

**STUDENTS' PERCEPTION TOWARD CURRICULUM
CHANGING FROM 2011 TO 2015 ON ENGLISH
SUBJECT IN ENGLISH LANGUAGE STUDY
PROGRAM OF IAIN PALANGKARAYA**



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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

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**STUDENTS' PERCEPTION TOWARD CURRICULUM CHANGING FROM 2011 TO
2015 ON ENGLISH SUBJECT IN ENGLISH LANGUAGE STUDY PROGRAM
OF IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of Sarjana in English Language Education



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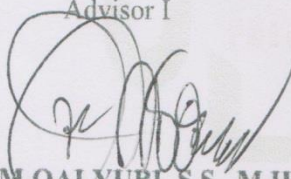
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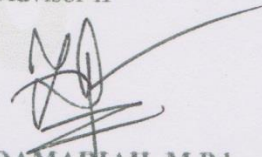
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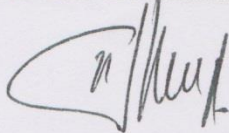
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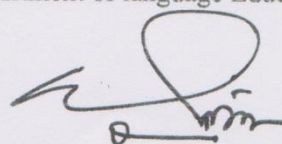
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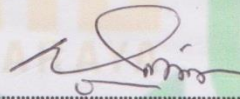
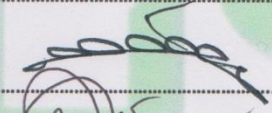
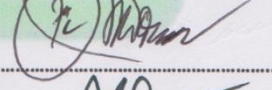

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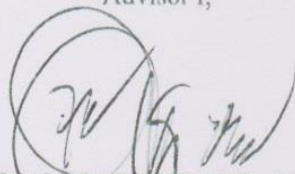
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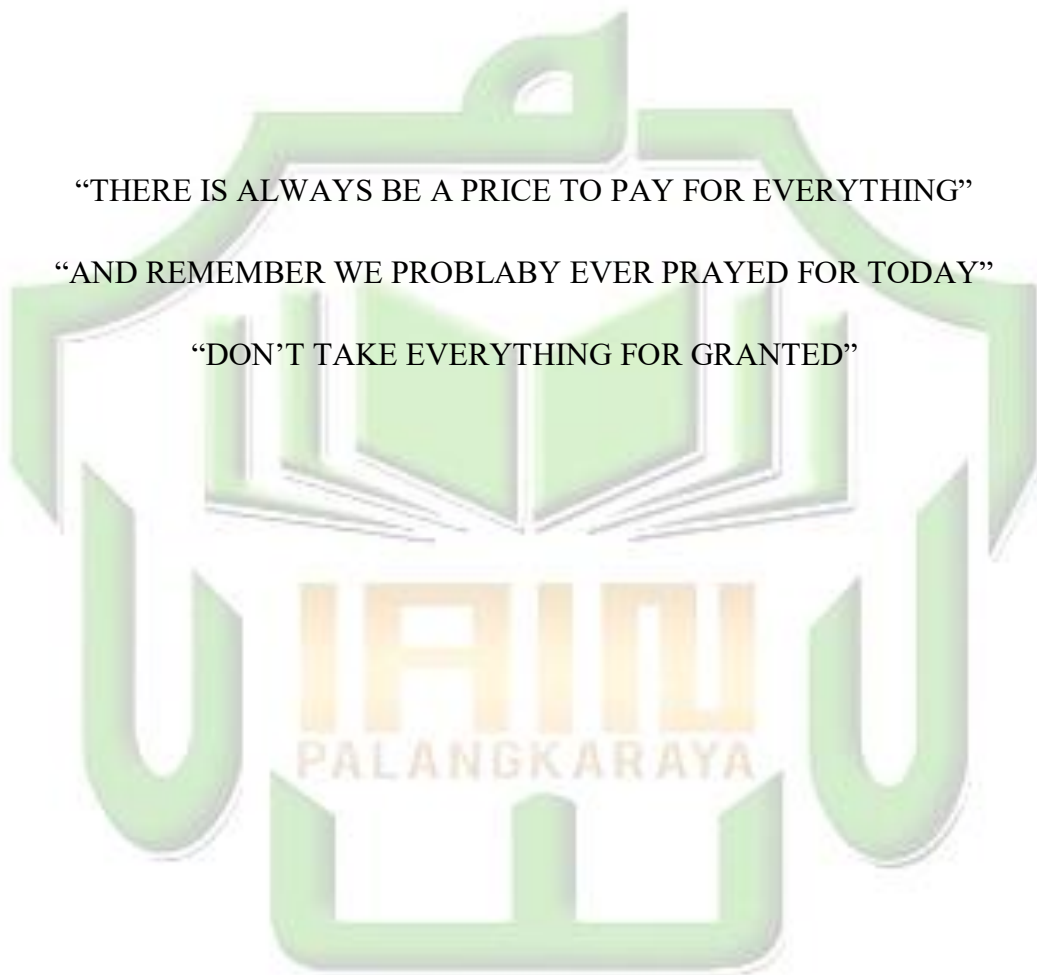
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MOTTO AND DEDICATION

“THERE IS ALWAYS BE A PRICE TO PAY FOR EVERYTHING”

“AND REMEMBER WE PROBLABY EVER PRAYED FOR TODAY”

“DON'T TAKE EVERYTHING FOR GRANTED”



This thesis is dedicated to:

My beloved Grandmother and
Mother for their valuable endless
prayer, sacrifice and support.

I Love You And Im Sorry.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Palangka Raya, June 15th 2020

Yours Faith fully



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ABSTRACT

Muttaqin, Rizal. 2020. Students' Perception Toward Curriculum Changing From 2011 To 2015 On English Subject In English Language Study Program Of Iain Palangka Raya. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, S.S., M.Hum. (II) Zaitun Qamariah, M.Pd.

Keywords: *Perception, Curriculum, Courses/Subjects*

The principle purpose of the study is to describe the Students' Perception Toward Curriculum Changing From 2011 To 2015 On English Subject In English Language Study Program Of Iain Palangka Raya and describe the changes that have occurred in 2015 curriculum.

The research used qualitative descriptive approach with research survey research method. In collecting the data, the instruments that was used namely : (1) Interview (2) Documentation and (3) Content Analysis. The subjects of the study were 10 students of English Education Study Program class of 2014 who had experience of 2011 and 2015 curriculum directly.

The result of the study of Students' perception toward curriculum changing from 2011 to 2015 curriculum on English subject in english language study program of Iain Palangkaraya is basicly good but there are some shortcoming from the new curriculum for the older generation students who not graduate yet which is the differences in the name of the subjects, there are some subject that got erased, different code name, different grade value, different number of SKS, difficulties in converting and retaking the class.

ABSTRAK

Muttaqin, Rizal. 2020. *Persepsi Siswa Terhadap Perubahan Kurikulum Dari 2011 Ke 2015 Pada Matakuliah Bahasa Inggris Di Jurusan Pendidikan Bahasa Inggris Iain Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, S.S., M.Hum. (II) Zaitun Qamariah, M.Pd.

Kata kunci: *Persepsi, Kurikulum, Matakuliah*

Tujuan utama dari penelitian ini adalah untuk menggambarkan Persepsi Siswa Terhadap Perubahan Kurikulum Dari 2011 Menjadi 2015 Tentang Mata Pelajaran Bahasa Inggris di Program Studi Bahasa Inggris Iain Palangka Raya dan menggambarkan perubahan yang telah terjadi dalam kurikulum 2015.

Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode penelitian survei penelitian. Dalam mengumpulkan data, instrumen yang digunakan yaitu: (1) Wawancara (2) Dokumentasi dan (3) Analisis Konten. Subjek penelitian adalah 10 siswa Program Studi Pendidikan Bahasa Inggris angkatan 2014 yang memiliki pengalaman kurikulum 2011 dan 2015 secara langsung.

Hasil dari penelitian tentang persepsi siswa terhadap perubahan kurikulum dari tahun 2011 ke tahun 2015 kurikulum mata pelajaran bahasa Inggris di program studi bahasa Inggris Iain Palangkaraya pada dasarnya baik tetapi ada beberapa kekurangan dari kurikulum baru untuk siswa generasi yang lebih tua yang belum lulus yaitu adanya perbedaan dalam nama matakuliah, ada beberapa matakuliah yang terhapus, nama kode yang berbeda, nilai kelas yang berbeda, jumlah SKS yang berbeda, kesulitan dalam mengkonversi dan mengulang kelas kembali.

