

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a review of the literature related to the variables in the current study. It covers topics such as students' expectations, teacher qualities, the role of teacher qualities in language classrooms, and research on teacher characteristics. Additionally, the chapter discusses relevant studies that have been conducted.

2.1 Students' Perception

Perception refers to how people think about something based on their experiences. According to Rahmat (Arifin, Fuady & Kuswarno, 2017), perception involves inferring information from experiences and interpreting messages to describe things, events, or relationships. Qiong (2017) describes perception as a process of receiving and understanding information through the senses. Additionally, perception is often defined as someone's opinion or viewpoint. Irwanto, as cited in Shandi (2020), identifies two types of perception: positive and negative. Positive perception involves knowledge and responses that lead to efforts to apply them, while negative perception involves knowledge and responses that are inconsistent with the object in question.

Students' perception refers to their perspectives on various subjects, shaped by their experiences. Rizky (2021) argues that student perception plays a crucial role in engaging students within learning environments and in developing effective learning methodologies.

There are several types of perceptions in deep communication (Freeman, 2024)

1. Self-Perception

Self-perception refers to how you view yourself, shaped by your self-system, self-concept, and self-efficacy. Your self-concept is influenced by how you think and perceive yourself in group settings, and these perceptions are largely based on your past experiences.

2. Environmental

Environmental perception is shaped by the context in which information is received, particularly from the environment around you. This includes things you see and experience, which then influence the way you perceive the world. These perceptions create a mental filter through which you process both current life events and information from past experiences.

3. Learned

Perceptions are shaped by learned experiences, influenced by personality, culture, and habits. These perceptions are shaped by what you have been taught or learned from examples around you. People process and react based on the perceptions they've acquired over time. This is often reflected in children who adopt the personality traits, religious beliefs, and philosophies of their parents.

4. Physique

Physical perception is based on how you directly experience the real world. This includes how your senses (eyes and ears) detect information, and how your mind processes and interprets these sensory inputs.

5. Culture

Cultural perception differs from environmental perception as it relates to broader societal influences rather than specific environments. The cultural context of a particular city, region, or country shapes it. Cultural perceptions can vary widely depending on the location and the societal norms in that area.

2.2 Concept of Teachers' Qualities

Teacher Quality means different things to different people. Furthermore, different individuals use various models and criteria, depending on the aspects of teacher quality they prioritize. The definition of high-quality education varies, with some focusing on teacher actions, others on the knowledge teachers possess, and still others on teacher creativity. Endang (2018) states that teaching is a general characteristic and skill of an educator, which can be defined as a teaching style in the classroom that is appropriate for different situations. Therefore, the quality of a teacher is closely related to how they teach in the classroom. Each teacher has a unique teaching style, instructional methods, and teaching techniques that can enhance student motivation and learning. Teachers must select strategies, methods, or media that suit their students, ensuring they feel engaged and happy while learning in the English classroom.

In other words, one dimension alone, without the others, cannot fully define teacher quality. Knowledge based on effective teaching and an understanding of teacher quality is continually evolving, focusing on the dimensions of good and/or successful teachers. Teacher professional standards and accountability are today writ large on the landscape of both schooling and teacher education practice around the world. They are entrenched and institutionalized through policy design and accountability processes, including new and modified teacher education accreditation systems, and teacher registration and licensing frameworks (Tuanimuana, 2023)

In short, quality refers to the techniques or methods used by teachers or lecturers to educate students, encompassing their behaviour, roles, learning practices, characteristics, and beliefs. Typically, a teacher selects the best teaching style based on what students are learning. Pham (2022) recommended that teachers focus more on improving their instructional strategies to achieve the lesson's goals

2.3 Source of Teachers' Qualities

Teacher quality in language classes is influenced by various factors, including foundational subject knowledge, teaching ability, collaboration, and current expertise (Darling-Hammond et al., 2017). Research by Hattie (2016) emphasizes that teaching effectiveness is directly linked to the teacher's knowledge base, including expertise in both content and pedagogy. Additionally, Shulman's (1987) framework for effective teaching emphasizes the importance of not only a deep understanding of content but also how to teach

that content to diverse learners. In recent research, these foundational aspects have been refined to encompass five core dimensions of teacher quality: vision, motivation, understanding, practice, and reflection.

1. Vision

Teachers' visions are crucial to their effectiveness and reflect their aspirations for themselves, their students, their schools, and their communities (Hargreaves, 2019). Teachers with clear, well-articulated visions can connect their personal beliefs, assumptions, and values with the broader social contexts in which they work. Research by Hargreaves (2019) suggests that a teacher's vision influences not only their teaching practices but also their ability to inspire students. Visionary teachers help students leave the classroom feeling not just that their language skills have improved, but that they have grown personally as well.

2. Motivation

Teacher motivation is one of the most significant factors in driving effective teaching and student success (Tuck, 2020). Teachers must possess intrinsic motivation, driven by internal factors such as a passion for teaching, enthusiasm, and a deep sense of responsibility. As Dörnyei and Ushioda (2011) define, motivation to teach is rooted in a teacher's intrinsic reasons for being in the profession and their sustained commitment to the teaching process. Recent studies by Han and Yin (2016) stress that motivated teachers demonstrate resilience, consistency, and a commitment to improving both their practice and student outcomes.

