

Chapter Two

Literature Review

In this research, the researcher focuses on the analysis of the students' perception towards lecturers' teaching method in teaching and learning process at EED UMY batch 2012. The literature review of this research explains some important aspects in this research.

First, this chapter discusses about the definition of perception and the kinds of perception. Secondly, it provides the definition of lecturers' teaching method. Thirdly this chapter discusses about the definition and types of teaching method.

Perception

According to Setiawan (2014), "perception is a result of experience about object, event, and relation which is obtained through concluding specific information into meaningful messages" (p. 8). According to Husaini (1978), "perception is an object which is caught by sense and it is reflected by something in a brain so that the brain can perceive it" (p. 103). Secondly, according to Ruch (1967), "perception is a process of a sign from relevant previous experience which is organized to give structural pictures and meaningful in a certain situation" (p. 300).

From some explanations, perception in this study is an opinion or view about activity or event which is happened. The perception makes people understand both about environment and their self. In order to perceive, there should be stimulus. Stimulus comes from individual because perception is integrated in activities. To some degree when

students obtain a same stimulation, they may perceive differently since their thinking ability is different from one student to another. Consequently, their perception may be different as well from one to another.

Kinds of perception

Generally, perception is an opinion based on the evaluation purpose to the object which is verbally expressed, while form of perception is a view based on the appraisal of the object whenever and wherever. According to Sudarman (2007) there are two forms of perception namely positive perception and negative perception. First, positive perception is a view of object which is perceived and tends to accept the received object, because it is appropriate with their opinion. Second, negative perception is a view of object where perceived subject tend to refuse the object because it does not relate to their opinion.

Lecturers' Teaching Method

In this part, the researcher discusses definition of lecturers' teaching methods and the next part elaborates the kinds of lecturers' teaching methods. In teaching and learning processes, lecturers teaching methods are important component to create successful teaching and learning processes. There are many ways which are used by lecturers to deliver their knowledge to the students.

Okpala (2006) stated that one of the important media of realizing the educational objectives is appropriate teaching methods. The teaching method adopted by teachers may either promote or hinder learning. In consonance, Ebenezer (2009) stated that teaching strategies used by teachers undoubtedly affect one's philosophy of teaching.

Definition of Lecturers' Teaching Method

In this part, the researcher discusses about definition of lecturers' teaching methods. Afe (2001) argued that lecturers should be aware in the difference of teaching methods used which are suitable for all students in the classrooms so that the teaching and learning processes can be full of meaning.

Kinds of Lecturers' Teaching Method

There are many kinds of lecturers' teaching methods. At this part, the researcher discusses the kinds of lecturers' teaching methods that including presentation, demonstration, discussion, drill and practice, role play, and games. The methods are discussed one by one and explained in details.

Presentation. According to Jones (2006) "the effective presentation will teach you how to prepare quickly, choose the best method to deliver your topic to the audience, and maintain audience interest at all times". Mayer, Heiser, & Loon (2001) They stated that there is a general agreement that presentation methods are more effective when the different types of media support one another rather than when superfluous sound or images are presented for entertainment value which may induce disorientation & cognitive overload that could interfere with learning rather than enhance learning. Morita (2000) "presentation is a frequent, highly routinized part of classroom life in higher education settings" (p.258). Weissberg (1993) In making oral presentations, ESL students, especially those less fluent in English, tended to restrict the spontaneous elements in their speeches and speak from their memory of a written text. Morita (2000) In giving effective oral presentations in English, it is not a simple matter of learning

language and following instructions; rather, it is a skill requiring process of complex sociolinguistics aspects as well as cognitive understandings. Girard & Trapp (2011) Argued that despite the positive aspects of using presentations in the classroom, some students may show resistance to do extra work, have fear in public speaking, and display boredom while sitting through others' presentations if they are not engaged with the experience. Therefore, such students may have generally negative beliefs about giving classroom presentations.

Demonstration. According to Chamberlain and Kelly (1981) “demonstrations are used to show procedures and to explain techniques. Mutasa and Wills (1995) explained that demonstration method involves teacher showing students how to do something while they observe. Students’ practice will follow teachers’ demonstration. Chikuni (2003) also stated that demonstration is where teacher shows how something is done by doing it.

According to Child (1988), child learns better through imitating. Gwarinda (1993) in line with Soroka, Hoagland and Mohale (1977) affirmed that demonstration involves teaching students how specific skill is executed. Petty (2000) This method is recommended for teaching a skill because it covers necessary steps in the process. Thus, the demonstration method gives students opportunity to look into details about what is being taught. McKeachie (1986) These details include necessary background knowledge and steps or procedures precautions. Some experts stated that demonstration method has some types, Chikuni (2003) argue that, there are two types of demonstrations, namely step by step and the whole process of demonstration. Chikuni (2003) In the whole process of demonstration, the teacher demonstrates full process from the beginning to the

end without interrupted by learners. McKeachie (1986) suggests the demonstrations spot, which is usually done after teacher identifies problem or mistake being made by students. This is done after the procedure has been shown before. Petty (2000) said that if teacher spots a problem, students will be stopped then teacher will demonstrate the skill.

