Chapter II

Literature Review

Teachers are considered the most important in-school or university impact factor on the quality of student achievement. The need to invest in the quality of teachers is based on the challenges that national governments face with respect to their education systems. Teachers are considered as knowledge workers that take an active part in the development of evidence based professional knowledge through engagement in research and self-study. The expectations that society has towards teachers and their professionalism are large.

The Concept of Perception

Perception (from the Latin perceptio, percipio) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. All perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organs (Daniel, 2011, p. 23).

In this research, talk about students’ perception generally. Students’ perceptions of grades are important for two general reasons. First, grades and other aspects of classroom assessment influence student motivation to learn. Second, grades and other aspects of classroom assessment provide students with information that they use in their learning. These two purposes are related, since the availability of various kinds of information influences students’ decisions about how and why to use the information (Gray, 2007, p. 20).
From explanation above, it can be concluded that the perception of students has several advantages, they are encouraging active learning strategies, providing knowledge of results and feedback, assisting students-lecturers in self-monitoring, and influencing the selection of further learning activities to increase mastery.

**Lecturers’ Instructional Design**

To get students’ outcome, it is needed some ways. The prime way is instructional design. Students assumed that instructional design was important in teaching process, especially individualized approach which was applied. Individualized is an approach which can be applied to get students’ attention.

Individualized approach has a very important meaning for the benefit of teaching, classroom management needs of an individualized approach so that students can be well controlled (Djamarah and Zain, 2002, p. 63). Based on theory above it will be concluded that lecturers actually must understand students’ problem. So by using approach, example individualized approach; students can be helped in their problems.

The necessity for the learning plan intended in order to achieve the improvement. The efforts to improve the learning is done with the assumption to improve the teaching quality should begin with the instructional design. To start the lesson plan, the teacher embodies a concept that they want to teach and identify the intelligence which is if the most appropriate for the content delivered. Teachers should also seek input from students about how they like to learn (Uno and Rauf, 2008, p. 256).
In other hand, to develop teachers’ professionalism need several acts, it is must be done to create the quality teachers. Professional development includes formal experiences such as attending seminar, professional conference and mentoring. Informal experiences such as reading professional publications, watching television documentaries related to an academic discipline (Villegas and Reimers, 2003, p. 11). So many ways to enhance teachers’ quality, either is attending workshop, professional meeting, and reading professional publications. Successful professional-development experiences have noticeable impact on teachers’ work, both in and out of the classroom, especially considering that a significant number of teachers throughout the world are under-prepared for their profession.

**Teaching Approaches Management**

Teaching and learning process is a process that deliberately created for the students’ benefit. The students are in order to be happy and passionate in learning, teachers strived to provide a conducive learning environment by exploiting all the students’ existing competency (Djamahar and Zain, 2002, p. 238-239). Based on the theory, classroom management is not a stand-alone issue, but related to a variety of factors. The student problems are the main factors which are directly related in this case. Because of classroom management which was conducted by the teacher. Thus, motivation has an important role in learning process.

In the other hand, the problems came not only about the motivation, but the problem came from students themselves. It needs a way to help students in solving their problem. Problem based learning presenting a various problematic authentic
situations and meaningful to students who can serve as a tool to investigate the students problems (Phillips, 2008, p. 5). Based on the theory that successful classroom management is also due to how teachers can solve students’ problem.

Similar studies provided students with a set of characteristics. Jhonson (2011, p. 25) identified cognitive and affective goals of effective teaching at the university level. He developed a questionnaire covering a wide range of teaching activities associated with effective instruction and the achievement of cognitive and affective objectives. The questionnaire, administered at the University of Winnipeg, Manitoba, identified qualities of effective university teaching determined by the researcher. These included four cognitive components: knowledge, organization of instruction, clarity of expression, and quality of presentation. In addition, there were four affective components: student interest; student participation and openness to ideas; interpersonal relations; and communication and fairness. Many course evaluation questionnaires administered at university campuses across Canada, including Memorial University, include these qualities. Students are asked to identify how each course/instructor ranks in each of these qualities.

**Teaching Quality**

Teaching quality is one of lecturers’ successes in teaching and learning process. Students’ assumed that teaching quality must be defended by a lecturer. To get the quality of teaching, lecturers have to do several ways, such us the method or technique in teaching.
Teaching quality depends on the teacher itself, if they have volition, their capability in teaching process can be enhanced. The Bilingual Method incorporates different aspects of the Direct Method and the Grammar Translation Method. The use of mother tongue is allowed but strictly controlled and limited the teacher. The student uses the mother tongue only if he is expected to be an interpreter or a translator (Villegas and Reimers, 2003, p. 11). In teaching and learning, particularly in English education majors, professors are required to be able to communicate using the English language in the learning process. So, it means that bilingual method can be used in teaching English.

This also applies to how lecturer can be mastered in teaching by using a variety of teaching techniques. Quality teaching must be possessed by a teacher, it can be a teaching strategies. The education literature presents a multiplicity of good teaching strategies and research studies that validate them, such us write instructional objectives, use active learning in class, and use cooperative learning (Felder, 1999, p. 9). From the theory above, it can be defined that connected with teaching and learning, the strategy can be interpreted as a general pattern of lecturers and students activities in the realization of learning activities to achieve the objectives that have been outlined.

**Assessment and Evaluation Strategies**

Lecturers who are trained as disciplinary experts, as scholars, and as researchers, can amplify their skills by exploring further how students learn best. Learning evaluation is important in learning assessment process. Assessment procedures must be tailored
to the learning objectives and should be known to students generally. It is important for teachers to get the valid and liable information assessment (Arends, 2008, p. 63). I conclude that the process of defining and assessing student learning would assist lecturer in their teaching, students in selecting institutions and in managing their own learning, and institutions in planning and supporting students.

On the other hand, assessment of student learning is an ongoing process aimed in understanding and improving student learning. It involves setting goals and standards for student learning and then systematically gathering and analyzing evidence to determine how well student performance matches those expectations and standards. The main goals in the assessment of student learning are: 1) to document what learning is taking place and, 2) to use the results of assessment activities to improve student learning (Anoka Ramsey Community College, 2013, p. 54). It can be stated that assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.