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His appreciation is addressed to:

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Palngka Raya, June 15th 2020

The Researcher,

Rizal Muttaqin

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitation of the study, and organization of the study.

A. Background of the study

According to Government regulations No. 12 of 2012 Article 35 paragraph 2 Higher Education Curriculum is developed by each Institution with reference to the National Higher Education Standards for each Study Program which includes the development of intellectual intelligence, noble morals, and skills. So The curriculum implemented by tertiary institutions is a curriculum that has been developed by each tertiary institution.

Curriculum is a fundamental substance in the education system. It drives how education would look like and it controls the whole unit of education. Hence, by implementing curriculum, the teaching and learning activities will be structured and systemized in order to achieve the learning objectives. Curriculum becomes the guide line for the teacher or lecturer and schools or other institution in standardizing the of curriculum. The changes of curriculum are done to improve the quality of education in Indonesia, where the science and technology are developing year by year. By implementing a good curriculum, the government and the educational

institutions expect that it will create a good education for Indonesia. A good education will also bear human resources with the skills and attitude required in the globalization era. Here, teachers play an important part to drive the education and find the human resources qualities.

FTIK (Faculty Teaching Training and Education) is one of the faculties in Institute Of Islamic College Palangkaraya and English Education study program is one of the courses that offered by FTIK, as one of the majors that are needed as well as the best Iain Palangkaraya had been developed their curriculum to increase the quality of the course so that the students will get the best result for their study.

English Education Study Program of IAIN Palangkaraya have been implementing the new curriculum for its course called curriculum 2015 it changed from curriculum 2011 to curriculum 2015 in 2015. English education has been used curriculum 2015 for its subjects. The difference between curriculum 2015 with the last curriculum is the subjects it self, the last curriculum using EGP (english for general purpose) and the current curriculum which is curriculum 2015 using ESP (english for specific purpose, so the english subjects that taught by the lecturer become more specific.

The subjects in the 2015 curriculum are divided into several sections there are Compulsory Subjects (MKWU), Institutional Compulsory Subjects (MKWL), Compulsory Subjects (MKWPS), Study

Program Selectives Subjects (MKPPS). The distribution of courses on curriculum 2015 is in Compulsory Subjects (MKWU) with number of subjects 4 non-english subjects with number of SKS 8 SKS (University Credit Unit), Institutional Compulsory Subjects (MKWL) with number of Subjects 13 non-english Subjects with number of SKS 27 SKS, Compulsory Subjects (MKWPS) with number of subjects 15 non english subjects and 38 english subjects with number of SKS 105 SKS, Study Program Selectives Subjects (MKPPS) with number of courses 16 english subjects with number of SKS 32 SKS.

Based of statement above the researcher become curious about how the students perception toward the english courses of curriculum 2015 applied by english language study program and want to know which english subjects that got renewal in curriculum 2015 and also based on the pre-observation the researcher noticed in every semester there always student who had trouble on retaking the class and mostly it was from students of class 2014 who took a break from their study in a midway cause of certain causes and that's the reasons why the researcher took this topic.

B. Research Problem

The problem that will be discussed in this thesis is as follow :

1. How are students' perception toward the implementation of curriculum 2015 ?
2. What are the english subjects renewal of curriculum 2011 to 2015?

C. Objective of the study

The objective of this research is as follow :

1. To understanding and explaining the students of English Education study program of IAIN Palangkaraya perception toward the english subjects of curriculum 2015 that has been implemented and used on English Education study program of IAIN Palangkaraya
2. To know which english subjects that got renewal in curriculum 2015.

D. Scope and Limitation

The scope and limitation that will be discussed in this paper as follow :

1. The problem that will be discussed in this Thesis is limited only on students class 2014 of English department of Iain Palangkaraya who had been experienced both of curriculum.
2. The study is limited to students perception or students response toward the english subjects on curriculum 2015.

E. The Significance of the Study

The Significance of the reseach are divided into :

1. Theorical Significance
 - a. The result of the research may given us more information to the response of students in implementation of curriculum 2015.
 - b. As the reference for next research in the future.

2. Practical Significance

- a. For the Student, the result of this research may become a useful evaluation for the students as a subject of English Education Study Program of IAIN Palangkaraya.
- b. For the Lecturer, this research may give real description of the English Students' Perception Toward English Courses on implementation of 2015 curriculum in English Education Study Program of IAIN Palangka Raya.
- c. For the Institution of IAIN Palangkaraya, This study may become an important contribution as a theoretical result of research in development of curriculum in IAIN Palangkaraya in program study.

F. Definition of Key Terms

1. Perception : the ability to see, hear, or become aware of something through the senses.
2. Curriculum : an academic content taught in a school or in a specific course or program and can be defined as the course offered by school or institution.
3. Implementation : the process of putting a decision or plan into effect of execution or action.
4. English Department courses : every course offered by the department in order to give students best result of their study

5. English Courses : the course that related english and it's purpose is to improve english skill of students.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this part will convey several literatures that describe in the book as : literature review as an outline and analysis of related literature that is conducted to provide insights about a study.

A. Related Studies

Shehab, Ependi (2014) *English Students' Perception Toward Non-Tbi Courses In The Implementation Of 2011 Curriculum Of English Education Study Program Of STAIN Palangka Raya*. The research used qualitative case study approach with research survey as research method. The purpose of the research is to describe the English Students' Perception toward the Implementation of 2011 Curriculum of English Education Study Program of STAIN Palangka Raya and describe their perception toward Non-TBI Courses in the implementation of 2011 curriculum of English Education Study Program of STAIN Palangka Raya. The result of the study of English Students' Perception toward the Implementation of 2011 curriculum of English Education Study Program of STAIN Palangka Raya has recently good for implemented has begun for students 2011/2012 academic years of English Education Study Program, but any some evaluating in some aspect as like the materials of course must be relevant for the future. The students want to develop and mastering English skill who can integration and interconnection for some basis general and Islamic religion knowledge and experiences.

Nyaberi Linet Monyagi (2010) *Teacher Perception Towards The Implementation Of Life Skills Curriculum In Public Primary School In Nairobi West District, Kenya*. The research used random sampling technique and questionnaire. The purpose of the research is to investigate teacher perceptions towards the implementation of life skills curriculum in public primary schools in Nairobi West District Kenya. The study found out that life skills were relevant especially in prevention of HIV/AIDS. Teaching methodologies were learner friendly but the curriculum was haphazardly implemented. Teachers did not get in-service training for the course. The study further established that LSE was taught like a co-curricular activity alongside physical education. Teachers faced challenges in implementing LSE curriculum which included inadequacy of reference materials, diversity of cultural backgrounds of the pupils, inadequate time to deliver the content and inadequate LSE resource persons.

Rosa Anindya Puspitasari (2016) *The Teachers Perception On The Use Of 2013 Curriculum Based Teachers Guidebook In Teaching English At Smp Negri 2 Bantul*. The research was a qualitative study. The researcher used observation, questionnaire, and interview as the data gathering technique. The purpose of the research is to investigate English teacher's perception on the use of teacher's guidebook of 2013 Curriculum in the teaching and learning activities by the English teachers at *SMP Negeri 1 Bantul*. The result of the study showed that the teachers did an improvement in using the learning instructions stated on the teacher's

guidebook of 2013 Curriculum. For instance: one of the English teachers used a video as the media in the teaching and learning activities, although it was not mentioned in the teacher's guide book of 2013. The English teachers had a positive perception on the use of teacher's guidebook of 2013 Curriculum in the teaching and learning activities. The teacher's guidebook of 2013 Curriculum helped the English teachers in the teaching and learning activities. Nevertheless, the English teachers were flexible towards the learning instructions stated on the teacher's guidebook of 2013 Curriculum.

Nhelbourne K. Mohammad (2016) *The Perception Of The Parents And Students On The Implementation Of K – 12 Basic Education Program In The Philippines*. This study is done by using qualitative research. The study aims to know the perception or understanding of the parents, students and the community on the implementation of K – 12 Basic Education Program (BEC) in the District of Balabac Schools Division of Palawan at Mangsee National High School (MNHS), Philippines. The result of this study has a positive and negative reaction on the said program they were all have variety opinions or thoughts about the said program. Some parents were viewing this program in negative viewed which is this will be another burden for them and for their children both physically and financially, but some parents overviewed the program positively and thinking that this will help the learners choose and decide the career which best suits to their skills.