Discussion. According to Welty (1989) “discussion method teaching are probably convinced that improving interactive skills in the classroom will improve your teaching (p. 197). McKeachie (2002) Discussion, is a mixed form of teaching. In this method, students give and receive information is often considered the prototypic method and core components of active teaching and learning. Hadjioan-nou (2007) Classroom discussion is an active teaching technique because it enables students to explore issues of interest, opinions, and ideas. However, it also leads to deeper levels of learning because in order to build on each other’s ideas, the students must first listen and understand the contributions of others students in order to respond or add to it.

According to Faust and Paulson (1998), “In discussion, students pair off and respond to a question either in turn or as a pair. This method easily can be combined with other techniques, such as those discussed under “Questions and Answers” or the “Critical-Thinking Motivators” discussed above. For example, after students have responded to a list of true-false statements, they can be asked to compare their answers with their partner’s and to discuss the statements on which they differed. In science classes, students can be asked to explain how some experimental data support a theory that the instructor has just discussed.

Generally, this approach works best when students are given explicit directions, such as tell each other why you chose the answer you did” (p.12).

Drill and Practice. According to Snowman and Biehler (2003) Use of the method in the classrooms assumes that the learner previously has received some instruction on the concept, principle, or procedure that is to be practiced. Bartoli (1989). ”Drill and practice, lecturers told, produce rote memorization and dulls creativity, having to spend long periods of time on repetitive tasks is a sign that learning is not taking place that this is not productive learning situation” (p.295). The conceptual learning is not memorization and drill and practice method (Snowman & Biehler, 2003), which emphasizes on skill acquisition approach. Memorization is the main skill in the audio lingual methods Brown (2000), but it is synonymous which include other skill such as drill and practice.

Brown (2000) It is agreed that drill can be practice in various ways to make them repetitive, such as changing the lecturers pace, changing the ways to choose who is to repeat or to answer, or the content of the sentence.

Role Play. According to Harmer (1998) ”role play activities are those where students are asked to imagine that they are in different situation and act accordingly (p. 92).” According to Tutyandari (2005) role-play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversational situational in which students might find themselves and give them an opportunity to practice and develop their communication skill. Livingstone (1983) The role-play maximizes student activity, relevance of material, interest, and discipline. Aubusson,

Fogwill, Barr, & Perkovic (1997) argued that it also provides students with an opportunity to demonstrate their understanding, to explore their views and to develop deeper understandings of concepts and theories, in other words, to engage in higher cognitive processes. According to Driscoll (2005) claimed that role play has been derived from the idea that knowledge is constructed by learners in their attempt to understand their experience.

Cutler and Hay (2000) stated that used role play to examine the cultural, environmental, economic and social implications of a fictitious tourist developmental. According to Faust and Paulson (1998), "In role playing, students act out a situation or incident. By doing so, they gain a better understanding of the concepts and theories being discussed in class. Role-playing exercises can range from thought experiments for individuals" (p.15).

Games. According to Richard and Amato (1996) "even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching". Fuscard (2001) Games have a special role in building students' self-confidence and they can reduce the gap between quicker and slower learners. Prensky (2001) A game recognized as organized play that gives us enjoyment and pleasure. Gee (2003) Games present a similar situation through simulation, providing us the opportunity to think, understand, prepare, and execute actions. Egenfeld-Nielson (2007) Skills may be easier to transfer outside of games than specific content. However, content that is transferred outside of games tends to be limited and low level. Schultz (1998) Another reason why games are often used in language classes is reducing lower

students stress in the classroom. In conventional classroom there is a lot of stress put on students trying to master the target language.

Groves, Warren, & Witscher (1996) argued that Some will scoff at the idea of playing games in a university setting, but in certain situations there simply is no better instructional tool. For example, a game that simulates social inequalities and forces students to “live” at a lower socioeconomic position will dramatize aspects of social and political reality that cannot be transmitted via lecture.

Conceptual Framework

This part includes content which is appropriate with literature review. There are some teaching methods that lecturer used in teaching and learning process namely presentation, demonstration, discussion, drill and practice, role play, and gaming. The focuses of this study are to find what the teaching methods are applied at EED UMY and how the teaching methods are implemented by lecturers at EED UMY from the students’ perspectives.

Figure of Conceptual Framework