

Chapter Two

Literature Review

This literature review defines significant aspects related to this research. There are some important points mentioned in this chapter. In this chapter, it discusses about definition of students' satisfaction, factors leading students' satisfaction, effect of students' satisfaction toward their learning, lecturers' pedagogical competences. In the last of this chapter two, it presents about the review of related study and the conceptual framework related to this research

Students' Satisfaction

In this part, the researcher explains about three important things about the students' satisfaction. They are definition of students' satisfaction, factors leading to students' satisfaction, and effect of students' satisfaction toward their learning.

Definition of Students' Satisfaction. Cambridge Dictionary (2018) stated that satisfaction is "a pleasant feeling that you get when you receive something you wanted, or when you have done something you wanted to do". For example, when the people buy something and they think that the thing they buy is worth it, they will feel happy. They also felt happy when they can get the best service from the company where they buy the product. In education service, there is also students' satisfaction. Based on Quacquarelli Symonds (2017), students' satisfaction is how the students enjoy spending their time in their universities. Then, it can be their learning process in the classroom and interaction with the university's society.

Race (2010) explained more about the definition of students' satisfaction that the students' satisfaction is the students' belief if the university enrolls it well. The students feel that they get what they want. He also revealed that what they want is good service from their universities such as the quality of lecturers' teaching. Besides, the students' satisfaction in teaching and learning process is not only about good service from the lectures but also good facilities from the universities such as the library and the quality of classroom.

Factors Leading to Students' Satisfaction. In this section, the researcher would like to explain the factors that can lead the students' satisfaction. According to Farahmandian, Minavand, and Afshardost (2013), the students will feel satisfied if the educational institutions have good qualities. Those include advising, curriculum, teaching quality, financial assistance, and tuition. In other statement, the determinants of the good major are the program quality (Abdullah, Alsagoff, Ramlan, & Sabran, 2006), IT facilities (Mai, 2005), and the lecturers' teaching quality (Calvo, Markauskaite, & Trigwell). Thus, the article from UNICEF (2000) reveals that the determinants of the good qualities of educational institution are the learning environment, including safe and peaceful environment. It also mentioned the lecturers as the determinant of the good quality of educational institutions.

In other article, Siming (2015) reviewed several literatures in his study. He mentioned several things that lead the students' satisfaction. They are faculty facilities, student-teacher relationship (including teacher performance), and faculty preparedness. Then, he conducted the research to find out the major factor

that lead the students' satisfaction. The result showed that, the teacher-student relationship can affect the students' satisfaction. It is included the lecturers' academic performance and teacher' preparedness of teaching. Tsinidou, Gerogiannis, and Fitsillis (2010) clarified more about the lecturers' performance. From their research, they found that the students like the lecturers with good communication skills, friendliness, and professional experience.

Ko and Chung (2014) stated there is the significant correlation between the lecturers' teaching and students' satisfaction. He added that if the lecturers' can show their good quality of teaching, the students will feel satisfied, and it will impact on the students' performances in the classroom. Thus, to improve the students' satisfaction, he also suggested the lecturers to have good approach to the students such as motivating the students to learn and engage the students to be more active in the learning process.

Effect of Students' Satisfaction toward the Students' Learning. In this section, the researcher explains the two reasons why the students' satisfaction toward their lecturers' teaching is important.

Students' Achievement. The first reason is that students' satisfaction toward their lectures' teaching can affect the students' achievement in the learning. According to Kazár (2014), the students' achievement depends on the lecturers' experiences in teaching a subject. Also, he meant that the experienced lecturers can deliver the course to the students well. Shahdan, Ghani, and Elham (2012) added that the students' achievement also depends on how well the lecturers' preparation before teaching. He also suggested that, to get the

achievement is not only by having good preparation but also the role of the lecturers as the good communicator as necessary. So, he stated that, the lecturers are not as just the subject matter expert (Shahdan, Ghani, & Elham, 2012).

The other study stated that the lecturers' teaching can affect the students' achievement in the classroom. Alon, Caranto, and David (2015) mentioned that several factors may lead the students' achievement in the classroom. The possible factors are personal condition, study habit, home-related aspect, school related aspect and teacher related aspect. Then, after conducting the research, they also stated that related aspect teacher has the highest impact toward students' achievement in the classroom. This following picture explains the mean score each factor affecting the students' achievement.