Wayan Maba (2017) *Teachers' Perception on the Implementation of the Assessment Process in 2013 Curriculum*. This study aims to describe the teachers' perception on the implementation of the assessment process in 2013 curriculum. This research used a qualitative descriptive research. The results of the assessment were written descriptively on the students' learning report by describing the student's ability to detail. Most teachers stated that the assessment in 2013 curriculum is quite good because it provides an attitude assessment, including the aspect of the spiritual and social, knowledge aspects, and skills aspects. There were some obstacles found by teachers in conducting the assessment, such as, limited time that teachers have in observing students' social attitudes and writing the results of the assessment that require a lot of time to describe the students' abilities.

Terrance McCarthy (2017) *A Qualitative Study of the Implementation of an Evidence-Based Program in a K-12 Setting*. The purpose of this study was to further the research relating to the implementation of evidence-based programs (EBP) in K-12 systems. Through the lens of the theoretical domains framework (TDF), the researcher analyzed the school-based implementation of a one-to-one computer initiative in an upstate New York district. Interviews with K-5 school principals, focus groups of K-5 teachers, and a review of the district's implementation documents provided the sources for the data. The study resulted in several interrelated findings. Educators lack determinant

frameworks to guide the implementation of evidence-based programs, though a framework such as the TDF has applicability to K-12 settings. The environmental context, teachers' professional/social identity, and supportive principal leadership are vital to the implementation of new programs in a school. The findings provide the basis for several recommendations for future research and executive leaders. Further research is needed in the development of frameworks to study implementation in K-12 settings. Executive leaders enacting change in a system must consider the multiple forces that may impact an implementation process. Additionally, leaders must ensure meaningful, collaborative participation from key stakeholders to ensure support from the practitioners. The results of this study add a unique perspective to the growing body of knowledge in the field of implementation science for educators and educational researchers.

Linda Merewyn Lorenza (2018) *Curriculum change and teachers' responses: a NSW case study*. This thesis reports on the findings of a study into NSW Arts teachers' perceptions of curriculum change in the Arts in the Australian context. This research focused on NSW drama, music and visual arts teachers' perceptions of curriculum change from the state curriculum they currently teach, to the incoming Australian arts curriculum. Research was qualitative and employed a case study approach including the use of in-depth interview and document analysis. The thesis concludes that the teachers were positive and excited about the new

curriculum, identifying similarities to their current state syllabus and potential to change practice through the Australian arts curriculum. These findings provide a benchmark of NSW teachers' responses to the incoming Australian Curriculum in the Arts. The similarities between their research with this research is it's research is conducted on the curriculum and perception and the differences between their research with this research is this research will tried to find the differences between each curriculum which is curriculum 2011 and 2015 and how are students perception on this changing.

Debra Kay Wallace (1999) *Curriculum Development In Professional Education: A Design Model For Information Studies*. This research study develops a process model for curriculum design in professional education that was identified corn the critical analysis of a curriculum design project at a graduate faculty of library and information studies. The research study also provides a Y description of the curriculum design team's actions as a record for future use in other curriculum development projects by the faculty, as an account of a particular experience in information studies curriculum design, and as a guiding framework for the first phase of curriculum development in other schools with professional preparation programs.

In a case study approach where the researcher was also a participant and the facilitator of the design team, a curriculum design

process model was developed from an analysis of the design team's meeting transcripts, meeting notes, components of the research program, working documents, position and concept papers, the final report of recommendations, and reflection by the design team members.

The information Studies Curriculum Design Model, includes three phases in the design phase of curriculum development: *project definition*, - stating the curriculum problem and outlining a structure for finding a solution; *solutions design* - researching possible solutions, selecting a direction, and defining the components of a program and *solution presentations* - identifying the audience and purpose and then presenting the findings.

Each stage of the design process model is characterized by specific actions (i.e., activities or decision points that move the process toward completion), inputs (i.e., information that informs the process), and *outputs* (i.e., information produced by the process). The model also considers two factors that influence the entire curriculum design process - the aims and responsibilities of professional education and the need to construct meaning. In addition to a design process model, this research study identifies seven challenges to curriculum development in library and information studies programs and suggests four new Lessons learned by the curriculum development team. The researcher participant also offers a reflection on the role of a curriculum design team facilitator.

B. Perception

There are some definition of perception from the expert. According to Altman, Valenzi and Hodgetts (1985 : 85), “Perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted”. Furthermore, according to McShane and Glinow (2005 : 76), “Perception is the process of receiving information and making sense of the world around us”. Gibson, Ivancevich and Donnelly (1985 : 61) state that perception is the process by which an individual gives meaning to the environment. It means that perception is someone’s point of view towards something. Each person will give different views in the same things. Two or more people can look at the same object and perceive it differently. In 1985, Gibson, Ivancevich and Donnelly also state “Perception involves receiving stimuli, organizing the stimuli, and translating or interpreting the organized stimuli so as to influence behavior and form attitudes”.

According to Alex Sobur (2003 : 446) perception can be divided into three step, which is selection, interpretation, and reaction :

- a. Selection, is the process of filtering by the senses to external stimuli, also the intensity and type can be many or few.
- b. Interpretation, which is the process of organizing information so that it has meaning for someone. In this phase the stimuli received are then organized into a form. Interpretation is influenced by several factors, namely past experiences, value systems adopted,

motivation, personality and intelligence. However, perception also depends on one's ability to categorize the information it receives, namely the process of reducing complex information to simpler.

- c. Reaction, is the behavior after the selection and interpretation process.

Based on statement above , perception is the process of interpreting on what happens in a certain surrounding area which is seen from someone's point of view. It is a person's view of reality. Different individuals will see the same thing indifferent ways and it depends on someone's point of view. In this research, the perception refers to the response of students toward the English course on 2015 curriculum applied on English study department of IAIN Palangkaraya.

C. Curriculum

1. Definition of Curriculum

The term curriculum has various interpretations formulated by experts in the field of curriculum development from the past to the present. These interpretations differ from one another, according to the core emphasis and the views of the experts concerned.

According to Oemar Hamalik (2006 : 16) The term curriculum comes from the Latin language, namely *Curricule*, meaning the distance that must be traveled by a runner. At that time, understanding the curriculum was the period of education that had to be taken by students aiming to obtain a diploma.

Whereas the new view presented by Romine's in Oemar Hamalik books *Dasar Dasar Pengembangan Kurikulum* (2007 : 5-6) Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not. The implications of the above formulations are as follows:

- a. The interpretation of the curriculum is broad, because the curriculum does not only consist of subjects (courses), but includes all activities and experiences that are the responsibility of the school or institution.
- b. various activities outside the classroom (known as extracurricular) have been included in the understanding curriculum.
- c. The implementation of the curriculum is not only limited to the four walls of the classroom, but is carried out both inside and outside the classroom, in accordance with the objectives to be achieved.
- d. The delivery system used by the teacher is tailored to the activity or experience that will be presented.
- e. The purpose of education is not to pass on the courses or the fields of knowledge, but rather to create a personal and learning way of life in the community.

So from the statement above understanding it can be concluded that the notion of curriculum can be reviewed from two views, namely the traditional view which defines the curriculum are a number of subjects students must take to obtain a diploma, while the modern view that curriculum is broad, from the process in the classroom both in Terms of delivery of lessons or the results of the learning process, so as to achieve the desired goals. The curriculum also has several other interpretations, which is :

a. The curriculum contains content and subject matter

The curriculum is a number of subjects that students must go through and study to gain a certain amount of knowledge. Subjects (Subject Matter) are seen as experiences or experiences of clever people of the past, which have been compiled systematically and logically.

b. Curriculum as a learning plan

The curriculum is an educational program provided to teach students. With the program students carry out various learning activities, so that changes and developments in the behavior of students occur, in accordance with the objectives of education and teaching.

c. Curriculum as a learning experience

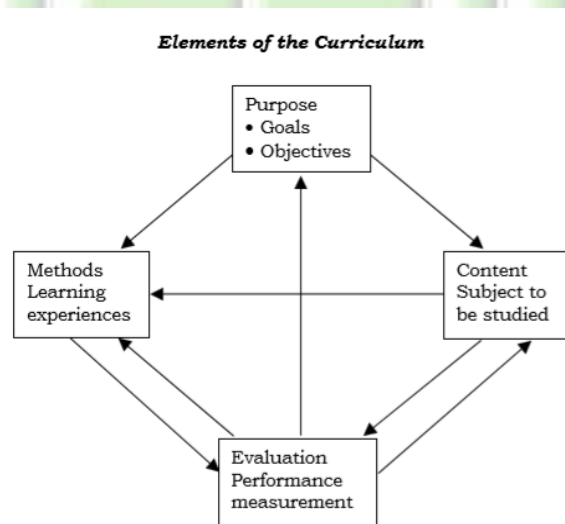
The curriculum is a set of plans and arrangements regarding the content and subject matter as well as the methods used to guide

teaching and learning activities. The contents of the curriculum are the composition and study material in the lessons to achieve the objectives of the relevant educational unit, in the context of achieving national education goals.

