

## Appendices

### Appendix 1. Interview guideline

<b>Purposes</b>	<b>Theory</b>	<b>Interview Question</b>
	<p>During the first day in any college classroom, students expect to receive a syllabus detailing assignments, procedures, and requirements. At the same time, the teacher delivers the information orally by emphasizing key point in the syllabus.</p> <p>(Thompson, 2007, p.54)</p>	<ol style="list-style-type: none"><li>1. Apa yang biasa atau selalu dosen presentasikan atau jelaskan di hari pertama perkuliahan?</li><li>2. Apakah semua dosen PBI mempresentasikan atau menjelaskan silabus di hari pertama perkuliahan?</li></ol>
<p>The Adequacy of Content of Teachers' Syllabus Presentation</p>	<p>Syllabus needs to contain of course materials, general course information, course objective, course procedures, assessment and grading, expectations of</p>	<ol style="list-style-type: none"><li>1. Apa yang biasa dosen jelaskan di dalam silabus itu?</li><li>2. Menurut anda apakah konten silabus yang diberikan dosen sudah</li></ol>

	<p>professionalism, other course policies, how to succeed in the course, additional resources, and tentative course calendar. (Parkes &amp; Harris, 2001)</p>	<p>sesuai dengan harapan anda? Atau mungkin ada hal lain yang menurut anda perlu atau penting untuk ditambahkan ke dalam silabus?</p>
<p>The Benefits of Teachers' Syllabus Presentation</p>	<p>Doing syllabus presentation may create first impression about the teachers and their attitude toward teaching. (Harnish &amp; Bridges, 2011)</p> <p>Teachers' syllabus presentation, helps students to ask questions or make sure and confirm the information in the syllabus. (Thompson, 2007)</p> <p>Students would become more motivated to succeed in the course. (Thompson, 2007)</p>	<p>1. Menurut anda, apa manfaat dari penjelasan silabus oleh dosen?</p> <p>2. Apa efek penjelasan silabus yang dosen lakukan untuk perkuliahan anda? (Alternative question)</p> <p>3. Apa pengaruh penjelasan silabus oleh dosen untuk anda? (Alternative question)</p>

Appendix 2. Axial and selective coding

Students' perception on the adequacy of the content of teachers' syllabus presentation		
Point	Translated Statement	Theme
Complete	<p>“I think there is no more point. Those are enough. .the thing is we know what we are going to learn and what the assignments are about.” (Anggrek.1)</p>	<p>I think there is no more poin. Those are enough. .the thing is we know what we are going to learn and what the assignments are about. (Anggrek.1)</p>
	<p>“I think so far the information that is given by the lecturer has covered everything for one semester, so I think it is enough.” (Asoka.1)</p>	<p>The information is complete. (Asoka.1)</p>
	<p>“I think those are like what I expect to. So when it was explained, we know which one needs to be concerned or emphasized.” (Azalea.1)</p>	<p>I think it is like what I expect to. (Azalea.1)</p>

<p>Teachers should tell clearly information about the class cancelation</p>	<p>“not yet. Example, one day, the lecturer can’t attend the class because of a sudden business, the lecturer should tell or contact the leader of the class or if it is possible there a leader of the class who always contact him/her one day before the meeting, so that the students don’t need to come to the class and get nothing.” (Aster.1)</p>	<p>The teacher should tell the student or contact the leader of the class if the students can’t attend the class, so that the students don’t need to come to the class and get nothing. (Aster.1)</p>
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Students' perception on the benefits of teachers' syllabus presentation		
Points	Translated Statement	Theme
Help students' preparation toward the course	<p>“if we are explained what we're going to study, we can prepare more, for example we have to find the book, so in early time we have prepared it.”</p> <p>(Anggrek.2)</p>	<p>It helps students to prepare more about what they are going to learn.</p> <p>(Anggrek.2)</p>
	<p>“we know deeper about our activity during the course until finished.” (Azalea.7)</p>	<p>The students know deeper about daily activity of the course.</p> <p>(Azalea.7)</p>
	<p>“for book list, we know where we can get the book, because the teacher tell us.”</p> <p>(Aster.3)</p>	<p>Help students to get the book/course reading.</p> <p>(Aster.3)</p>
	<p>“it can be my time reminder, example the due date of the assignment.” (Anggrek.4)</p>	<p>Syllabus presentation can be the students' time reminder for the assignment's due date.</p> <p>(Anggrek.4)</p>
	<p>” the students know what</p>	<p>The students know the</p>

