

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. in corroboration of view..

A. Related Studies

In this sub chapter, the writer try to review some previous studies related to the area of english students' perception toward habit course at STAIN Palangka Raya generally, there are some previous studies discusse the students' perception habit course. however, in this case, the writer only reviewed to three previous studies conducted by students' college of other university, which had close similarity with the writer studty.

They were Aziz Alshahwan, from Whashington State university. with his study entitled "perceptions of saudi students studying in the us toward establishing private universities in the country of saudi arabia?" according to her Findings, The concrete manifestation of these perceptions is to recognize the experiences of private institutions establishment of other Arabic countries, and to put forward possible recommendations from the collective viewpoints of the students¹.

They were Nurjenah, she is a students' english department of STAIN Palangka Raya, with her study entitled : the students' perception toward EFL

¹ Aziz Alshahwan, Perception of Saudi Studying in the US toward establishing Private University in the country of Saudi Arabia.

Teachers' feedback on oral performance of the seventh grade students of MTsN 1 Model Palangka Raya. Her result of thesis is to find students' perception toward English teacher applied of curriculum when a process of teaching in class. There are five effects of feedback for the students, there are: the feedback can build students' confidence to participate in classroom, the students can detect their error, clarifying students' answer to check students' understanding, the students' feeling satisfied and motivated in learning and explaining and broadening students' knowledge².

B. Curriculum in General

1. Definition of curriculum

"The curriculum is in its widest sense, and it refers to programs of teaching and learning which take place in formal settings. A curriculum may refer to a system, as in a national curriculum, an institution".³

According to *Allell in David*

"Curriculum is a general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, refers to that sub-part of curriculum which is concerned with a specification of what units will be taught which is a matter for methodology".⁴

Curriculum theory encompasses philosophy and value system; the main components of curriculum : purpose, contents, methodology

²Norjannah, "*The Students' Perception Toward EFL Teachers' Feedback on Oral Performance of the Seventh Grade Students of MTsN 1 Model Palangka Raya*".

³David Scot, "*Curriculum and Assessment, International perspective on curriculum studies*", volume I; Ablex Publishing; 2001, p.2.

⁴David Nunan, "*Syllabus Design*" Oxford university press; New York, 1988, p.27.

and evaluating; and the processes whereby curricula are developed, implemented and evaluated.

According to Candlin it suggests that curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation, and the role relationships of teachers and learners.⁵

From the definition of scientist of education telling about curriculum, that can be concluded into, the curriculum is design, purpose, contents, methodology and evaluating; and the processes whereby curricula are developed, implemented and evaluated refers to programs of teaching and learning.

