

Chapter Two

Literature Review

This chapter deals with the literature related to the research. This chapter presented several topics. Firstly, it commenced from the definition of perception. The second one was the definition of syllabus. The next was about teachers' syllabus presentation at the beginning of the course and the benefits.

Perception

As a human being, everyone needs to communicate to each other to get and give information or knowledge. Humans use their intelligence to survive the life. By using their intellectual, they can communicate to other people very well. They can also solve their problem wisely. Belmore (2009) stated perception and the self are the points for communicating to others. Thus, Belmore concluded that the key to communicating with other people is people are able to give their perception. Perception is also about human thinking on something. Perception is a psychological process, the result of sensing, and the last process of consciousness to form thinking process (Walgito, 2003). The environment can also be a reason for human thinking. Something that has happened in the environment can show a different perception of people. So, perception is called the way human thinking of something that happened to them.

Syllabus

This section provides two subtopics about the syllabus. The first one presents experts' statements about the definition of the syllabus, and the second one presents the content of the syllabus. The definition of syllabus will be helpful to understand the syllabus based on some experts. By knowing the definition of the syllabus, the next topic continues to give the deeper information about the content of syllabus based on some researchers.

Definition of a syllabus. There are some definitions of a syllabus from some researchers. Based on Oxford English Dictionary (2008), the word syllabus means, in essence, a table of contents. In addition, the word syllabus referred to list of the subject in a course of study or teaching. Slattery and Carlson (2005) stated on their research that a syllabus is a paper contract between faculty members and their students, which is designed to answer students' questions about the course they joined, and about their expectation of what the course will happen. A syllabus is a document that contains important information about the course (Mansbach, 2016).

Moreover, Harnish and Bridges (2011) defined a syllabus as a source of information that may be used by students throughout a semester. In a word, a syllabus is a part of a course that saves the information used repeatedly by students. McDonald, Siddall, Mandell, and Hughes (2010) also defined in essence that syllabus is used as necessity document for teaching. Fink (2012) also added

that syllabus is named as a part of the education program involving the teacher, students, book, and building. To sum up the definition of syllabus that has been stated above, it can be concluded that syllabus is a document that consists of some important plan and information of the course and also the program or institution.

The content of syllabus. Each syllabus has different content, which depends on the lecturers who make it. There are some different opinions about what should be included in a syllabus. The simple part of the syllabus is stated by Fink (2012) who claimed that the university classroom is traditionally a college environment, and the syllabus would show what chapter to be read, what homework to be completed, and when the test is being scheduled. Additionally, Eberly et al. (2001) showed in their research that class time and class section also became the important item in the syllabus based on the researcher's analysis. In addition, Nation and Macalister (2010) also presented that syllabus consists of the course goals, format, and presentation, content and sequencing, monitoring and evaluation.

On the other hands, some studies give more explanation about syllabus's content or part of the syllabus. Syllabus shares certain components. It involves lecturers' information (including the way students can contact them), course objectives and goals, a method of grading, and a schedule of the events (Slattery & Carlson, 2005). Based on the article about the purpose of the syllabus, there is no good syllabus for all of the course and all of the lecturers, but syllabus needs to contain course materials, general course information, course objective, course

procedures, assessment and grading, expectations of professionalism, other course policies, how to succeed in the course, additional resources, and tentative course calendar (Parkes & Harris, 2001). In essence, Breen (1984) revealed that syllabus contains teaching and learning's plan that need to be accomplished.

Teachers' syllabus presentation at the beginning of the course

This section provides two subtopics of teachers' syllabus presentation at the beginning of the course. The first subtopic presents the definition or description of teachers' syllabus presentation at the beginning of the course. The second subtopic presents some benefits of teachers' syllabus presentation at the beginning of the course.

Definition of teachers' syllabus presentation. A syllabus is usually presented on the first day of the meeting. At the beginning of the course, especially on the first day, students usually receive the syllabus of the course including the assignments, procedures, and requirements for the course. At that time, the teacher also explains the information in the oral presentation by emphasizing some point in the syllabus (Thompson, 2007). Another study also stated a similar opinion about the first day of the course. Sulik and Keys (2014) said presenting the syllabus in the first meeting of the course is literally a habit. Presenting the syllabus provides a course plan, establishes learning goal and answers frequently asked questions toward the course.

Usually, the teacher lets students know each other by introducing themselves before doing syllabus presentation. Thompson (2007) explained the activities during syllabus presentation in one of the article. Thompson explained that at the beginning of the course, the teacher also does ice breaking to make students know each other more comfortably. After that, the teacher tries to deliver information about his/her self to give students impression about her/his self. The teacher may help engage students' confidence to overcome students' fear probably because of the previous course.