2. Elements of Curriculum

The curriculum has four elements that are in constant interaction: purpose (goals and objectives), content or subject matter, method or learning experiences, evaluation. (Tichafa J. Chikumbu, Rhodreck Makamure 2000 : 11) The diagram that follows show the interaction among these elements :

Figures 1



(Tichafa J. Chikumbu, Rhodreck Makamure 2000 : 12)

Purposes of a curriculum are based on the social aspirations of society and outlines the goals and aims of the program. Therefore, institutions can create their own curriculum by expressing the needs of students and lectures. All this will be stated as objectives and goals. They

are cognitive, psychomotor, and affective. The contents of subject matter and curriculum methods also give institutions the whole role to build what they need. The English Study Program will create curriculum content including body knowledge, outline of desires skills. This will be related to the method described in the curriculum because the method is also related to teaching and learning experience. Within diagrams, everything is related to their meaning and also evaluation is also needed to measure how successful the curriculum is.

3. Types of Curriculum

a. Formal Curriculum

According to Urevbu (1985 : 3), formal curriculum refers to what is laid down as the syllabus or that which is to be learnt by students. It is the officially selected body of knowledge which government, through the Ministry of Education or any body offering education.

b. Informal Curriculum

Urevbu (1985 : 3) refers to informal curriculum as the curriculum in use. Teachers or instructors may not adhere to the presented formal curriculum but can include other aspects of knowledge derived from other sources. This additional material is called the informal curriculum.

c. Actual Curriculum

This refers to both written and unwritten syllabuses from which students encounter learning experiences. Learning experiences can be selected from other sources rather than the prescribed, official and formal syllabuses. The actual curriculum is the total sum of what students learn and teachers teach from both formal and informal curricula (Tichafa J. Chikumbu, Rhodreck Makamure 2000 : 18).

d. Hidden Curriculum

Urevbu (1985: 3) describes the hidden curriculum as the nonacademic but educationally significant component of schooling. The word “hidden” implies deliberately concealing some learning experiences from students. Since this is not written or officially recognised, its influence on learning can manifest itself in students’ attitudes and behaviour, both during and after completing their studies. What is acquired or learned from hidden curriculum is usually remembered longer than information learned at school. The positive learning from the hidden curriculum should be acknowledged and treated as an integral part of the planned and guided learning experiences.

e. **Core Curriculum**

This is not an independent type of curriculum. It refers to the area of study, courses or subjects that students must understand in order to be recognized as educated in the area. In other words “core” refers to the “heart” of experiences every learner must go through. The learner has no option but to study the prescribed course or subjects (Tichafa J. Chikumbu, Rhodreck Makamure 2000 : 19).

f. **Extra-Mural Curriculum**

It refers to those learning activities or experiences students are exposed to by their teachers but which are not stipulated in the formal or official curriculum. Teachers deliberately plan and teach these experiences and sometimes even assess their outcomes. Coaching and training in various aspects of school sports are some of the extra-curricular learning experiences available to students. As you know, these experiences are not stipulated in the formal curriculum (Tichafa J. Chikumbu, Rhodreck Makamure 2000 : 19)

D. Subjects Of Curriculum 2015 In English language Study Program Of Palangkaraya

English Education Study Program of IAIN Palangkaraya have been implementing the new curriculum for it's subjects called curriculum 2015

it changed from curriculum 2011 to curriculum 2015 since 2015 and up until now English education has been used curriculum 2015 for it's course. The difference between curriculum 2015 with the last curriculum is the subjects it self the last curriculum using EGP (English for general purpose) and the current curriculum which is curriculum 2015 using ESP (English for specific purpose, so the English subjects that taught by the lecturer become more specific.

The subjects in the 2015 curriculum are divided into several sections there are Compulsory Subjects (MKWU), Institutional Compulsory Subjects (MKWL), Study Program Compulsory Subjects (MKWPS), Study Program Selective Subjects (MKPPS).

The distribution of subjects in curriculum 2015 is in Compulsory Subjects (MKWU) with number of subjects 4 non-English subjects with number of SKS 8 SKS (University Credit Unit), Institutional Compulsory Subjects (MKWL) with number of subjects 13 non-English subjects with number of SKS 27 SKS Study Program Compulsory Subjects (MKWPS) with number of subjects 15 non english subjects and 38 English subjects with number of SKS 105 SKS, Study Program Selective Subjects (MKPPS) with number of subjects 16 English subjects with number of SKS 32 SKS.

E. Subjects Of Curriculum 2011 In English language Study Program Of Palangkaraya

The difference between curriculum 2015 with curriculum 2011 is the course it self the 2011 curriculum using EGP (English for general purpose) and the current curriculum which is curriculum 2015 using ESP (English for specific purpose, so the English course that taught by the lecturer become more specific.

The subjects in the 2011 curriculum are divided into several sections there are Personality development subjects (MPK), Social life subjects (MBB), Scientific and skills subjects (MKB), Creative skills subjects (MKB), Creative behavior subjects (MPB)

The distribution of subjects in curriculum 2011 is in Personality development subjects (MPK) with number of subjects 6 non-English subjects with number of SKS 10 SKS , Social life subjects (MBB) with number of subjects 8 non-English subjects with number of SKS 16 SKS, Scientific and skills subjects (MKB) with number of subjects 114 English subjects with number of SKS 103 SKS, Creative skills subjects(MKB), Creative behavior subjects (MPB) with number of subjects 2 non-English subjects with number of SKS 6 SKS.

F. Frame of Thinking

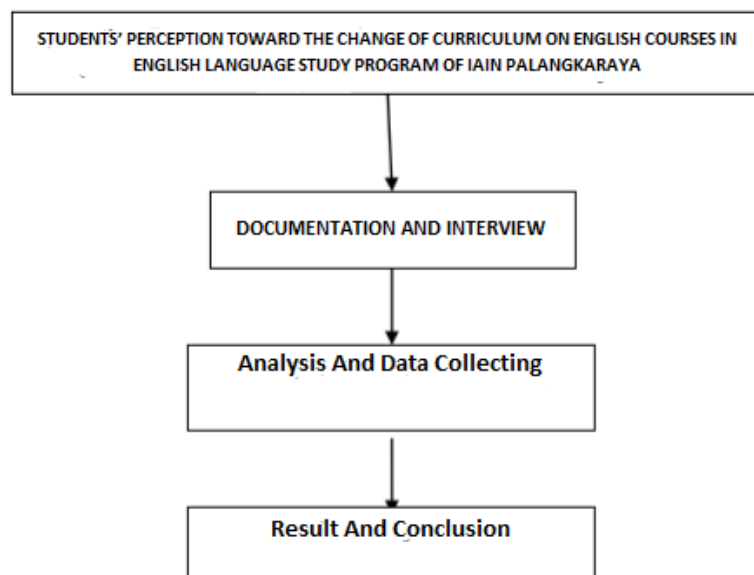
In this research the researcher focuses to find out the English students perception toward English courses at IAIN Palangka Raya. The researcher hope the students will give their opinion about that

implementation and this will be useful for the study program of English education in IAIN Palangkaraya.

According to stimulus-response theory, Alex sobur (2009 : 447) state that perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychological there are sub processes, feeling, and reasoning.

The frame of thinking that presented by the writer as the basic of data are obtained in the field. Therefore, by this study the writer wants to know about the student perception toward English course of 2015 curriculum at IAIN Palangka Raya as follow :

Figures 2



CHAPTER III

RESEARCH METHOD

This chapter presents the research method used in the research. It is divided into seven parts. They are Research Design, Subjects of the Study, Source of Data, Research Instrument, Data Collection Procedure, Data Analysis Procedure, and Data Endorsement

A. Research Design

According to Yin (2003 : 20-21) “A research design is a blueprint or a detailed plan of how one intends conducting a research. In addition, that the research design is the logical sequence that connects empirical data to a study’s initial research questions and, ultimately to its conclusion. The main purpose of the research design is to help to avoid the situation in which the evidence does not address the initial research questions.

