

Chapter Four

Finding and Discussion

This chapter provides an explanation about finding and discussion. The findings that the research gained are reported in this chapter based on the research question and the objective of this study. The first section discusses students' perception on the adequacy of the content of teachers' syllabus presentation. The result on how teachers' syllabus presentation gives benefits to the students is reported in the second section. Moreover, a discussion of the findings and the theory of the experts is also provided in this chapter.

Students' Perception on the Adequacy of the Content of Teachers' Syllabus Presentation

In this section, the researcher found some findings dealing with the adequacy of the content of teachers' syllabus presentation. The findings of this study are stated by all of the participants based on participants' perception and experience. The findings reported the adequacy of the contents of teachers' syllabus presentation perceived by the students at the beginning of the course. The adequacy of the contents or information that students received while teachers were presenting the syllabus will be discussed in this part.

Based on the interview result, all of the participants revealed that on the first day of the course, the teachers present their syllabus that they have made in front of the class. The students get deeper explanation about some information in the syllabus. Three from four participants said that all of the contents of the syllabus on teachers' syllabus presentation are complete. It means that the point that the students expect from the teachers have been told. Anggrek said that when presenting a syllabus, the teachers explain more about the assignment, course's material, course's reading, rules, and regulation. From the points that she told, she stated that it is adequate. Anggrek said "I think there is no more point. Those are enough" (Anggrek).

Similarly, Azalea also stated that the contents of syllabus that teachers present more in their first meeting are course's daily activity, assignment, rules, and regulation. Even if the teachers have written the information in the syllabus, there are still some points that teachers explain more. From the points that are mentioned by Azalea, she revealed "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). Furthermore, the content of syllabus that students expect on teachers' syllabus presentation has been received well. Additionally, Asoka also said, "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). The information or point of teachers' syllabus presentation has to answer any possible question from the students related to the course.

However, there was one participant who argued that the teacher should add one point when presenting the syllabus. Aster explained, “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 contacts him/her one day before the meeting, so that the students don’t need to come to the class and get nothing” (Aster). From that statement, the students expect there is a clear information about the class cancelation by the teacher before the meeting is held.

To sum up, three of four participants perceived the content of teachers’ syllabus presentation as an adequate content. The content or information that students get is enough to be used in knowing and following the flow of the course because it includes any answer to students’ question related to the course. However, the teachers also have to be aware of the information that helps students keep their attendance in the class, such as class cancelation. It is because when students have already attended the class and got nothing, it will decrease students’ willingness to attend the class at the next meeting.

Students' Perception on the Benefits of Teachers' Syllabus Presentation

The next objective of this study is to find students' perception on the benefits of teachers' syllabus presentation. The researcher found many benefits of teachers' syllabus presentation such as helping students' preparation toward the course, helping students to manage their time, helping students organize their learning, helping students to clarify and negotiate the information in the syllabus, avoiding miscommunication between teacher and students, creating the first impression about the teachers and their attitude toward teaching and motivating students to follow the course. Here are the findings and discussion of the benefits of teachers' syllabus presentation.

Help students' preparation toward the course. It is not only about the syllabus itself, but also the presentation of syllabus done by the teachers, give students some benefits. The first benefit is help students' preparation toward the course. In the syllabus, teachers have provided course reading that the students need to have, but there is no more information how students can get the book. That point is stated by Aster. Aster said, "for the book list, we know where we can get the book because the teachers tell us" (Aster). By having syllabus presentation, teachers can help students to prepare and get the course's reading easily. Aster's statement is still in line with Anggrek's statement. Anggrek also started from this statement "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" (Anggrek).

Furthermore, the preparation can be done because the students have known the activity that they are going to do. The syllabus will be also explained about the activity, but the presentation will give more understanding about what something will happen in every meeting. Azalea said “we know the daily activity and we can prepare the material before we come to the class. We also know deeper about our activity during the course until finished” (Azalea). That statement supported a statement from Becker and Calhoon. Informing and explaining course schedule is important to guide students’ preparation for the examination and the whole course (Becker & Calhoon as cited in Slattery & Carlson, 2005).

Help students manage their time. The data of the interview showed three participants agreed that teachers’ syllabus presentation helps students to manage their time. However, each participant has their own explanation about that. Anggrek said, “we know how many time we can get chance to absent the class because it is not written in the syllabus..” (Anggrek). In addition, in every course, teachers provide students a chance to get absent from the class which it is not told in the syllabus. By having teachers’ syllabus presentation about that information, it will be helpful for students to arrange or manage their time for inside class activity or outside class activity. Additionally, Anggrek also stated that “it can be my time reminder, example the due date of the assignment, so we can be more punctual in submitting the assignment” (Anggrek). When teachers explain a class assignment, they sometimes put more information about the consequence of the late submission. By knowing the consequence of the lateness, students will be more aware to submit it on time. In sum up, both of Anggrek agreed that teachers’

syllabus presentation help students manage their time in using the absence's chances and submitting the assignment.

Teachers' syllabus presentation helps students to manage their time properly, whether in learning or other activity outside the course. Asoka had similar information to Anggrek's information in the previous paragraph. Asoka added that by having teachers' syllabus presentation "the students know what 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, so we can catch it up and join in another class" (Asoka). Students have some courses that they took in one semester, especially students in a first year. One course has more than one class. Then, at the beginning of the course, the teachers will tell students how they can catch up the missing material. The suggestion is students can join to another class that has same topic or material. Sometimes that information prefers to be explained in oral presentation rather than written in the syllabus.