	Mean	Descriptive Equivalent
Teacher-Related Aspect	3.89	HI
Study Habits	3.69	HI
School-Related Aspect	3.56	HI
Personal Condition	3.36	LI
Home-Related Aspect	3.05	LI

Teacher-related aspect including the teaching process in the classroom has the highest level in affecting the students' achievement in the class. The score is 3.89 followed by study habits, school related-aspect, personal condition, and home-related aspect. Based on this research, the researcher believes that the lecturers' teaching is crucial because the lecturers have the main role in the classroom. Additionally, the lecturers lead the students in the classroom and show their best teaching to gain the good students' achievement. Furthermore, if the

students' achievements are low, there must be the evaluation toward the lecturers' teaching in the classroom (Raghavan et al, 2015).

Students' Motivation. The students' satisfaction toward their lecturers' teaching can affect the students' motivation in learning process (Suarman, 2015). He added that if the lecturers are capable to perform their teaching well, the students can comprehend the lesson easily. Meanwhile, the students will reject the lecturers' presence in the classroom if the lecturers do not show good teaching. Consequently, the rejection affects the students' motivation to study, so they may be lazy to study (Purwanto, 2014).

Gedera, Williams, and Wright (2015) argued that the students' motivation is able to influence their achievement in the learning process. If the students have the greater motivation, the greater students' achievement in the learning process will be gained (Irvin, Meltzer, & Dukes, 2007). Furthermore, the statement who come from Mihanović, Batinić, and Pavičić (2016) revealed that the greater the student's satisfaction with the methods of teaching and academic reputation the greater the satisfaction with the overall student life can increase students' motivation to reach the achievement outcomes.

The other statement comes from Barberos, Gozalo and Padayogdog (2018) who stated that the teaching styles are also capable to affect the students' motivation to study. Likewise, the interesting, stimulating, and inspiring teaching is trusted to increase the students' motivation to study, and the students will feel challenged when studying. They also advised that to increase the students' motivation, it is necessary to implement the interactive teaching. Thus, the

lecturers' teaching has the crucial role toward the students' satisfaction because they can influence the students' motivation to study (Xiao & Wilkins 2015).

Lecturers' Pedagogic Competences

To define the definition of lecturers' pedagogic competences, Guerrierio (2013) mentioned that pedagogical competence is known as the quality of lectures' teaching. Then, she mentioned the lecturers as the learning specialist. It implied that teachers can be expected to process and evaluate new knowledge relevant to their core professional practice and to regularly update their knowledge base to improve their practice and meet new teaching demands. Therefore, the lecturers must develop their professional skills of teaching by updating the knowledge and developing classroom teaching.

Hakim (2015) stated that pedagogic competence is a set lectures' competence which must be considered. The first point is professional competence. From the statement mentioned, it means how well the lecturers prepare the materials and interact with the students. Pedagogical competence is not only to prepare the teachers or lecturers but also to have good teaching skills depending on how well the lecturers evaluate their teaching and how the lecturers develop their teaching. For the social competence, the lecturers must have good communication skills to interact with the students in the classroom.

In other research, Coe, Aloisi, Higgins, and Major (2014) explained six points to consider the lecturers' pedagogical competence. The first point is content knowledge. If the lecturers intend to teach the students, what they have to do first is having the deep knowledge about the subject they teach. For example, the

IPIREL lecturers must be competent in it, and also, ELED lecturers must be competent in English Education not only having the deep knowledge but also having the capability to comprehend the students' understanding about the content of teaching. If there is the students' misunderstanding toward the materials, the lecturers are able to evaluate their teaching content. The second point is quality of instruction. Having deep knowledge is not enough to be competent lecturers. They also have to create active teaching like making the quiz, applying the discussion, and reviewing about the materials. It is crucial to make the students always remember and apply what they have learned in the classroom.

The third point is classroom climate. It is also important for the lecturers to have the good interaction to the students while teaching like motivating students to succeed, making the jokes, and many more without reducing the students' self-worth. The fourth point is classroom Management. This is the competence about how well the lecturers manage the classroom such as leading the students to study, using the facilities in the classroom (projector, whiteboard, etc) and managing the teaching time. The fifth is teacher beliefs. The lecturers should know the reason why they implement their teaching's theory. It is included what learning is and the model of teaching. It is important to make the lecturers on track while teaching. The last point is professional behaviour. The lectures have to reflect their selves during their teaching. It may be evaluating and developing their teaching and also the lecturers' contribution to develop the students' achievement like communicating with their parents about the students' progress in the classroom.

Thus, how is the lecturers' pedagogical competence in Indonesia?

