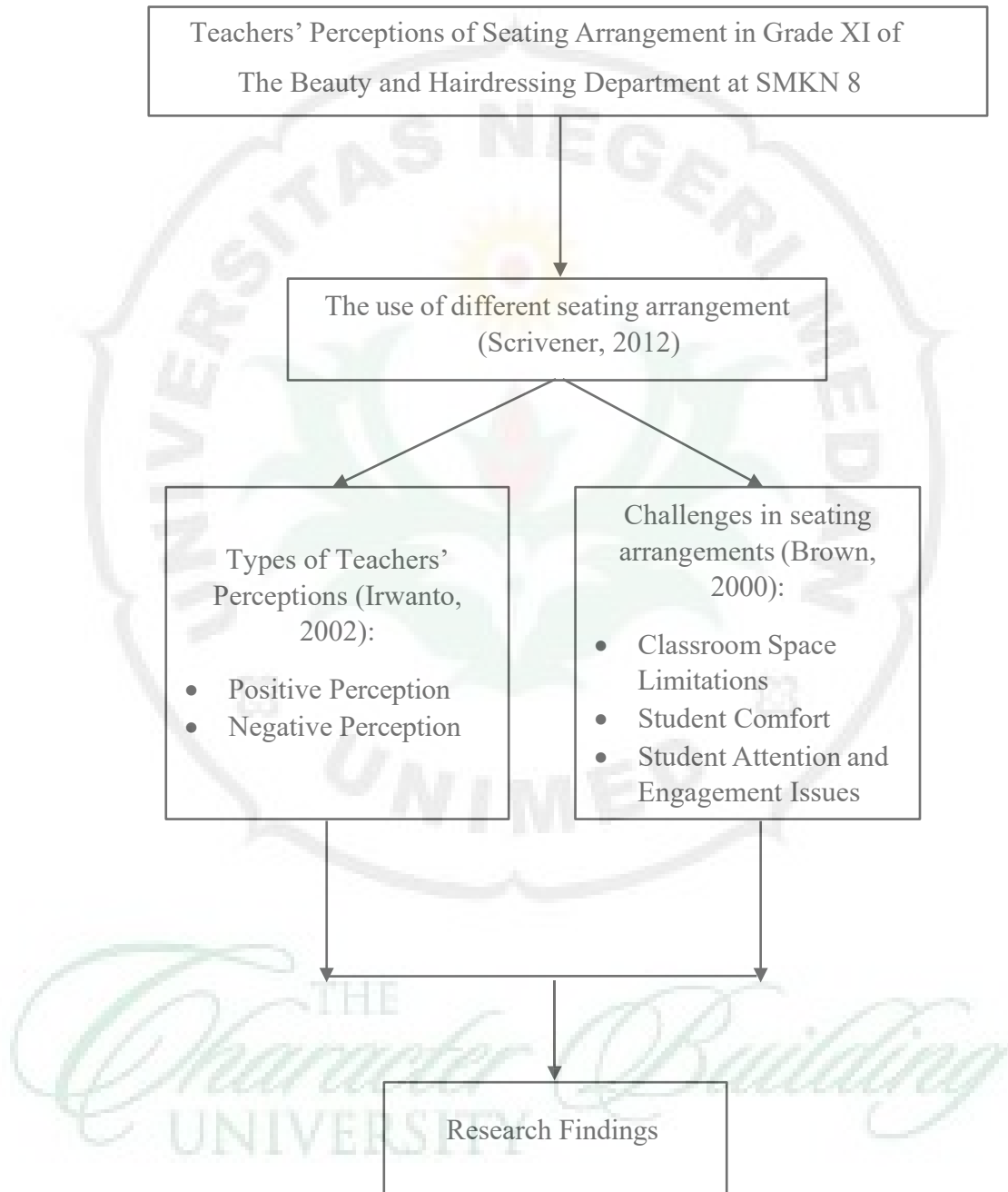


Figure 2. 1 Conceptual Framework