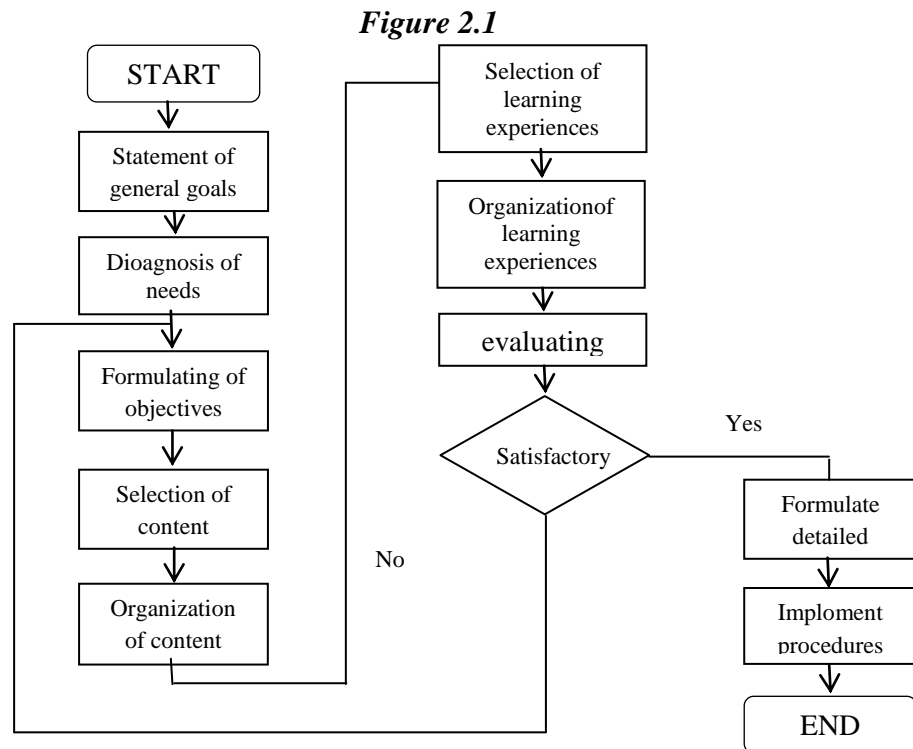
2. Models of Curriculum

I shall now turn to an account of two curriculum models which reflect these different perspectives, beginning with the means-ends or rational planning model.

According to Stearn: "A means-ends view of teaching is unavoidable in language pedagogy", so it is hardly surprising that the means-ends or objectives model has provided a popular framework for language curricula. The rationale of Taba and Tyler, and because it assumes a four stage cyclic sequence, beginning with clear specification of goals, it is sometimes called the rational planning model on the grounds that it is rational to specify the ends of an activity before engaging in it. Tyler and Richard. A flow chart

⁵*Ibid*, p.3

representation of the Taba-Tyler curriculum model appears in figure 1.⁶



In this model, a distinction is made between goals, aims and objectives. Goals are very general and broad. Aims are more specific, are long-term the target to be aimed. These are what Bell refer to as “key Objectives”. Conventionally, objectives are the sort to both aims and objectives are generally regarded as important because without general aims to provide direction, it is possible to become lost in the attempt neatly summarize the distinction between aims and objectives in the following terms. The satisfaction of hunger may be an aim. A

⁶Ronal V White, “The eELT Curriculum: Design, Innovation and Management”; Chomsky universal grammar.,P.26

plate of a steak might be the correlated objectives. A similar distinction is drawn by Widdowson in his discussion of EGP (English for General Purpose) and ESP (English for Specific Purpose). In which contrast them in terms of the place of aim in each type of course.

<i>EGP</i>	<i>specification of objectives</i>	<i>training: development of</i>
	<i>Equivalent to aims</i>	<i>restricted competence</i>
<i>EGP</i>	<i>specification of objectives</i>	<i>Education : development of</i>
	<i>Leads to aims</i>	<i>general capacity</i> ⁷

3. 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.⁸

The diagram that follows show the interaction among these elements.⁹

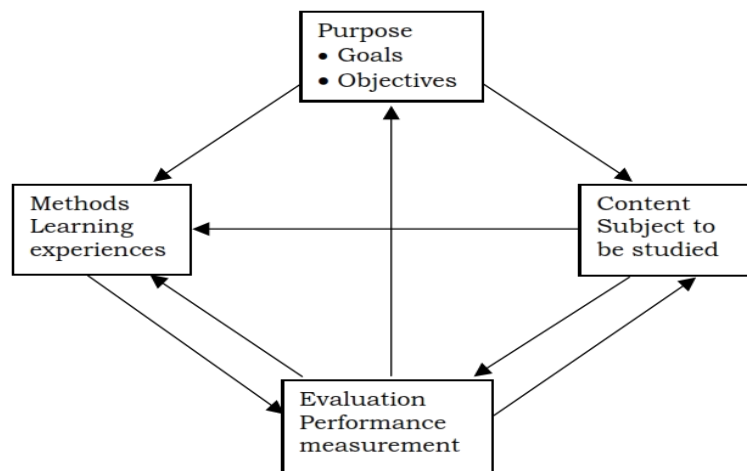
Figure 2.2

The interaction among the elements

⁷McMillan & Schumacher, *Research in education: Evidence-Based Inquiry*, 6th Edition, Boston: Pearson, 2006, p. 474.

⁸*Opcit*, p. 12.

