

CHAPTER IV

RESULT OF THE STUDY 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 or the students' response toward the non-TBI course of English Education Program in implementation of 2011 curriculum and discussion.

A. Description of the Data

The result of the research on the students' perception toward non-TBI course of English Education Study Program of STAIN Palangka Raya by using questionnaire as the instrument for collecting the data. The presented data consisted of response.

1. Data Analyses of Questionnaires

In order to analyze the results of the research on the students' perception toward the implementation of 2011 curriculum at English education Study Program of STAIN Palangka Raya by using questionnaire , The data were displaying as follow:

From the Item 3, with statement is "Non-TBI course is not relevant in curriculum". We can see the frequency and percentage response of the students as follow in the table :

Table 4.1 Display of Students response for question number 3.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	8.0	8.0	8.0
	2	30	60.0	60.0	68.0
	3	7	14.0	14.0	82.0
	4	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 3. That figure as follow :

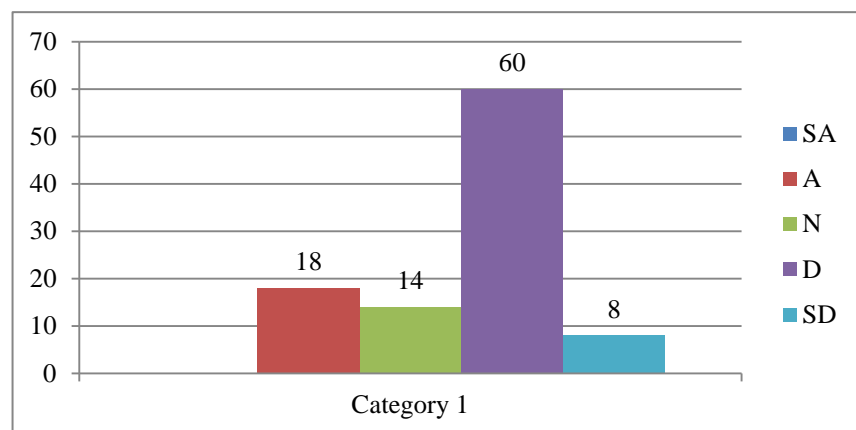


Figure 4.1

The figure display those the students were Strongly Agree is 0% (0 student), Agree is 18% (9 students), Neutral is 14 % (7 students), disagree is 60% (30 students), strongly disagree 8 % (4 students).

From the Item 5, with statement is “Students have no to study non-TBI course”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.2 Display of students response to question number 5.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	18.0	18.0	18.0
	2	20	40.0	40.0	58.0
	3	10	20.0	20.0	78.0
	4	8	16.0	16.0	94.0
	5	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 5. That figure as follow :

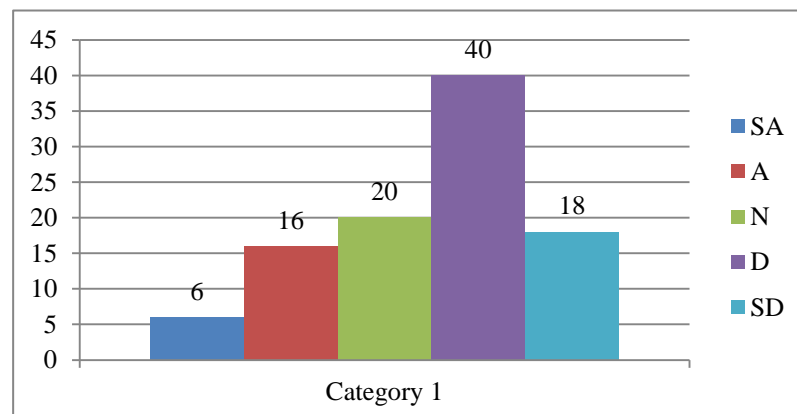


Figure 4.2

Item 5, There were students response Strongly Agree is 5% (3 student), Agree is 16% (8 students), Neutral is 20 % (10 students), disagree is 40% (20 students), strongly disagree 18 % (9 students).