Actually, in Indonesia, the government has set the constitution number 14 in 2005 about lectures' pedagogical competence. Based on it, competence means, "*Kompetensi adalah seperangkat pengetahuan, keterampilan, dan perilaku yang harus dimiliki, dihayati, dan dikuasai oleh guru atau dosen dalam melaksanakan tugas keprofesionalan*". In English, pedagogic competence is a set of knowledge, skills, and behaviour that must be owned, experienced, and mastered by teachers or lecturers in performing professional duties.

In the constitution number 14 in 2005 also added four competences that must be owned by the lecturers. The first is pedagogical competence. The lecturers must master the principles teaching and learning. Also, they are capable to utilize the technologies to support teaching process. The second is personal competence. The lecturers act as the good role model for the students. They also show their ethic as the lecturers. The third is social competence. The lecturers are able to adapt and socialize with the work environment. The last is professional competence. The lecturers are able to develop the teaching materials that suitable for the students.

From the explanation about pedagogical competences, it is necessary for the lecturers to have good teaching quality (Muzenda, 2013). Based on Altunisik (2013), in education field, the lecturers are the main role that can influence the students' satisfaction toward their lecturers' teaching. As the researcher stated in the effect of the students' satisfaction toward their learning that taken from Kazar

(2014) and Shahdan, Ghanni, and Ilham (2012), the students' satisfaction toward their lecturers' teaching can affect their achievement in the classroom.

Not only affecting the students' achievement in the classroom, but also, the students' satisfaction toward their lecturers' teaching can affect the students' motivation to learn (Suarman, 2015). Moreover, the greater the students' motivation, the greater their achievements in the classroom is (Gedera, Williams, & Wright, 2015). So, the researcher would like to underline that how important the lecturer's teaching quality toward the students' satisfaction and by the researchers' study, the researcher tends to find out the level of students' satisfaction toward their lecturers' teaching and also investigate the factors that the students feel satisfied toward their lecturers' teaching in English Language Education Department and International Relations of a private university in Yogyakarta.

An Overview of International Program for International Relations (ELED) Department

The private university that becomes the place researcher's study is one of private university in Yogyakarta. Based on its website, it has gained many achievements like Iga Green Award as green campus in 2012, five stars for inclusiveness, and social responsibility. Likewise, it also has got A of the accreditation in 2013 and 2017 (BAN-PT, 2016). This university has eleven faculties. Two of them are Language Education Faculty which has ELED and Social and Politic Science Faculty that has IPIREL.

Besides, the researcher wishes to explain about the brief overview about the lecturers' teaching in IPIREL. From the department mentioned, the lecturers teach about the world politics, so they are really critical in facing the issues of Asia Pacific politic, Western politic, Islamic world, and globalisation.

Based on an academic book issued by a private university in Yogyakarta, IPIREL is divided into three concentrations. The first is diplomacy. It focuses on how to be an ambassador of the country and how to interact with other ambassador which becomes the representatives of the country's government. The second is NGO (Non-Governmental Organization). The students focus on issues around the environment in the countries and how the NGO affect the government's policy. In MNC (Multi National Company), it is the study about the development of the big company that is spread in other countries.

An Overview of English Language Education Department (ELED)

According to ELED, in the first year, the lecturers focus on teaching and learning about language skill. It includes language skills development such listening, speaking, writing, and writing, and grammar. The major hopes in the first time, the students comprehend the English first. Of course, being an English teacher must know English skills in the beginning of the learning process.

The second year is theoretical based. In this year, the lecturers teach about the varieties of teaching theory. It includes how the teachers are able to deliver the lesson and the issues of the teaching in the modern era. Likewise, the students do not only learn about the teaching theory but also the technology of teaching. Also, the students learn how to run the teaching application to support the teaching

process. Accordingly, the students of EED can apply the theory of teaching in the classroom.

The third is practical based. This structure focuses on teaching and learning practice. The course contains the course about how to deliver the materials based on what the students learned in the theoretical based. Then, they practice mini teaching in the class. Besides, the students also learn the continual of learning technology in teaching like how to organize online class, and anymore. Another course is about curriculum. Here, the students practice how to make the school with organized plan. After all the material and activities are applied and conducted, the students go on to research based. This structure requires the students to be capable to conduct the research regarding language and teaching. In this structure, the students are able to deliver the research which has been done.

Review of Related Studies

In this section, the researcher writes about some studies that related with the researcher's study. The first research is a study conducted by Suyoto and Miftahudin (2014) entitled "Measuring Student Satisfaction based on Performance of Lecturers in the Classes". This research aimed to measure the students' satisfaction toward their lecturers' performances in Universitas Muhammadiyah Purwokerto UMP. This research did not only measure the students' satisfaction but also they found out the correlation between the lecturers' performances and the level of students' satisfaction in UMP. Thus, their study scoped the lecturers' performances in detail. In this research, the researchers scored the lectures'

performances from reliability, responsibility, empathy, tangible, and assurance.