⁹Gatawa, *The Politics of the School Curriculum: An Introduction*, Harare: Jongwe Press, 1990. p. 16



Context (Social/Political/Technological/Environmental/Economic)

Purposes of a curriculum are based on the the social aspirations of society and outlines the goals and aims of the programme. Therefore, the institution can make their own curriculum by reveiwing the students and lecture need. These all will express as goals and objectives. They are cognitive, psychomotor, and affective. The content of subject matter and methods of the curriculum also give the institution a whole roles for building they need. Such as the English Study Program will make the content of the curriculum including bodies knowledge (English, Tarbiyah, STAIN, and Religion Ministry of Indonesia), outlines of desire (attitudes and values), skills. It will related with the mthods outlined in a curriculum because the methods also deal with teaching and learning eperiences and flexibel. By the diagram, all of the them is related mean that evaluation also need for measuring how success the curriculum is.

4. Types of Curriculum

a. Formal Curriculum

According to Urevbu, 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, wants students to learn.¹⁰

b. Informal Curriculum

Urevbu 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'.¹¹

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.¹²

d. Hidden Curriculum

¹⁰Urevbu, *Curriculum Studies*, Ikeja: Longman, 1985. p. 3

¹¹*Ibid.*, p. 3

¹²Tichafa & Rhodreck, *Curriculum Theory, Design, and Assessment*, p. 18

Urevbu describes the hidden curriculum as the nonacademic but educationally significant component of schooling.¹³ 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 recognised 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.

f. Extra-Mural Curriculum

It refers to those learning activities or experiences students are exposed to by their teachers but which are not

¹³Urevbu, *Curriculum Studies.*, p. 3

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.¹⁴

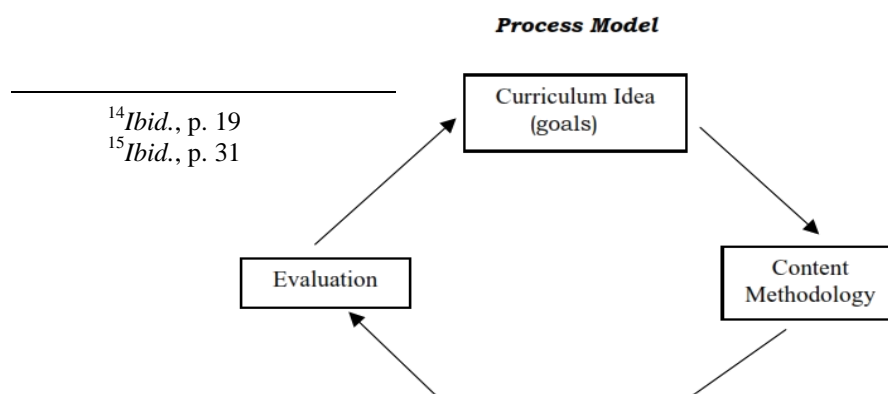
5. The Process Model

Unlike the objectives model, this model does not consider objectives to be important. Using this model presupposes that:¹⁵

- a. Content has its own value. Therefore, it should not be selected on the basis of the achievement of objectives.
- b. Content involves procedures, concepts and criteria that can be used to appraise the curriculum.
- c. Translating content into objectives may result in knowledge being distorted.
- d. Learning activities have their own value and can be measured in terms of their own standard. For this reason, learning activities can stand on their own.

Figure 2.3

Process Model



It is important to note that in the process model:

- a. Content and methodology are derived from the goals. Each of them has outcomes that can be evaluated.
- b. The evaluation results from the outcome are fed into the goals, which will later influence the content and methodologies. Unlike the objectives model, there is no direct evaluation of the content and methodologies.

The curriculum design models discussed show that curriculum designing is conducted stage by stage. Some of the models discussed consider the process to be more important than the objectives. Other models take objectives to be the most important feature of curriculum design. Generally, all models stress the importance of considering a variety of factors that influence curriculum.

C. Overview of the implementation of the 2011Curriculum in English Education Study Program of STAIN Palangka Raya

From the above basic researcher was trying to do an analysis of the curriculum in the STAIN Palangka Raya. English department 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 English study program implementation STAIN Palangka Raya has been designing, making and applying the curriculum that has been approved by SK Ketua STAIN Palangka Raya.