Move to the Item 7, with statement is “Non-TBI course is difficult than English course”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.3 Display of students response to question number 7.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.0	2.0	2.0
2	14	28.0	28.0	30.0
3	16	32.0	32.0	62.0
4	12	24.0	24.0	86.0
5	7	14.0	14.0	100.0
Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 7. That figure as follow :

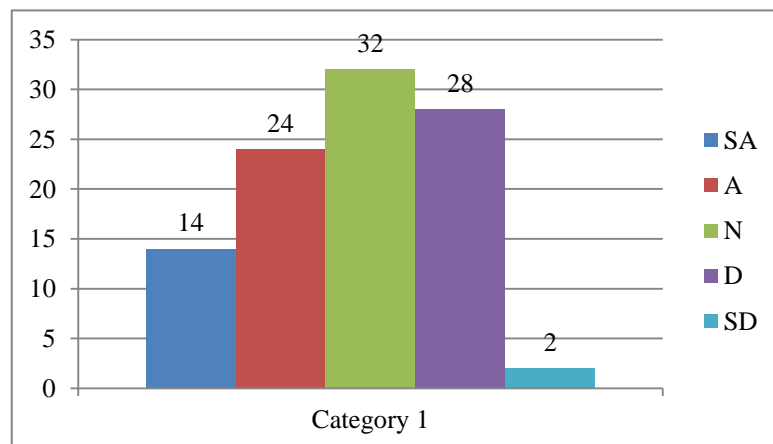


Figure 4.3

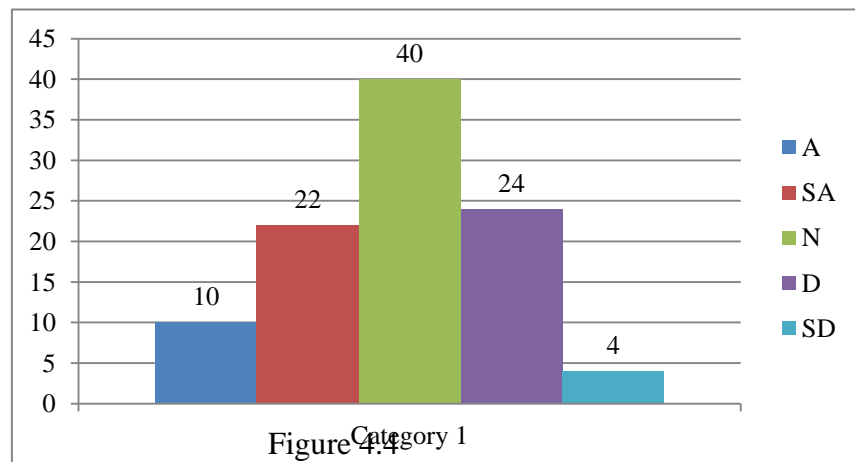
Item 7,. There were Strongly Agree is 14% (7 student), Agree is 24% (12 students), Neutral is 32 % (16 students), disagree is 25% (14 students), strongly disagree 2 % (1 student).

Next to the Item 10, with statement is “Students have to attend every Non-TBI course”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.4 Display of students response to question number 10.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	4.0	4.0	4.0
2	12	24.0	24.0	28.0
3	20	40.0	40.0	68.0
4	11	22.0	22.0	90.0
5	5	10.0	10.0	100.0
Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 10. That figure as follow :



Item 10, There were Strongly Agree is 10% (5 student), Agree is 22% (11 students), Neutral is 40 % (20 students), disagree is 24% (12 students), strongly disagree 4 % (2 student).

From the Item 12, with statement is “the 2011 curriculum of English Education Program is balancing.”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.5 Display of students response to question number 12.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	10	20.0	20.0	20.0
	3	33	66.0	66.0	86.0
	4	5	10.0	10.0	96.0
	5	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 12. That figure as follow :

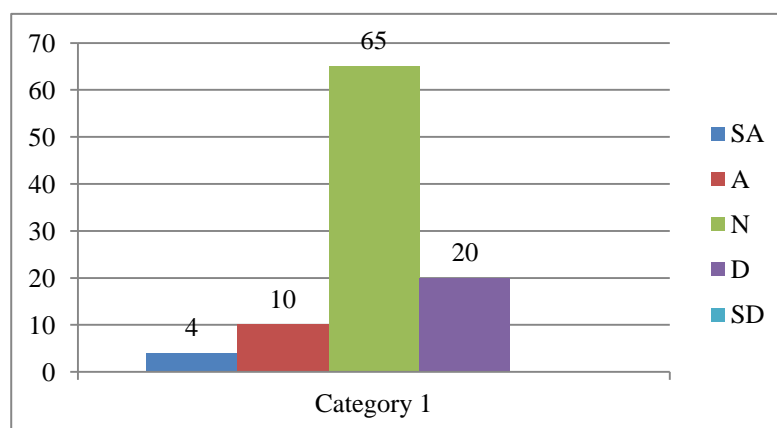


Figure 4.5

Item 12, There were Strongly Agree is 4% (2 student), Agree is 10% (5 students), Neutral is 66 % (33 students), disagree is 20% (10 students), strongly disagree 0 % (0 student).