Similarly, Azalea argued "we know which one needs to be done first which one to be done next, for example in one day, there are two courses, the first course has an assessment and the second one is not, so we can spend our time more for preparing the assessment" (Azalea). The students sometimes faced two different courses in the one day. Both courses have different activity and agenda that has to be followed by the students. Thus, it helps students to sharpen their time management to keep anything under control and to be covered. Identically, Parkes and Harris (2002) presented that by including more specific information

during presenting the syllabus may help students to improve their time management skill, to identify the time spent in outside and inside the class.

Help students to clarify and negotiate the information in the syllabus.

Based on the interview that has been conducted, the researcher found that the students perceived teachers' syllabus presentation helps students to clarify and negotiate the information in the syllabus. The clarification includes asking and confirming the information in the syllabus or other information related to the course. This finding is stated by Asoka and Azalea. Asoka mentioned that "if there are any questions, it can be asked to the teacher directly and the students also can negotiate the information in the syllabus" (Asoka). Similarly, Azalea also mentioned that "for example, we have a question we can ask or clarify the information in the syllabus" (Azalea).

Moreover, when teachers provided students time after teachers present their syllabus, it will be beneficial for students to ask any question they have to the teachers. This finding was in line with Thompson's (2007) finding which showed that teachers' syllabus presentation helps students to ask questions or make sure and confirm the information in the syllabus. Similarly, Parkes and Harris (2002) also revealed that syllabus can be negotiated for some teachers, but some others may not. Parkes and Harris added that some teachers felt that students were able to always provide input into it.

Avoid miscommunication between teacher and students. The next benefit of teachers' syllabus presentation based on students' perception is to avoid miscommunication between teacher and students. Asoka said that if teachers present their syllabus "so, no miscommunication between the teacher and the students" (Asoka). Every people have different perception in understanding something. This case could appear on both teachers and students. The teachers who make a syllabus and the students who understand the syllabus will be possible to have a different understanding. However, if the teacher presents it and explain it more, the different understanding between both of them will be avoided.

Some students concern more about the final project that they will face in the course. It is because the final project has bigger score than other assignment or quiz. Thus, students will not miss the explanation of the final project at the first meeting of the course. If students do not come at the first meeting or just read the syllabus, they will get confused. That statement is explained by Azalea. Azalea said "about the final project, sometimes if we don't come at the first meeting we get confused" (Azalea). Furthermore, the final project usually has some certain rules. The teachers will give more explanation on how to do and finish the final project so that the students will not miss a thing or get confused in doing that. Correspondingly, all of the statements supported Sulik and Keys's statement in their research. Sulik and Keys (2014) stated that syllabus can be an agreement between students and the teacher. Then it can be used to prevent misunderstandings and can help the course run more smoothly (Slattery & Carlson, 2005).

Create first impression about the teachers and their attitude toward teaching. More benefit of teachers' syllabus presentation is found. This finding has been mentioned by two participants. Syllabus presentation that is done by teachers will give students first impression about the teachers and how the teachers teach in the class. This benefit can be gotten especially for students in first year or students who get a new teacher in their course. Aster argued that "we know what kind of the lecturer is, the character of the lecturer . . . we also know the learning method that the lecturer uses" (Aster). Similar to that, Azalea also added that "we also know the lecturer's rules, how the lecturer teach, kind of punishment that the lecturer gives if we break the rule" (Azalea). The finding is stronger because this finding supported the previous statement from Thompson. Thompson (2007) revealed that during presenting the syllabus, teacher welcomed students by getting to know them and shared teacher's information (family, interest, and experience) in order to make them felt more comfortable.

Motivate students to follow the course. This finding will be the last finding of the benefits of the teachers' syllabus presentation. According to the finding, the researcher found that the students get more motivated because of syllabus presentation that is done by the teachers. For instance, Aster mentioned that "by having syllabus presentation about what will be done during the course, it can motivate the students" (Aster). Sometimes at the first meeting of the course, students have no idea about the course that they enrolled. The first meeting is the time for students to find out what they are going to do and get in that course. By having an explanation of the course's material and activities, the students will gain

more motivation and interest to join and “the students can do the course activity as well as possible” (Asoka). Similarly, Aster also added, “we know the purpose of that course, so we are motivated to follow the course” (Aster).

Additionally, the participant explained that if the teacher has prepared the course well, the students will be more motivated to come to the course and get the best score in every assignment. Asoka said that “the students know the certain rules and regulation from each lecturer. There is a teacher who concerns in the soft-skill but there is teacher who not. If the students know that, the students will keep their soft-skill score well” (Asoka). One of the points in the learning process is having good soft-skill (Thompson, 2007). How students get a good score in soft-skill will be always told by the teacher. Those findings are supported by two researchers. Slattery and Carlson (2005) stated that syllabus that is presented at the beginning of the course can be useful in engaging students and creating an effective classroom environment. In addition, in the first day teachers usually shared their love of the subject and emphasized the useful of the course in order to help students felt welcome and more motivated to succeed in the course (Thompson, 2007).