3. Understanding

Teachers must possess a broad understanding of what is required to teach effectively. This includes a deep comprehension of subject content, pedagogical strategies, and how to adapt these to meet the diverse needs of learners (Kane & Cantrell, 2016). According to research by Darling-Hammond et al. (2017), effective teaching requires teachers to understand both theoretical concepts and practical teaching methods. Teachers who have a thorough understanding of how their students learn are better able to adjust their teaching strategies to meet the varied needs of their students.

4. Practice

Effective teaching practice is closely related to classroom outcomes and student achievement (Schmidt & Cogan, 2019). Teachers must be able to engage in purposeful and reflective teaching, adapt their strategies based on student needs, and manage classroom complexities effectively. Schmidt and Cogan (2019) highlight the importance of teachers being able to demonstrate flexibility and adjust their practice in response to changing classroom dynamics and individual student progress.

5. Reflection

Reflection is a cornerstone of effective teaching and ongoing professional development (Zeichner, 2017). Teachers need to connect their practical experiences with theoretical knowledge in order to improve their teaching skills and adapt to the evolving classroom environment. Recent research by Tuck (2020) emphasizes highlights that reflective practice

enables teachers to critically evaluate their teaching strategies, pinpoint areas for improvement, and refine their approach. Teachers who regularly reflect on their practice are better equipped to continuously improve and meet their students' needs.

2.4 Teachers' Qualities in Language Classroom

In Indonesia, teacher qualities in language classrooms are influenced by a variety of issues, which can be examined from different perspectives. These challenges often stem from teaching techniques, methods, and strategies, as well as from both internal and external factors that affect students. This makes sense, given that English is not the students' native language (Rina & Didih, 2018). The language classroom plays a crucial role in the learning process and the outcomes achieved by students. Teachers must create classroom environments that foster optimal development, as students spend a significant amount of their time in these settings.

A well-arranged classroom is essential for keeping students engaged and preventing boredom. Teachers should design their language classrooms to meet the educational requirements of their students, considering their physical, intellectual, social, emotional, and psychological development, while also addressing their cognitive, affective, and psychomotor needs (Rosnani, 2019). In managing the classroom, teachers follow a series of steps, including planning, implementing, and evaluating, ensuring that each activity is interconnected. Althiyab (2023) highlighted that effective EFL teachers exhibit strong pedagogical knowledge in areas such as classroom management,

teaching methods, assessments, and understanding students' characteristics. Teachers play a vital role in designing engaging classroom activities, transferring knowledge, and fostering a positive learning environment. The dynamic between students and teachers largely determines the success of the classroom (Dahlia, 2019)

According to Hollins (2019), teachers are individuals who are authorized and responsible for the education of students, both within and outside of school. One key aspect of educational quality is the influence and characteristics of the teachers. Teacher quality can be seen as a form of interpersonal influence aimed at changing the behavior potential of others (Garcia & Weiss, 2019). The qualities of a good teacher include several aspects. According to Nugroho & Aji (2020), there are five professional aspects of teachers, which are as follows:

Mastering the material, structure, concepts, and scientific Mindsets, this entails that English teacher must possess knowledge of various aspects of the English language, including linguistics, discourse analysis, sociolinguistics, and strategic language use. They must be proficient in speaking and writing in English, demonstrating both receptivity and productivity in all aspects of these fields (Sachs et al., 2021).

Mastering the standards of competency and basic competencies, this means that an English teacher must understand the competency standards of the subject matter being taught, the basic competencies required for the subject, and the learning goals to be achieved (Hargreaves & Fullan, 2019).

Developing materials creatively, this statement suggests that an English teacher should select learning materials based on the students' developmental level. Teachers should then creatively design lesson materials that are appropriate to the students' developmental levels (Schmidt, 2020).

Developing professionalism through reflective practice, an English teacher must continuously reflect on their performance. Utilizing the results of these reflections will help improve professionalism. Teachers should also engage in classroom action research to enhance their professional skills (Ginsburg & Thompson, 2021).

Utilising information, communication, and technology to Communicate and Develop Skills: An English teacher who can effectively utilize information and communication technology for self-development will be better equipped to create an effective and engaging learning environment. Additionally, the teacher will be able to manage the classroom efficiently, thereby optimising the learning process for students (Makarova et al., 2021).

From this statement, it is evident that there are several ways to improve teacher quality in language teaching. These ways involve five stages: (1) Mastering the material, structure, concepts, and scientific mindsets, (2) Mastering the standards of competency and basic competencies, (3) Developing materials creatively, (4) Developing professionalism, and (5) Utilizing information, communication, and technology to communicate and develop skills.

