

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides the background of study that describes why the researcher chooses this study. First reasons or background of the study, problem of the study, significant of the study, limitation and the last part is key of terms.

#### **A. Background of the Study**

The Curriculum paragraph which reads Implementation of higher education study programs implemented in the program based on the curriculum developed by each college. The curriculum as described in paragraph based on the existing national curriculum. The applicable national curriculum set by the Ministry.<sup>1</sup>

Tarbiyah as one of the structural and Islam developed in college in addition to being one of the indispensable study program, but also to be featured in the study program of STAIN Palangka Raya. In the study program of English Education implementation STAIN Palangka Raya has been designing, making and applying the curriculum that has been approved by SK Ketua STAIN Palangka Raya no : 212 tahun 2011 tentang curriculum of STAIN Palangka Raya.

In the English Education Study Program of STAIN Palangka Raya, the implementation of 2011 curriculum has been implemented in 2011. The

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<sup>1</sup>Peraturan Pemerintah No. 60 of 1999 tentang kurikulum perguruan tinggi.

2004 curriculum at TBI has been changed by the 2011 curriculum. The differences between both of them are in the percentage of the courses. The 2004 curriculum has 20 % for The State Islamic College Courses (MKPT), 25 % The Islamic Courses (MKI), 15 % The Department of Education Courses (MKJ) and 40 % The Study Program Courses (MKPS). Meanwhile, the 2011 curriculum has 6,36 % for Personality Development Course (MPK), 10,19 % Social Life Courses (MBB) 12,73 % Education and Skills Courses (MKK), 66,87 % Work Skills Course (MKB) and 3,82 % Social Course (MPB).

Moving on from some point above the writer take some references to a reference in the wrote of this thesis. In developing the curriculum, the Islamic State College (STAIN) Palangka Raya continually strive to develop a curriculum based on science and theology, so the role of the lecturer and the students themselves needed together to make the learning process more effective in absorbing information and knowledge.

The researcher did some orientation before take some data for sampling. First observation was hold on 20 November 2013 for knowing the development of curriculum in English Education program of STAIN Palangka Raya, these changing of 2000 currciulum to 2011 implementation of curriculum. The result of fisrt observation is the lecturer of English Education program have not complete the new curriculum and syllabus of non-TBI courses of STAIN Palangka Raya, in this observation I got some data of TBI curriculum from the Chair of English Education and the Chair of Arabic

Program of STAIN Palangka Raya especially for Arabic Language A, B and C lecture.

Second observation, the researcher was hold on 5 Desember 2013, it's gaint the students perception toward the courses of English Education Program and to know how the students understand of lecturer in TBI based on 2 grade students of English Program, there are 2011 and 2012 grade grade students of TBI. From the observation, the researcher found some data by the student such us list of students, the result of Study Card, and the pre-perception toward the new curriculum of TBI in impelementation of 2013 and 2014 grade semester. There some students are dissapointed and some students are sappointed with the changing of curriculum.

By stimulation of some of the writers are trying to learn about the students' perceptions of the case study are consistent Prodi English curriculum has been implemented in STAIN Palangka Raya, especially in the case of non-English subjects such as Arabic, Hadith, as well as several other courses that focus on field non-vocational taken.

Some of the difficulties faced by students especially in the development of linguistic abilities is the determination of the applicable courses at the campus. It can sometimes be a few obstacles the students in learning activities focused on vocational taken. Some of the difficulties experienced by students in the following non-TBI subjects, among others, as too many Semester Credit System (SKS) who applies to the course, the large

number of division courses (eg. Arabic A, B Arabic to Arabic G with the value until 14 SKS) , then the students also felt troubled because most not from religious schools used as bases Senior High School.

From some points above, the writer did survey of research-related constraint occurs in the student-related subjects such non-TBI. It is important to be a transformation of materials analysis for consideration in policy making for the arrangement in accordance with the applicable study program in Indonesia. This study differs from some previous researchers, as the writer tries to show more specific about the problems of the curriculum into those non-TBI courses.

Writer specifically did research in the context of the non-TBI course because English Study (TBI) as part of STAIN Palangka Raya, as well as the most sought after study program students generally throughout Central Kalimantan, the department become focus on the development of language, so of course becomes interesting when we explore the science of language particular country, then slotted another different languages, especially with the provision of credits that high anyway, so according to the writers, in a study program of Department should be able to determine the vocational focus is taken so that students are expected to master the chosen field of vocational previously.

Based on the problems above the title of this thesis is English Student's perception toward non-TBI courses in the 2011 implementation of curriculum of English Education Program of STAIN Palangka Raya.

## **B. Problem of Study**

1. How is English Students' Perception toward the curriculum applied at English Education Study Program of STAIN Palangka Raya?
2. How is English Students' Perception toward non-TBI courses English Education Study Program of STAIN Palangka Raya?

## **C. Objective of the Study**

According to the problems of the study and to know the perception of English Students' of STAIN Palangka Raya the objective of this study is for understanding the students of english education program of STAIN Palangka Raya response in the implementation of 2011 curriculum of TBI and describing the students' perception toward non-TBI courses in English Education Study Program of STAIN Palangka Raya.

## **D. Scope and Limitation**

According the background of the study, the writer made the scope and limitation of the research object in order for making focus the topic. Therefore this study focuses on the students' perception of the implementation of curriculum as the content of the study. The population of this research will take the students of English Education Study Program of 2011 who experience the implementation of 2011 curriculum directly.

### **E. Significance of the Study**

This study is expect to be significance for the following:

1. For the lecturer : this study to give real description of the English Students' Perception Toward Non-English Courses on implementation of 2011 curriculum in English Education Study Program of STAIN Palangka Raya.
2. For the students: the result of this study may become a useful evaluation for the students as a subject of English Education Study Program of STAIN Palangka Raya.
3. For other researchers: This study may become an important contribution for those who want to study about "Borang" as case study of curriculum has applied in English Education Study Program of STAIN Palangka Raya.
4. For Instituion of STAIN Palangka Raya : This study may become an important contribution for institution of STAIN Palangka Raya, as a theoritical result of research in development STAIN Palangka Raya curriculum implementation in program study.
5. The result of this study could give some contributions for the English Education Study Program of STAIN Palangka Raya by measuring the students' response toward on the implementation of 2011 curriculum for developing to create a good variety of things by this type of situation in the future.

## **F. Difinition of Key Terms**

1. Perception : is the the ability to see, hear, or become aware of something through the senses.
2. Curriculum :is concept of education program in institution which consideration of the educational program. which is concerned with a specification of what units will be taught (as distinct from how they will be study, methodology, what kind of chourses and the syllabus of chourses.
3. Implementation: Implementation is as an action by the doer to create or change the program.
4. English Departmenet courses is every course that related and purpose to improve english skill of students.
5. Non-English Courses is the course those give to stuudents to can interconected with english courses to make students be profesional teacher in some aspects.

**G. Framework of the Discussion.**

- Chapter I : Background of the study, objective of the study, significant of the study, scope and limitation, definition of key terms and frame work of the discussion.
- Chapter II : Literature view consists of the concept curriculum, types of course, models of course using, course and non-course implementation, course evaluation, definition of perception, the process of students' perception.
- Chapter III : Research method that consists of research design and approach, place and time of the research, subject and object of the research, source of data, data collecting procedure, endorsement of the data and data analysis.
- Chapter IV : Description of the data and discussion which consists of the English students' perception of 2011 curriculum.
- Chapter V : Closing consists of conclusion and suggestion.