The syllabus presentation is an activity to welcome students to their new course by emphasizing some points in the syllabus. At that time, teachers also make the students feel more comfortable before giving students many details about the course (Thompson, 2007). It is clear why the teacher does syllabus presentation at the beginning of the course. Teachers are also going to give additional information on the first day of class, and students really need to have a hard file of the syllabus. It is because helping students to write and take notes additional information from the lecturers (Fink, 2012).

Benefits of teachers' syllabus presentation at the beginning of the course. This study indicates that doing syllabus presentation at the beginning of the course has some benefits for teaching and learning process. Appleby and Littlefield (as cited by Slattery & Carlson, 2005) stated that at the first class meeting, students usually get the course syllabus. Discussion of the syllabus and the course help set the tone for the class. The other benefits are syllabus provides

course plan, give an understanding of the learning objective, and answer asked questions, which is yielded in the study (Sulik & Keys, 2014). Doing syllabus presentation at the beginning of the course may create the first impression about the teachers and their attitude toward teaching (Harnish & Bridges, 2011). It is because at that time the teacher welcomes students by getting to know them and share teacher's experience and interest (Thompson, 2007).

Some teachers may think that students have an opportunity to provide input in the syllabus, and others may not think so. The first day of the course is used for setting the tone of the classroom (Wolcowitt, 1984). Regarding how syllabus is created, the syllabus eventually becomes an agreement on responsibilities and roles of both teachers and students (Parkes & Harris, 2001). Beside of being an agreement between the students and teacher, presenting syllabus help students become more motivated to succeed in the course (Thompson, 2007). Similar to that, Slattery and Carlson (2005) also added that presenting syllabus on the first day of the course can be useful in engaging students and creating an effective classroom environment.

Review of related studies

Regarding to add more literature, the researcher found some studies related to syllabus presentation. One of the studies will be very similar to this research.

The difference is only about the focus and the method usage.

The first study was from Hudd. Hudd (2003) did a research entitled *syllabus under construction: involving students in the creation of class assignments*. Hudd's study used action research in finding out students' reaction and perception on involving the students in syllabus construction. This study was going to explore students' reaction when they are asked to contribute their self in constructing assignment of the course. The first activity is the researchers prepared students some tool and document about what the students will do. To help the accomplishment of the research, the researcher made the planning sheet to provide students place in exploring their idea of creating an assignment. In this study, students would make their own assignment including the format and the content of assignment. By the end of the activity, the students were asked how they perceived the activity in constructing the syllabus. The result showed that the activity of syllabus construction has been overwhelmingly positive. Many students commented that their class participation is increased. The students also summarized that constructing an assignment in a way to earn students respect and engage students' classroom learning process. Thus, the relation between Hud's study and this study is actually quite far, but from Hud's study, it can add more knowledge and information that involving students in constructing a syllabus will

gain students respect toward the teachers and the course. From that study, this study is made with a different focus. This study is made to find out what actually the importance of presenting the syllabus at the beginning of the course based students perception.

The second study came from Thompson (2007). The study was about constructing and presenting the syllabus, the syllabus as a communication document. This study discovered the communicative strategies teachers used in constructing and presenting the syllabus. An interpretive approach was used in this study. The findings showed that there were three strategies that teacher employed in constructing and presenting the syllabus, those are welcoming strategy, tension balancing strategy, and presentational strategy (focus students' attention during the presentation happened). The strategies were considered to be helpful for teachers to face any challenges when construct and present the syllabus. All the strategies are used to construct and present the syllabus more effectively. Thompson's research is different from this research because this research wanted to find out the adequacy of the content of syllabus on teachers' syllabus presentation and the benefits of teachers' syllabus presentation. The way teachers present the syllabus is ignored in this research. In addition, this research investigates students' perception which means all the participants are the students. This research shows the importance teachers' syllabus presentation for students' learning.

Conceptual Framework

In the beginning of the course, it is the time for a teacher to present course's plan for the whole semester. It is designed to give students information about the course that they have chosen. The information can be included in every item of the syllabus that teachers have prepared. Regarding to the teachers' syllabus presentation, this research investigated two points including the adequacy of the content of teachers' syllabus presentation and the benefits of teachers' syllabus presentation at the beginning of the course. Both of the points are considered on students' perceptions. The finding may be helpful for the teacher to be reflection or consideration in presenting the syllabus.

Figure 1. Conceptual Framework