The results are displayed in the following table.

Table 1

Tingkat Kepuasan Mahasiswa UMP

Tabel 3.1 Tingkat kepuasan mahasiswa UMP

No	Keterangan pertanyaan	Rata-rata Kepuasan	Kategori tingkat kepuasan*)
1.	<i>Reliability</i>	3,98	Cukup Puas
2.	<i>Responsibility</i>	4,07	Cukup Puas
3.	<i>Empaty</i>	4,13	Cukup Puas
4.	<i>Tangible</i>	4,14	Cukup Puas
5.	<i>Assurance</i>	4,15	Cukup Puas
	Rata-rata	4,09	Cukup Puas

The table above showed the level of students' satisfaction toward their lecturers' performance in Universitas Muhammadiyah Purwokerto (UMP). Each description is categorized "cukup puas" or satisfied enough. The highest score is assurance and the lowest score is reliability. Suyoto and Miftahudin (2014) concluded that the students of UMP were satisfied with lecturers' performances. Besides, they also added that the correlation between the lecturers' performance and the level of students' satisfaction was significant. Therefore, if the highest lecturers' performances in reliability, responsibility, empathy, tangible, and assurance were increased, the highest the levels of students' satisfaction were.

The second study related to this research is from Suarman (2014) about "Gender differences on students' satisfaction the role of teaching quality in higher education". This study investigated the students' satisfaction toward their lecturers' teaching. Besides, this study focused on the correlation between the students' satisfaction and quality of lecturers' teaching in University of Riau and

also the effect of gender differences toward their perception toward their lecturers' teaching. Also, this study included about the factors that can affect the students' satisfaction toward their lecturers' teaching. The result genders differences did not affect their perception toward their lecturers' teaching. In addition, in this study, all genders had the same opinions about their lecturers' teaching. Thus, gender differences did not affect their perception about how the good lecturers' teaching is.

Additionally, in Suarman's study, he also found that there is the significant correlation between students' satisfaction and lecturers' teaching. The categories of lecturers' teaching are lecturers' motivation, instructional design, and lecturers' efficiency. He explained that the lecturers' motivation in teaching is the main factor that can affect the students' satisfaction toward their lecturers' teaching followed by lecturers' efficiency and instructional design. The more lectures involved motivation in teaching, the more the students' satisfaction toward their lecturers' teaching is. Thus, he suggested that the lecturers must be able to motivate the students' learning and to improve the teaching materials.

Based on the previous research, the researchs give useful information for the researcher's study. In the first study from Suyoto and Miftahudin (2014), the study gives beneficial information about the correlation between the students' satisfaction and their lecturers' teaching and mentions about the lecturers' teaching scope to measure students' satisfaction. The result shows that the correlation is significant between students and lecturers' teaching. Besides, Suarman (2014) also gives the information what factor that affect the students'

satisfaction toward their lecturers' teaching. They mentioned lecturers' motivation in teaching, instructional design, and lecturers' efficiency.

However, the researcher's study has several differences between the studies above. Firstly, those two studies used the broad samples. The first study from Suyoto and Miftahudin (2014) took the samples from UMP students and Suarman (2014) took the sample from University of Riau. In the research study, the researcher would like to limit the samples because the researcher focuses on the level of students' satisfaction in English Language Education Department and International relation batch 2015. Besides, the first study mentioned the scope of lecturers' teaching. Moreover, in researcher study, the researcher does not mention the scope because the researcher wants to find out the factors that are able to affect the students' satisfaction in general. Then, the second study mentioned the factors that affect the students' satisfaction toward their lecturers' teaching. However, the researchers would like to expand the factors. The researcher aims to find out the new factors that can affect the students' satisfaction toward their lecturers' teaching.

Conceptual Framework

According to the literature review, students' satisfaction is the students' belief that their universities give the best service such as the quality of lecturers' teaching. Besides, the students' satisfaction is crucial because it can affect the students' motivation to study and achievement in the classroom. Based on the researcher' observation, some of the students in ELED and IPIREL do not feel

satisfied enough with their lecturers' teaching, and also, they said that their motivation to study and achievement is decreased.

By the problem mentioned above, the researcher aims to find out the level of students' satisfaction toward their lectures' teaching. The researcher also investigates the factors that affect the students' satisfaction toward their lecturers' teaching in both departments. The following is a chart to simplify the concept of the research.

Figure 1

Conceptual Framework

