

## **Chapter One**

### **Introduction**

The first chapter shows some points of the main problem from this research. This chapter involves background of this research, statement of the problem, research questions, and purpose of the research. In this chapter, the significance of the research and organization of the chapters are also involved.

### **Background of the Research**

Teachers have some roles, especially in every class teachers take. The most common role is teachers as the information provider (Crosby, 2000). Traditionally, the students expect to be given knowledge and to be taught. The teachers are seen as an expert who is knowledgeable in their field and believed in conveying the knowledge to the student (Crosby, 2000). Another role that teacher has is a social role. Maor (2003) explained that teachers built social environment in the classroom by leading students to share their social-emotional experience. By sharing the social-emotional experience, the teachers can also help students to create a positive social learning and teaching environment.

Moreover, teachers also have the key role as a planner in their course (Crosby, 2000). As a planner, teachers have a responsibility in arranging the plan to set the whole course. The plan that teachers have made will be helpful to organize the course and the students as well. The course without a plan will

impede the activity during the teaching and learning process. The plan used during the course is usually made in a document called syllabus. Mansbach (2016) stated that syllabus is a document that contains important information about the class. Teachers usually give a syllabus before they start the course. In addition, Eberly, Newton, and Wiggins (2001) also added that the syllabus is used to be a communication tool for being the most formal mechanism to share information with students regarding the course.

However, beyond the written text of a syllabus, how the syllabus is presented is important (Thompson, 2007). The presentation of the syllabus itself may obtain the advantage. McKeachie (2002) revealed that the presentation of the syllabus is used to communicate what the teacher is like as a person. It also contributes to students' first impression of the teacher (Grunert, 1997). Besides making the first impression on the students, the presentation helps teacher sets the tone of the course.

Based on the researcher's experience, most of the teachers of English Language Education Department (ELED) in one of the private universities in Yogyakarta present the syllabus at the beginning of the course. The first meeting is a time for the teachers to present and explain some points in the syllabus. It is designed to help setting up the course (Mansbach, 2016). In fact, there are some teachers who did not give students syllabus or even only present some information related to the course. Consequently, the students do not have any idea about the course. The students who have less motivation in that course will be more

demotivated in choosing that course because the teachers do not explain what students will get from or enjoy the course (Thompson, 2007). Regarding the statement above, the researcher was interested to conduct a research about teachers' syllabus presentation at the beginning of the course.

### **Statement of the Problems**

Based on the researcher's observation in English Language Education Department (ELED) in one of the private universities in Yogyakarta, the first meeting or the first day of the course is the time to get to know more and to get closer to each other. However, if the first day is used only for getting to know each other, it is not sufficient. The students need to know some information regarding the course that students take, such as what they will do in the course. The information may help students prepare themselves through the course. Moreover, that information may be more useful for students who take a part time job because those students have to manage the time between the job and the course.

On the first day of the course, the teachers will present some important points related the course in a small document named syllabus. Presenting syllabus in the first class session is a familiar habit (Sulik & Keys, 2014). Teachers explain some points of the syllabus that they have made and emphasize the important contents. Without teachers' syllabus presentation, students probably will miss an important meeting and lose a score. That is because teachers sometime worry

students do not read the syllabus. Therefore, presenting the syllabus will help students remember more about the important point.

Receiving syllabus is not really enough for students. Students probably get difficulty in understanding the syllabus. Students might also have some questions after they read the syllabus but they have no opportunity to ask. For some students, they expect to negotiate something in the syllabus before the teachers fix it. If teachers present the syllabus, and give students time to say something, students are able to make sure and confirm that all of the information in the syllabus is like what teachers expect (Thompson, 2007).

Additionally, the syllabus itself has given information in a general way. Whereas, there is also other information that needs to be told in verbal explanation such as the teachers' rules, how students succeed in the course. The information is sometimes better that is explained more by the teachers rather than written in the syllabus.

### **Research Questions**

Based on the background of the research and statement of the problem, there are two main questions that were addressed in this research;

1. What is the students' perception on the adequacy of the content of syllabus on teachers' syllabus presentation at the beginning of the course?

2. What is the students' perception on the benefits of teachers' syllabus presentation at the beginning of the course?

### **Purpose of the Research**

Based on the research questions, this research aimed;

1. to find out the students' perception on the adequacy of the content of the syllabus on teachers' syllabus presentation,
2. to find out the students' perception on the benefits of teachers' syllabus presentation at the beginning of the course,

### **Significances of the research**

In order to be a constructive research, this study gave some significance. The finding of the study provided benefits to the students, the teachers, and the other researchers.

**For student teachers.** This research is important to widen students' knowledge about students' perception on teachers' syllabus presentation at the beginning of the course. The result provided students' perception on the adequacy of the content of teachers' syllabus presentation and the benefits of the teachers' syllabus presentation at the beginning of the course. Therefore, it can be the guidance for the student teacher to make the course document that contains important information and to help conduct the course in an internship program or after they graduate then decide to be a teacher.

**For teachers.** This research also gave benefits to the teachers who are going to conduct the course. By knowing the result of this research, teachers may know what they should do at the beginning of the course. Moreover, it can be the reflection and consideration for the teachers about students' perception on teachers' syllabus presentation.

**For the other researchers.** Moreover, this research provided findings that can be used as references for the other researchers who will investigate the same topic.

### **Organization of the chapter**

This part led readers to know the outline of each chapter in this research. This part may help the reader to connect each chapter. There are three chapters in this research proposal.

Chapter one consists of an introduction that gives the explanation about the background and the statement of the problem. To address the problem of this study, the researcher provides research question. The chapter also provides some purposes for this research that can help reader's understanding. There are also benefits of this research, namely significance of the research. In the insignificance of the research, the reader may know the benefits of this research for students, lecturers/teachers, and other researchers.

Chapter two consists of a literature review that presented some expert and researcher's statement. It involved some points related to this research topic.

There was a definition of perception, a definition of the syllabus, explanation of syllabus content, definition of teachers' syllabus presentation at the beginning of the course, and the last one the benefits of teachers' syllabus presentation at the beginning of the course.

Chapter three consists of the methodology of this research. This chapter focuses on the method used in this research. Those methods included research design, research setting, research participant, data collection instrument, data collection method, data collection procedure, and data analysis.

Chapter four consists of the finding and discussion of this research. This chapter shows the findings that are gained from the participants of this research. The chapter also provides a discussion of every finding and related to another theory that shares the same idea. Moreover, in chapter four, the findings will be divided into two different points. First, it provides the description and discussion of students' perception on the adequacy of the content of teachers' syllabus presentation. Second, it provided the benefits of teachers' syllabus presentation at the beginning of the course.

Chapter five of this research provides the conclusion and recommendation. In conclusion part, all the summaries of every result of this research are provided. The conclusion provided students' perception on the adequacy of the contents of

teachers' syllabus presentation, students' perception on the benefits of teachers' syllabus presentation, and also the general conclusion of this research. At last, the researcher also put some recommendation to several people that are related to this study.