This research is a qualitative descriptive research according to Rahmat (2009 :24) Descriptive qualitative research only describe a situation or event, do not seek and explain a relationship, and do not test hypotheses or make predictions. According to Jalaludin Rahmat (2009: 25) qualitative descriptive research aims to:

- a. Gather actual information in detail that describes the symptoms that exist.
- b. Identify problems or check conditions and applicable practices.

- c. Make a comparison or evaluation
- d. Determine what other people are doing to face the same problem and learn from their experience to make future plans and decisions.

Qualitative research aims to explain the phenomenon as clearly as possible through deep data collection. Research does not prioritize population size or very limited sampling. If the data collected is deep and can already explain the phenomenon under study then there is no need to look for other sampling. Here what is emphasized is the issue of depth (data quality) not quantity of data. (Krisyantono, 2006: 56).

In this study focused on students perception toward curriculum changing from 2011 to 2015 curriculum on English subject. The researcher will describe these problems, collect data, then process and analyze it.

B. Setting and Subjects of the Study

This research will be conducted at English Education Study Program of Institute Of Islamic College Palangkaraya (IAIN Palangka Raya) in G. Obos street Islamic Center.

The Subject of this study is the students of the English Education Study Program in IAIN Palangka Raya, by using Purposive sampling which the researcher selects respondents with a purpose in mind: the researcher decides what needs to be known and sets out to

find people who can and are willing to provide the information from their knowledge or experience (Xin lu 2013 : 15). The criteria of the subjects are students class of 2014 of English department of IAIN Palangkaraya who ever took English courses on both curriculum.

C. Source of Data

Sources of data is the subject where the data found. In this research researcher will found out and took the data by the students' perception about the English courses of the implimentation of 2015 curriculum. Therefore, the researcher collected the data of perception which might be expected to contribute to changes in some aspects of education especially for English education program. The data was obtained from the subject (the students), the guide lines of 2015 curriculum of Iain Palangkaraya and from the student monitoring book of Stain Palangkaraya.

D. Research Instrument

In this research, in order to collect the data, the researcher will use documentation, and interview as the data collection methods.

1. Interview

According to Ary, Jacobs, and Sorensen (2010 : 438)

Interview is also one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, belief, and feelings about situation

in their own words. Interview may provide information that cannot be obtained through observation, or they can be used to verify observations.

The researcher will use a semi- structured interview. As stated by Ary, Jacobs, and Sorensen (2010), semi- structured interview, in which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process. The interviewer had prepared the questions beforehand, but the interviewer also asked questions based on the participants' responses towards the previous question during the interview process. The interviewer will use an audio recorder to collect the data. It was much easier than taking notes.

The success of an interview is related to the wording of the questions. One way to avoid the problems that can arise from students' lack of English proficiency is, if possible, to allow students to be interviewed in their first language (Alison Mackey and Susan 2015 : 53). So according to that statement in this research the Indonesian language used for avoid the respondents' misunderstanding comprehension of the question.

2. Documentation

Written documents and archives are sources of data that often have an important position in qualitative research, especially if the target of the study leads to the background or various events that occurred in the past that are closely related to the conditions or current events under investigation (Sutopo, 2006 : 80).

The document is a record of events that have already passed. Documents can be in the form of writings, drawings or monumental works of a person. Documents in the form of writing such as diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images such as photographs, vivid images, sketches, and others. Documents in the form of works such as works of art, which can be in the form of drawings, film sculptures, and others. The document study is a complement to the use of observation and interview methods in qualitative research (Sugiyono, 2007: 240).

The document is a study material in the form of writing, photos, films or things that can be used as a source of study other than through interviews and observations in qualitative research. As proof for a test, documents are natural according to context, born and are in context. Documents are not difficult to

obtain, but documents must be sought and found. The results of the study document can be used to expand the study being studied (Moleong, 2007: 217). In this research the document that being used is the list of subject in curriculum 2011 and curriculum 2015.

E. Data Collection Procedure

The researcher will conduct several steps in gathering the data for the research. According to Holloway (1997 : 45) A method of data collection is typically the procedure that a researcher used to obtain research data physically from the research participants. Data collection in qualitative research involves the gathering of information for a research project through a variety of data sources. Indicate that data collection methods are the ways in which the research data are obtained. A method use for data collection in this study is influenced by the research question and design. As stated by Donald Ary (2010 : 379) There are two basic data gathering techniques in survey research: interviews and questionnaires.

In this research the researcher used the first technique as the main technique for collecting the data by the respondents. The researcher used the interview in order to gather data about the participant opinion, belief, and feeling towards the change of curriculum and the implementation of curriculum 2015. The researcher used the interview to obtain information that could not be

obtained through the observation and the questionnaire. Through interview, the researcher would get the deepest information from the participants.

The researcher will use a semi- structured interview. As stated by Ary, Jacobs, and Sorensen (2010), semi- structured interview, in which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process. The interviewer had prepared the questions beforehand, but the interviewer will also ask questions based on the participants' responses towards the previous question during the interview process. The interviewer will use an audio recorder to collect the data. It was much easier than taking notes.

F. Data Analysis Procedure

Data analysis was the process in which the data that had been got were analyzed using several techniques. The researcher will gather data from the interview. The first step in analyzing the data is data reduction for example, writing summarize, coding, and teasing out themes (Miles and Huberman, 1994 : 10). In this step, the researcher will analyzed all the transcribed data. Firstly, the researcher will transcribe the interview from audio recorder into written text. Secondly, the researcher will be omitted the irrelevant data into relevant data to answer the research question. The data from the interview transcript were will be selected by the researcher and the data which had no relation to the topic will be

deleted. Miles and Huberman (1994 : 11) add further that qualitative data can be reduced and transformed in many ways, such as, through selection, through summary or paraphrase.

In this research, the researcher used paraphrase to reduce and transform data. Afterwards, the researcher will be categorizing the interview transcript based on the question that the researcher asked. Next, the researcher discussed the result and presented the data in the descriptive form. The last, the researcher concluded the finding of the discussion.

G. Data Endorsment

The data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data validation of qualitative research, the data validation test in qualitative research has certain characteristics such as : Credibility, transferability, dependability, and conformability (Sugiyono 2005 : 121).

1. Credibility

Credibility in qualitative research aims to concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context (Donald Ary 2010 : 498).

The techniques of credibility used by the writer, as follows :

a. Triangulation

Triangulation is qualitative cross-validation (Sugiyono 2005 : 125). It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. In the study triangulation used by the researcher to evaluate the data collection, in addition to check or to compare. The kind of triangulation that used as technique triangulation such as observation, interview and documentation.

b. Member Check

Member check is the data checking process that acquired of researcher to data giver. In the study the researcher uses Member check in order to get the similar interpretation and the subject involved based on the objective of the study related to the study result.