Recent studies (e.g., Makarova et al., 2021; Brophy & Good, 2020) have highlighted that student perceive teacher qualities, especially interpersonal skills, as essential for creating a positive and effective learning environment. According to these studies, effective English teachers are not only knowledgeable but also exhibit emotional intelligence, empathy, and passion for teaching. These qualities have a significant impact on students' engagement, motivation, and overall academic performance. Teachers who are engaging, patient, and responsive to students' needs create a classroom atmosphere where students feel supported and encouraged to succeed. This student-teacher rapport is fundamental for improving learning outcomes

2.5 Definition of Student Expectations

Expectations are seen as the most probable outcomes in the classroom's teaching and learning process. According to Putri (2018), an expectation is a belief focused on the future, which may or may not be realistic. Students, defined as individuals who are engaged in learning at a school, hold expectations regarding what may occur in the future, particularly in the context of teaching and learning.

According to Barrett (2017), expectation is not just a passive hope, but an active biological process. Expectation is essentially a prediction that the brain constantly makes based on past experiences, preparing the body for action and giving meaning to our feelings. Students' expectations refer to the understanding of our beliefs about what lies ahead or the strong desires we have regarding certain outcomes. These expectations stem from the belief that

something will occur or that we will gain something. They drive behaviours motivated by a mix of personal needs and the values present in the environment, which change based on our perceptions of the potential outcomes we can achieve. The connection between effort and results is crucial.

Zajda (2023) states, "Expectancy is the individual's belief and hope that increasing effort on a given task will result in desired outcomes. Expectations are how people see the connection between their effort and the results they get. At its core, expectancy theory suggests that our behaviour is driven by a mix of what we need, what we value, and the effort we put in. It's all about how we weigh the resources available to us and what we expect to happen in the environment around us. According to Victor (2024), motivation involves an individual's conscious choices among various voluntary actions, where these choices are determined by their assessment of how well anticipated outcomes align with their desired results. "Expectations are individuals' estimations of the relationship between their effort and the results they expect to achieve, where the outcomes of these efforts hold personal value for the individual. In conducting this study, the researcher used expectations as a framework to survey students about their perceptions of teachers' qualities.

2.6 Factors Influencing Student Expectations

Students have their expectations regarding the teaching and learning process in the classroom. Understanding these expectations is crucial, as numerous factors influence how students form their views on the roles of their teachers in the learning process. Student expectations are an important aspect that teachers

should be aware of in order to achieve positive outcomes. According to Tomlinson (2025), the factors that influence students' expectations are:

1. Ability, Experience, Knowledge, and Expertise

Students' previous educational experiences (their "prior learning environment" and "study habits") shape their expectations. Discrepancies often arise from students expecting university to be like school, indicating the influence of prior knowledge and experience. It touches upon "student responsibility" and "active learning," which are linked to perceived capability and self-efficacy (an aspect of ability).

2. Training

This is a core focus. Expectations around "teaching staff," "learning management," "attendance," and the balance between passive and active learning, all of which are elements of the "training" or "learning process."

3. Physical Conditions, Facilities (Environment), Human Resources

Students' expectations and experiences related to "academic support," "personal support," "social connection," "campus life," and "opportunities," which are all direct results of the institutional environment, facilities, and human resources available. It also mentions "room layout" as contributing to the formation of expectations.

4. Evaluation (Feedback & Academic Demands)

While not a standalone section, the concepts of "academic workload," "independent learning/study style," and "assessments" (e.g., expectations of detailed feedback) are discussed as areas where student expectations often

differ from reality. The pressure to adapt to university-level academic demands and the nature of feedback are forms of evaluation that shape expectations for academic performance.

From this statement, it is clear that several factors influence students' expectations in the classroom. It's not just about their expectations, but also the processes that shape them, ultimately helping us understand how expectations are formed in students. As noted by Hidayatullah and Hidayanto (2023), students' motivation to learn fluctuates depending on the positivity of their learning experiences and their ability to envision themselves as future users of the language. The processes that influence students' expectations of their teachers in the classroom can be categorized into four areas: ability, experience, knowledge, and training (learning process), as well as physical conditions and facilities (environment), and evaluation.

2.7 Expectations in the Classrooms

According to Swallow (2018), expectations are students' beliefs about the future, which may or may not be realistic. Expectations in the classroom are an important aspect that teachers must understand and develop during the teaching process. Swallow (2018) identifies three categories of student expectations in the learning process:

First, students want to learn something new and useful in every lesson. They don't expect teachers to know everything, but they do want teachers to convey knowledge or skills that are relevant to their lives. This emphasizes the

importance of communicating the program or curriculum effectively and informing students about what they can achieve by the end of the course.

Second, students expect teachers to bring out the best in them, helping them find the courage to speak, motivating them to complete the required work, and showing them that achieving a specific goal is attainable through the program. A teacher who can motivate students will find them very cooperative later on.

Third, students want teachers to respect them, to understand their difficulties, doubts, and complexities. They don't want to feel humiliated if they give the wrong answer. They also don't want to be harassed with reprimands like "Don't talk behind your back," "Don't be lazy," or "Don't text on your cell phone." If the class is interesting and all students have tasks to engage with, they won't be on their phones. Additionally, students want teachers to be fair in the assessment process, avoiding favouritism, and ensuring that the best students do not dominate the class. They also expect teachers not to label certain students as weak from the beginning.