In the English Education Study Program of STAIN Palangka Raya, the implementation of 2011 curriculum has been implemented in 2011. The 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 materials, interview and observation to a reference in writing of this proposal. 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. In the appendix, I present the distribution of courses at English Education program of STAIN Palangka Raya, that has been applied in some years running. (see appendix).

D. Concept of Perceptions

Perception may be defined from physical, psychological and physiological perspectives. But for the purpose of this study, it shall be limited to its scope as postulated, which is the way we judge or evaluate others. That is the way individuals evaluate people with whom they are familiar in everyday life.¹⁶ Eggen and Kauchak gave cognitive dimension of perception; they see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Perception is critical because it influences the information that enters working memory. Background knowledge in the form of schemas affects perception and subsequent learning. Research findings have corroborated this claim that background knowledge resulting from experience strongly influences perception.

“social perception” which is the process through which we attempt to understand other persons. attempt to obtain information about the

¹⁶Eggen P, Kauchak D, *Educational psychology: Windows on classrooms*, New Jersey; Prentice Hall, Inc 2001, p.15.

temporary causes of others' behavior (for example, the emotions or feelings).¹⁷

The term "apperception" can also be used for the term under study. apperception is an extremely useful word in pedagogy, and offers a convenient name for a process to which every teacher must frequently refer. It means the act of taking a thing into the mind.

The relatedness of this view of perception to the present study is further explained, that every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness (memory). From this point of view two implications could be deduced. firstly, perception cannot be done in vacuum, it depends on some background information that will trigger a reaction.

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin.¹⁸ Perception describes one's ultimate experience of the world and typically

¹⁷Baron RA, Byrne D, *Social psychology (8th ed.)* Boston; 2001, p.21.

¹⁸Peter Lindsay & Donald Ary, *Human Information Processing: An Introduction to Psychology*, p. 48

involves further processing of sensory input. Perception is 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.¹⁹ Perception on the other hand is a process of justice or organize the whole picture of the world. Every people has different perception on the same thing. It because of the factors of the people knowing of the world and his feeling of that.

Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

E. Frame of Thinking

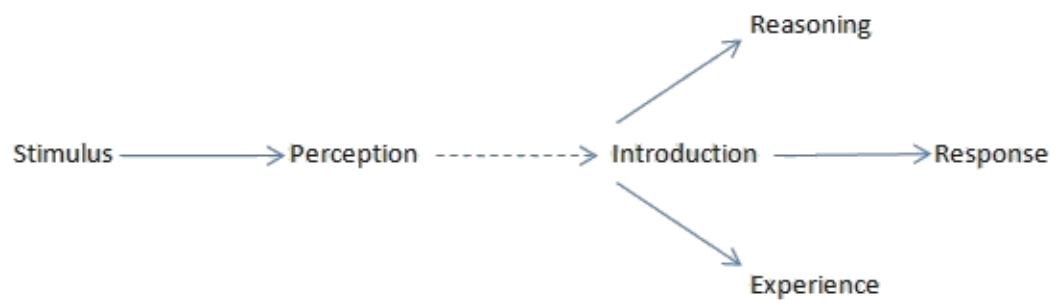
In the research the writer focuses to find out the English students' perception toward non-TBI courses at STAIN Palangka Raya. The writer hope the students will give their opinion about that implimentation and this will be usefull for the study program of english education.

According to stimulus-response theory of 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.²⁰ It can be draws as the diagram below:

Figure 2.4 Psychological variables between stimulus and response

¹⁹Norjennah, "*The Students' Perception Toward EFL Teachers' Feedback on Oral Performance of the Seventh Grade Students pf MTsN 1 Model Palangka Raya*", Thesis, Palangka Raya: STAIN Palangka Raya, 2011. p. 33

²⁰Alex Sobur, *Psikologi Umum Cet II*, Bandung: Pustaka Setia, 2009, p. 447.



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 course at STAIN Palangka Raya as follow :