2. Transferability

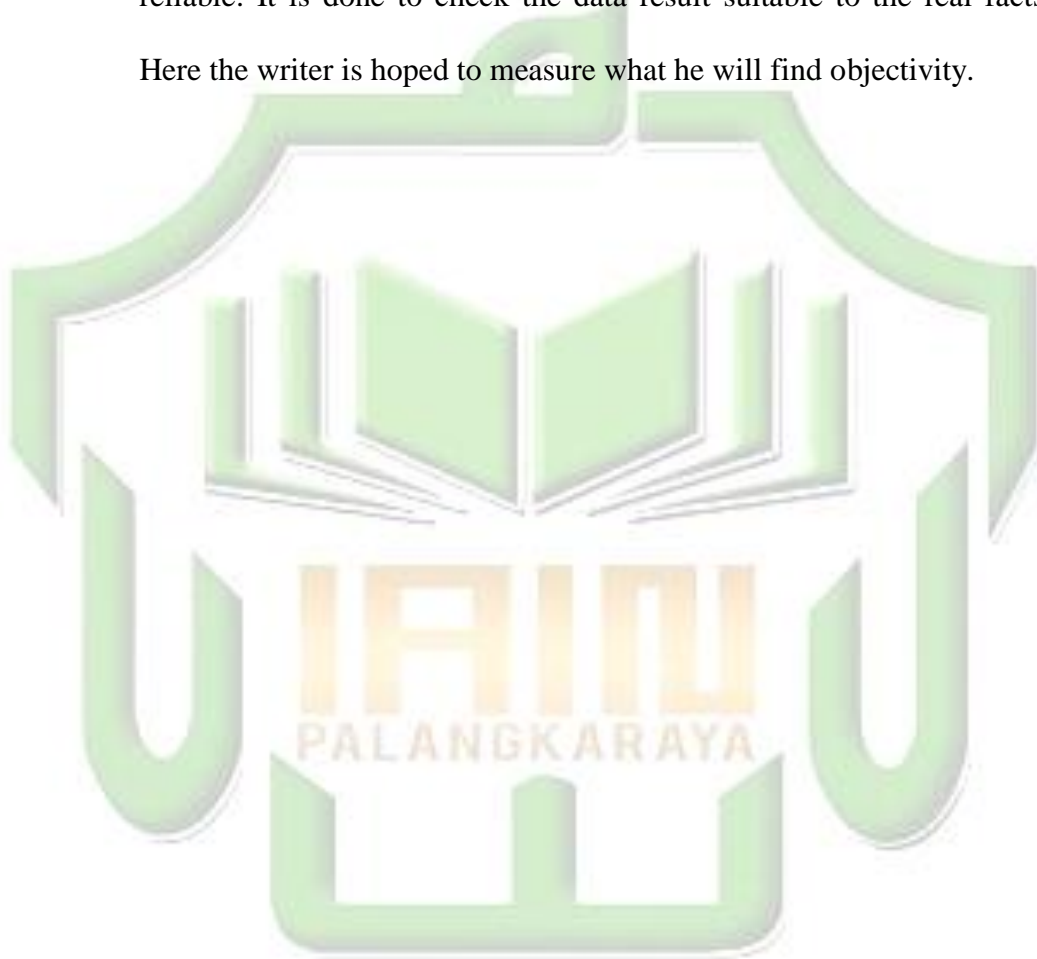
Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. It is use to make the finding of research can be applied, the researcher must report the result of the study detail, clear and reliable.

3. Dependability

Dependability or reliability in qualitative research has to do with consistency of behavior. The researcher use audit trail documentation during the research begin until the end research.

4. Conformability

Conformability is the same as the qualitative researchers concept of objectivity. it use to make the writer as the instrument of the study reliable. It is done to check the data result suitable to the real facts. Here the writer is hoped to measure what he will find objectivity.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter will present the result of the study and discussion. The finding designs to answer the research problem are the questionnaire. This section covers data finding of Students' Perception Toward Curriculum Changing From 2011 To 2015 On English Subject In English Language Study Program Of Iain Palangka Raya.

A. Data Presentation

Research data obtained from interview and documentation, Interviews were conducted with ten informants who were considered as representative of the problem objects in the study and the document analysis were conducted on the book of curriculum 2015 guides line of IAIN Palangkaraya and the student monitoring book of STAIN Palangkaraya (STAIN is the previous name of the campus before becoming IAIN).

1. Interview

Interviews were conducted with ten informants who were considered as representative of the problem in this study, in this case 10 students from English study department class of 2014 who ever took English courses on both curriculum were picked by using purposive sampling. There are 5 main questions that the researcher ask to the participant / informants to know how their perception

toward the implementation of 2015 curriculum, the list of the questions areas follows :

- 1) What is your opinion regarding the implementation of the curriculum in the PBI study program, especially in English courses?
- 2) Is there a difference between the implementation of K11 and K15 especially in English courses?
- 3) What changes in aspects have occurred in the two curricula?
- 4) What are the advantages and disadvantages in the implementation of the current curriculum, especially in English courses?
- 5) Is the current curriculum in line with your expectations as a student?

And the transcript of interview with the participants / informants are as follows :

Informant Code	Response
001	I think the implementation of the curriculum currently in the PBI study program especially on the English subjects is as expected. The difference between the implementation of K11 and K15 especially in English subjects is that in K11 lecturers still dominate in the classroom, while in K15 lecturers are more acting as

	<p>evaluators and supervisors.</p> <p>The course name becomes longer, and it is difficult to convert to K11 if there are students who want to crack the subjects to upgrade their values or because they are not taking it yet. The advantage of current curriculum changes makes students much more active in the classroom, and lecturers are more as evaluators.</p> <p>The current curriculum is quite suitable but still needs improvement and development in several parts for a more optimal learning activities.</p> <p>(Participant 001, Personal interview : December 07 2019).</p>
002	<p>I think the new curriculum is the same as the old one, because in the learning system, students are required to be more active and able to master a learning material. There is no change between K11 and K15 because the two curriculum are equally aimed at making students more active both individually and in groups when in the learning process.</p>

	<p>K15 subjects are more specific or more detailed than K11 subjects, different scoring systems, and additional subjects for K15 so it becomes more complicated. The advantages of this change in the curriculum is to make students able to excel in the educational aspects and become active either in the learning process or outside the learning process, and the disadvantages are that students are required to work hard to compete with each other in the scope of education.</p> <p>The curriculum is now quite precise, because the students are ready to compete in learning. Like it or not, students must give 100% of their ability to learn.</p> <p>(Participant 002, Personal interview : December 07 2019).</p>
003	<p>For me the implementation of the curriculum in English language course is quite structured and easy to follow by students. Of course there are differences in the curriculum, to K15 more</p>

	<p>specifically while K11 still feels common.</p> <p>Curriculum changes can be felt in the way lecturers convey the materials and how lecturers teach they also use of more varied learning media.</p> <p>The advantages in new Curriculum is the material / curriculum is made so that students are easier to learn English in-depth and emphasizes the quality of students in this course, as well as improving the competitiveness of students to be the best. As for its shortcomings, it may only be in the conditions of students who feel compelled. (in the sense of lack of understanding)</p> <p>The curriculum is currently great, but it does need a course adjustment for new students to make it easier to do the learning process.</p> <p>Introduction to any curriculum (more guides)</p> <p>(Participant 003, Personal interview : December 07 2019).</p>
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004	<p>My opinion about the curriculum in the PBI study program currently especially in English is good, since the current curriculum is also based on the previous curriculum, so students are not too confused with the new curriculum. Of course there is a difference between K11 and K15 implementation in English courses, I think the difference is that the learning system in class on students K15 in class becomes more interactive in the teaching learning process.</p> <p>Changes that occur compared with the previous curriculum, In the current curriculum students in the class becomes more interactive in the classroom not just presentation. The strength of the current curriculum is that students will be more active in class, paper presentations and questions and answers will be better, while the current curriculum shortage is that there will be many assignments in addition to papers and journal reviews so students complain more about the number of assignments that accumulate.</p>
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	<p>My hope as a student for this new curriculum is that assignments can be reduced so that there are no complaints from students. And hopefully the current curriculum can be better than the previous curriculum.</p> <p>(Participant 004, Personal interview : December 08 2019).</p>
005	<p>In my opinion the current curriculum implementation is very good, the current curriculum requires students to be more active in learning in all aspects of the subject, besides the current curriculum also requires teachers to pursue the target of learning achievement.</p> <p>Subjects in the K11 curriculum use English material for more general purposes whereas for K15 use English subjects for specific purposes, and each subject supports all technological skills as a medium of learning.</p> <p>In my opinion the strengths of the new curriculum require students to be more creative</p>

	<p>and active in solving problems and assessments from all aspects, not only from test scores, while for weaknesses there is too much to be mastered by students while the level of student creativity varies</p> <p>My hope for the future for the current curriculum is that the current curriculum can make students more active, creative and innovative so that Indonesia is more advanced.</p> <p>(Participant 005, Personal interview : December08 2019).</p>
006	<p>I think the new curriculum is pretty good, but for old students with K11 there will be some obstacles, especially when taking back courses. I don't know the specific differences between the old curriculum and the new curriculum, but there are some changes to the subject name, and the assessment system.</p> <p>What I know about the strengths of the new curriculum is that it enriches student facilities more closely with each subject, and the</p>

