## Statement of Authenticity

I am a student with the following identity:

Name : Rina Indriana

NIM : 2014 081 0116

Study Program : English Language Education Department

Faculty : Universitas Muhammadiyah Yogyakarta

Certify that *skripsi* with the title "Students' Perception on Teachers' Syllabus Presentation at the Beginning of the Course" is definitely the result of my own work. I am totally responsible for the content of this paper. Others' opinions and results involved in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, 21st of May 2018

Rina Indriana

## Acknowledgement

All praises be to Allah for all His blessings so I can finish writing my undergraduate research. I would like to express my sincere thanks to Mrs. Mariska Intan Sari, SS., M.A, my research supervisor, for advising and supporting on my undergraduate research, for the knowledge and her patience. I would also like to express my gratitude to my great examiners; Ms. Ika Wahyuni Lestari, M. Hum., and Ms. Arifah Mardiningrum, M.A, for the encouragement and recommendation in keeping this thesis on the right track. Thank you so much also I express to all of the teachers of English Language Education Department for all the knowledge and experience that have ever been given to me. Special thanks to my beloved family, my parents, my sister and my brother who never stop supporting me for my education. Last but not least, I also never forget to always mention and thank my beloved friends, Ni'mah, Ratu Sayida, Adita Fiqi, Afifatul, Puji Hapsari, Zahro, and all of my extraordinary friend from class D 2014 for the help and of course the continuous support, so I get more motivated in finishing my research. May Allah bless you all.

## Table of Content

Coveri
Approval Sheetii
Statement of Authenticityiii
Acknowledgementiv
Abstractv
Table of Contentvi
Chapter One
Introduction1
Background of the research
Statement of the problem
Research question
Purpose of the research5
Significance of the research5
Organization of the research6
Chapter Two9
Literature Review9
Definition of perception9
Syllabus10
Definition of syllabus10
Content of syllabus
Teachers' syllabus presentation at the beginning of the course

Definition of teachers' syllabus presentation
at the beginning of the course
Benefits of teachers' presentation on syllabus
at the beginning of the course
Related studies
Conceptual framework
Chapter Three
Methodology
Research design
Research setting
Research participant
Research instrument
Data collection method21
Data collection procedure
Data analysis
Chapter Four
Finding and Discussion
Students' Perception on the Adequacy of the Content of Teachers'
Syllabus Presentation
Students' Perception on the Benefits of Teachers' Syllabus
Presentation
Chapter Five
Conclusion and Recommendation

Conclusion	36
Recommendation	39
References	41
Appendices	44