<p>Help students to manage their time</p>	<p>they will do during the course. Example: the student has four times to get absent. If today we get absent and we know the material that we missed, we can catch it up and join in another class. ” (Asoka.3)</p>	<p>daily activities in every meeting. (Asoka.8)</p>
	<p>“we can be more punctual in submitting the assignment.” (Anggrek.5)</p>	<p>The students can be more punctual in submitting the assignment. (Anggrek.5)</p>
<p>Help students to manage their time</p>	<p>“we know how many time we can get chance to absent the class because it is not written in the syllabus..” (Anggrek.6)</p>	<p>The students know how many times they can get chance to absent the class because it is not written in the syllabus.. (Anggrek.6)</p>

	<p>“we know which one need to be done first which one to be done next, for example in one day, there are two course, the first course has an assessment and the second one is not, so we can spend our time more for preparing the assessment.”</p> <p>(Azalea.2)</p>	<p>The students know the priority for their all course. (Azalea.2)</p>
<p>Help students to clarify and negotiate the information in the syllabus</p>	<p>“if there are any questions, it can be asked to the teacher directly.” (Asoka.4)</p>	<p>The students can ask questions to the teacher directly. (Asoka.4)</p>
	<p>“the students also can negotiate the information in the syllabus.” (Asoka.5)</p>	<p>The students can negotiate the information in the syllabus.</p> <p>(Asoka.5)</p>
	<p>“for example we have a question we can ask or clarify the information in the syllabus.” (Azalea.8)</p>	<p>The students can ask question. (Azalea.8)</p>
	<p>“no miscommunication between the teacher and the</p>	<p>Avoid misscommunication</p>

<p>Avoid miscommunication</p>	<p>students.” (Asoka.6)</p>	<p>between the teacher and the students.  (Asoka.6)</p>
<p>between teacher and students</p>	<p>“about the final project, sometimes if we don’t come at the first meeting we get confused.” (Azalea.5)</p>	<p>The students get more understanding about final project. (Azalea.5)</p>
<p>Create first impression about the teachers and their attitude toward</p>	<p>“we know what kind of the lecturer is, the character of the lecturer . . . we also know the learning method that the lecturer uses.” (Aster.4)</p>	<p>the students know the teacher’s characteristic and teaching method.  (Aster.4)</p>
<p>teaching</p>	<p>“we also know the lecturer’s rules, how the lecturer teach, kind of punishment that the lecturer give if we break the rule.” (Azalea.3)</p>	<p>The students know the teacher’s characteristic and attitude toward teaching.  (Azalea.3)</p>
	<p>“ By having syllabus presentation about what will be done during the course, it can motivate the students</p>	<p>The students get more motivated during the course. (Aster.6)</p>



	during the course.” (Aster.6)	
Motivate students during the course	<p>“the students know the certain rules and regulation from each leacturer. There is teacher who concern in the soft-skill but there is teacher who not. If the students know that, the students will keep their soft-skill’s score good. ”</p> <p>(Asoka.2)</p>	<p>The students know the certain rules and regulation from each leacturer. There is teacher who concern in the soft-skill but there is teacher who not. If the students know that, the students will keep their soft-skill’s score good..</p> <p>(Asoka.2)</p>
	<p>“the students can do the course activity as well as possible.” (Asoka.7)</p>	<p>P2.7. the students can do the course activity as well as possible.</p> <p>(Asoka.7)</p>
	<p>“we know the purpose of that course, so we are motivated to follow the course.” (Aster.2)</p>	<p>The students know the purpose of that course, so students are motivated to follow the course.</p> <p>(Aster.2)</p>