	<p>weakness is the difficulty for K11 students because of the different course names.</p> <p>In my opinion, if I may choose, it is easier when applying K11 Because I am a student with K11, which of there are obstacles in organizing subjects, input values, and subject conversions.</p> <p>If asked whether it is in line with expectations it is certainly not, because K15 is complicated.</p> <p>(Participant 006, Personal interview : December 8 2019)”</p>
007	<p>For K11 students like me, this is quite difficult because there are many subjects that don't exist and have different names in the class.</p> <p>I don't know the specific differences between the old curriculum and the new curriculum, but there are some changes in the subjects name, code, and assessment system. Some of the changes I found in the new curriculum are the number of credits, grades (A +, B +), and subjects names.</p>

	<p>The strength of the new curriculum is that it facilitates more K15 students, while its weaknesses make it more difficult for K11 students to take subjects because different names and several subjects have been removed.</p> <p>In my opinion, because I am a student with K11, it will be easier if I use the K11 system. In other words, K15 is quite troublesome due to obstacles in course management and grades.</p> <p>(Participant 007, Personal interview : December 9 2019)”</p>
008	<p>In my opinion it is very important to implement a new curriculum, especially in learning English. Because without curriculum or strategy and preparation in providing subject matter will complicate the teaching and learning process. Of course there are differences in implementation between the 2011 curriculum and the 2015 curriculum, especially in English subjects at IAIN Palangkaraya.</p> <p>I want to tell you that I have also taken courses that are lagging behind. However, because of</p>

	<p>the difference between my class curriculum (2011 curriculum) and the current semester class that uses the 2015 curriculum, making subjects taking is complicated. Due to aspects of the differences between the two curriculums, such as differences in the MK Code, differences in subjects names, and could have a number of different SKS between the 2011 and 2015 curriculum.</p> <p>The strengths of the current 2015 curriculum are that it increases students' confidence in IAIN Palangkaraya, in addition to very varied learning such as direct questions and answers, games and others unlike monotonous learning in the past that only listens without making the classroom atmosphere conducive and comfortable and pleasant and enjoyable . The shortcomings that I get are constrained by problems that occur if the 2011 curriculum force lags behind the subjects so that in the future management will be troublesome.</p>
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	<p>Curriculum updates by educational institutions can occur and will certainly be better, more efficient, more interactive and more.</p> <p>(Participant 008, Personal interview : December 11 2019).</p>
009	<p>In my opinion the current curriculum is quite good and can make students more active in class. There is a difference between the old curriculum and the new one, K15 makes students more proactive in class, the class is no longer monotonous with the lecturer lecture method.</p> <p>The most tangible aspect of the change is in the practice session, with k15 students having more room to apply the theory.</p> <p>The strength of the curriculum now is to provide more space for students to explore their English skills, while the drawback is that there are too many tasks / homework and in my opinion the new curriculum seems more effective because it is no longer boring.</p> <p>(Participant 009, Personal interview : December</p>

	12 2019).
010	<p>In my opinion the current curriculum is in accordance with the existing curriculum and guidelines, which change every year. The difference between the two curricula is in the subjects code and the name of the subjects and subject being discussed. The difference between the two curricula that I feel is in different subjects and is not the same as the previous curriculum.</p> <p>The advantage of this curriculum change is that there are many new and more precise subjects that can facilitate the teaching and learning process, while the drawback is the many differences in courses and course codes make it very difficult for students to go the other way because there must be a long process for eye conversion college.</p> <p>In my opinion, the curriculum change from K11 to K15 is appropriate, but there should be convenience for old students when converting</p>

	<p>courses.</p> <p>(Participant 010, Personal interview : 13 December 2019)</p>
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2. Documentation

The document analysis were conducted on the list of courses on both curricula, the list of subjects were obtained from the guide lines of 2015 curriculum of Iain Palangkaraya and from the student monitoring book of Stain Palangkaraya the list of subjects were available in the appendix.

B. Research Findings

After finding some desired data, from the results of research interviews and documentation, the researcher will analyze the findings and explain the implications of the results of research on Students' perception toward curriculum changing from 2011 to 2015 on English subject in English Language Study Program of Iain Palangkaraya. As explained in the previous chapter, researchers use descriptive qualitative analysis and data obtained by researchers both through interviews, and documentation. The data are as follows:

1. The teaching learning process become more active.

The students felt the teaching learning process was become more active and easier to understand because the lecturers used various media while teaching in the class.

2. Some students are barely known the differences between each curriculum.

When the researcher were conducted the interview and the students or the participant were asked about the curriculum some of them were flustered and asking back to the researcher to give them an example of the thing that chance from the curriculum, even though the researcher already explained about the research and the topic that they will be discussed.

3. K11 students often encounter difficulties when they want to retake a subjects they have failed or have not yet taken.

It is because K11 and K15 subjects are different and there are several K11 courses that have been erased in K15, and to retaking the subjects that have been erased K11 students must collect a minimum 10 students and looking for lecturers who can teach in those subjects to open up a new class for that subjects of interest and if the number of students is not sufficient, students will be transferred to another class that has the same standard or grade as the subject that has been erased.

4. K11 students often find difficulties when they want to convert the subjects scores they retaking in k15.

K11 student need to convert their point for the subjects if they took a class on one of the subjects in k15, it's needed because of the

differences between the name of subjects and the code of the subjects in each curriculums.

5. Course name changed.
6. Some subjects were erased.
7. Number of SKS, Values of point.

C. Discussion

The researcher problems are as stated are: “how are students’ perception toward the implementation of curriculum 2015?” and “how are the English subject’s renewal of curriculum 2011 to 2015?” Hence, the question looked for the answer. To answer the problem of the study above, the writer has done the study in this research. The following discussions are as follow:

a. Students’ perception toward the implementation of curriculum 2015

The researcher did the research on the problem as stated previously. The data were found indicated that the implementation of 2015 curriculum as perceived by English department students class 2014 of IAIN Palangkaraya. The researcher conducted the interview on 10 students from English study department class of 2014 who ever took English courses on both curriculum were picked by using purposive sampling. There are 5 main questions that the researcher ask to the participant / informants to know how their perception toward the implementation of 2015 curriculum.

Curriculum implementation was the planned or officially designed course of study which is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. In addition, the availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation. For understanding and describing the success of the implementation measuring by the students' perception on the implementation therefore the writer did the formative evaluation. Evaluation may be carried out as part of the process of the program development in order to find out what is working well and what is not and what problems need to be addressed. (Jack C. Richards 2001 : 288).

The learners were the central figure in the curriculum implementation process. Students' perception toward the implementation was one of the ways to measure the successful of the implementation. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. (University of Zimbabwe 1995 : 8)

Perception was also a process of how people select, organize and interpret input information and experiences that exist and then interpret them to create a whole picture that matters. The discussion of the results of this study as follows:

From all the answers of the participants above each have their own answers and reasons, most participants think that the changes in the curriculum have a positive impact on the teaching and learning activities of lecturers and students but there are some participants who argue that the curriculum changes made things more complicated when they want to retaking the class that they not taking yet or want to improve their score value on certain courses.

The change of curriculum not only made the name and the code of subjects change but also changing the number of SKS, the valuation scale, values of point and the teaching learning process.

The participants felt significant differences between each curriculum beside the differences in the name and code of subjects they also felt that in teaching learning process. The K11 curriculum is more monotonous which the teaching learning process focus more on the teacher explanation and the center of the study is the teacher while the K15 curriculum is focusing more on the students and the role of the teacher in the class is assisting the students also the teacher used different media for each study so the teaching learning process become more lively but there's also students who claimed that there's no differences between each study.

b. English subjects renewal of curriculum 2011 to 2015?

The document analysis were conducted on the list of courses on both curricula, The document is a study material in the form of writing, photos, films or things that can be used as a source of study other than through interviews and observations in qualitative research. As proof for a test, documents are natural according to context, born and are in context. Documents are not difficult to obtain, but documents must be sought and found. The results of the study document can be used to expand the study being studied (Moleong, 2007: 217). In this research the document that being used is the list of subject in curriculum 2011 and curriculum 2015. The list of subjects were obtained from the guide lines of 2015 curriculum of Iain Palangkaraya and from the student monitoring book of Stain Palangkaraya the list of subjects were available in the appendix.

The effect of curriculum changing from 2011 curriculum to 2015 made the subjects changed and there's also some subjects that got erased, the following change on the subject as follow :

English Subjects Renewal For 2011

Curriculum To 2015

NO	2011 CURRICULUM	2015 CURRICULUM
1.	Writing I	Paragraph writing

2.	Writing II	Essay writing
3.	Writing III	Argumentative writing
4.	Speaking I	Speaking for Everyday Communication
5.	Speaking II	Speaking for Group Activities
6.	Speaking III	Speaking for Formal Setting
7.	Structure I	Elementary English Grammar
8.	Structure II	Pre-intermediate English Grammar
9.	Structure III	Intermediate English Grammar, Advanced English Grammar
10.	Listening I	Literal Listening
11.	Listening II	Interpretive Listening
12.	Listening III	Critical Listening, Extensive Listening

13.	Reading I	Literal Reading
14.	Reading II	Interpretive Reading
15.	Reading III	Critical Reading, Appreciative Reading
16.	Research methodology	Qualitative Research Methodology, Quantitative Research Methodology

English Subject That Got Erased

No	Name of the course
1.	Test of English as a Foreign Language (TOEFL)
2.	English Language Evaluation
3.	Language Teaching Media
4.	Bahasa Arab B
5.	Bahasa arab C
6.	Kewirausahaan

Beside of the change on the subjects the number of SKS on each subject from each curriculum is also different. The distribution of subjects in curriculum 2011 is in Personality development subjects (MPK) with number of subjects 6 non-English subjects with number of SKS 10 SKS , Social life subjects (MBB) with number of subjects 8 non-English subjects with number of SKS 16 SKS, Scientific and skills subjects (MKK) with number of subjects 114 English subjects with number of SKS 103 SKS, Creative skills subjects (MKB), Creative behavior subjects (MPB) with number of subjects 2 non-English subjects with number of SKS 6 SKS. The distribution of subjects in curriculum 2015 is in Compulsory Subjects (MKWU) with number of subjects 4 non-English subjects with number of SKS 8 SKS (University Credit Unit), Institutional Compulsory Subjects (MKWL) with number of subjects 13 non-English subjects with number of SKS 27 SKS, Compulsory Subjects (MKWPS) with number of subjects 15 non english subjects and 38 English subjects with number of SKS 105 SKS, Study Program Selective Subjects (MKPPS) with number of subjects 16 English subjects with number of SKS 32 SKS. The values of point from each curriculums also different, the differences of values of point from each curriculum as follow :

Figures 3 : Values Of Point 2015 Curriculum

Rentang Nilai	Nilai Angka	Nilai Huruf	Keterangan	Klasifikasi
86 - 100	4	A	Lulus	Amat Baik
80 - 85	3,75	A-	Lulus	
76 - 79	3,50	B+	Lulus	Baik
70 - 75 75	3,00	B	Lulus	
66 - 69	2,50	C+	Lulus	Cukup
60 - 65	2	C	Lulus	
50 - 59	1	D	Tidak Lulus	Gagal
0 - 49	0	E	Tidak Lulus	

(Guide Lines Of 2015 Curriculum Of Iain Palangkaraya)

Figures 4 : Values Of Point 2011 Curriculum

Nilai Angka	Nilai Huruf	Bobot Nilai	Predikat
80-100	A	4	Amat Baik
70- < 80	B	3	Baik
60- < 70	C	2	Cukup
50- < 60	D	1	Kurang
0- < 50	E	0	Gagal

(Guide Lines Of 2011 Curriculum Of Iain Palangkaraya)

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestions on the basis of the research finding and discussion. The conclusion deal with the result of the research finding. Meanwhile, the suggestion are addressed to other writer and those who are interested in researching Students' perception toward curriculum changing from 2011 to 2015 curriculum on English subject in english language study program of Iain Palangkaraya.

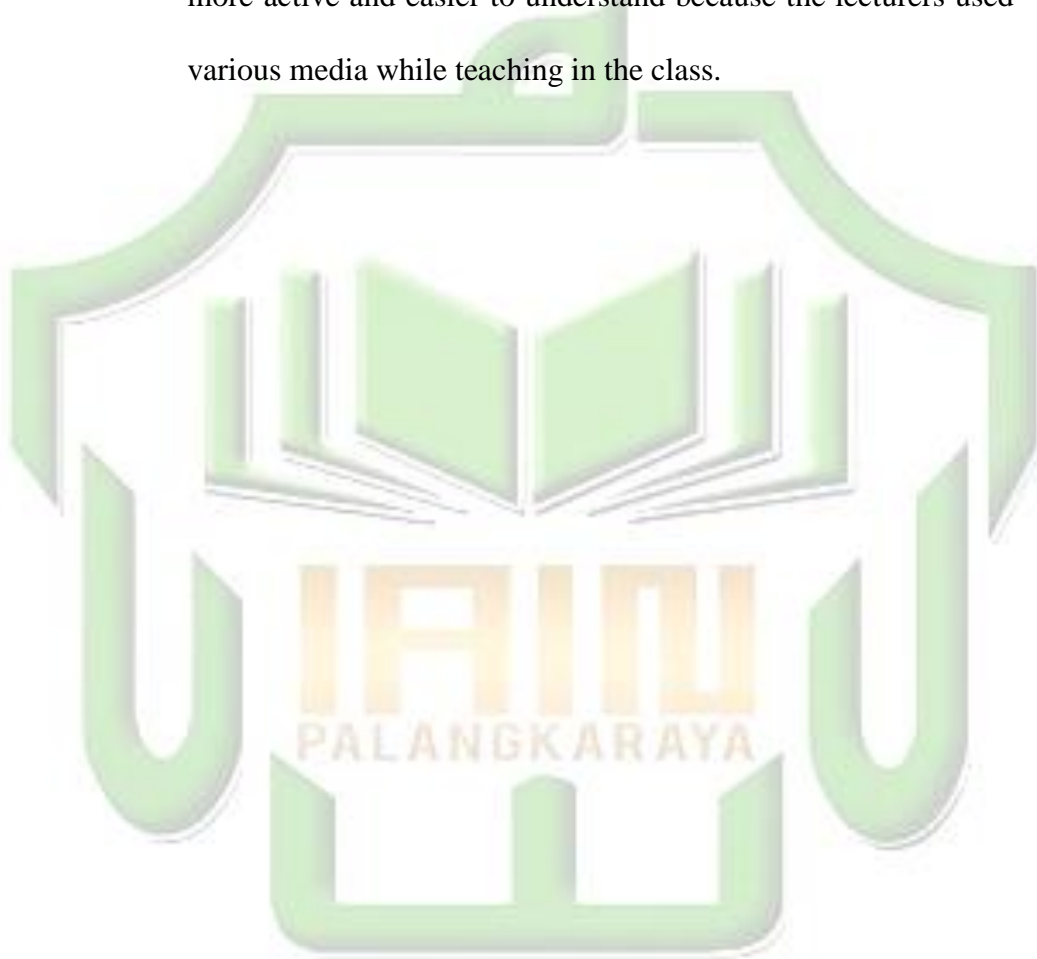
A. Conclusion

The study to get the Students' perception toward curriculum changing from 2011 to 2015 curriculum on English subject in english language study program of Iain Palangkaraya. Here the study attempted to answer the Students' perception toward curriculum changing from 2011 to 2015 curriculum on English subject in english language study program of Iain Palangkaraya.

Based on result of the study there were some conclusion which could be seen as follow :

1. Students' perception toward curriculum changing from 2011 to 2015 curriculum on English subject in english language study program of Iain Palangkaraya is good and they have chance to improve competency in developing their English skill but there is some shortcoming from the new curriculum for the older senior year students who not graduate yet which is the

2. differences in the name of the subjects, there are some subject that got erased, different code name, different grade value, different number of SKS, difficulties in converting and retaking the class.
3. The students felt the teaching learning process was become more active and easier to understand because the lecturers used various media while teaching in the class.



B. Suggestion

Concerned with the conclusion, the researcher will propose some of the following suggestions that hopefully would be useful and valuable for the students, English Education Study Program and other researchers.

1. For students

The writer recommended the students to focus on the study and improve knowledge and experience rather than skill to be able to reach the graduation or certification or for entrance into a professional teacher or vocational field.

2. For English Education Study program

The English education study program has implemented the 2015 curriculum successfully, but still have to evaluate should be evaluate such as giving the students explanations or guidance on how to retaking the class, converting the subjects.

3. For the Further researcher

The researcher recognized the design of study was very simple. There are still many weaknesses that could be seen. Therefore, for further research is expected that the other researcher can improve this study with the better design and different object in order to support the result finding. In short, the writer approves the other research's can use this research as the reference for conducting their research.

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