From the Item 13, with statement is “the implementation of 2011 curriculum of English Education Program has interest and make students increase in English skill”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.6 Display of students response to question number 13.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	2.0	2.0	2.0
2	5	10.0	10.0	12.0
3	24	48.0	48.0	60.0
4	17	34.0	34.0	94.0
5	3	6.0	6.0	100.0
Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 13. That figure as follow :

as follow :

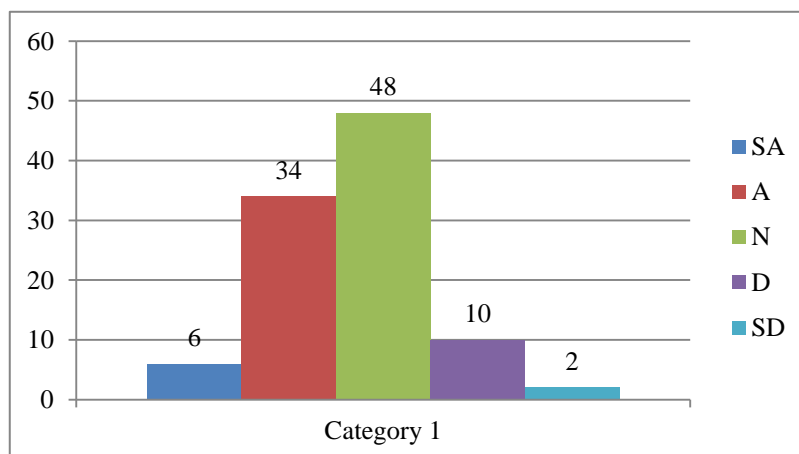


Figure 4.6

Item 13,. There were Strongly Agree is 5% (3 student), Agree is 34% (17 students), Neutral is 48 % (24 students), disagree is 10% (5 students), strongly disagree 2 % (1 student).

From the Item 14, with statement is “the composition of TBI course and Non-TBI courses should be same”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.7 Display of students response to question number 14.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	8.0	8.0	8.0
	2	25	50.0	50.0	58.0
	3	18	36.0	36.0	94.0
	4	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 14. That figure as follow :

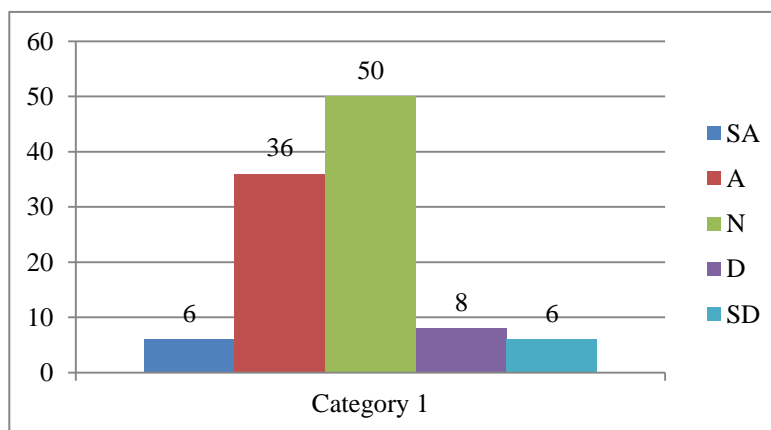


Figure 4.7

Item 14, There were Strongly Agree is 6% (3 student), Agree is 36% (5 students), Neutral is 50% (25 students), disagree is 20% (10 students), strongly disagree 5 % (1 student).

From the result of the data review in the the table and figure above writer made the rakapitulation of the data into :

Statistics

	VAR03	VAR05	VAR07	VAR10	VAR12	VAR13	VAR14	VAR15	VAR16
N Valid	50	50	50	50	50	50	50	50	50
Missing	0	0	0	0	0	0	0	0	0
Mean	2.4200	2.5200	3.2000	3.1000	2.9800	3.3000	2.4000	3.9400	2.6800
Median	2.0000	2.0000	3.0000	3.0000	3.0000	3.0000	2.0000	4.0000	3.0000
Mode	2.00	2.00	3.00	3.00	3.00	3.00	2.00	4.00	3.00
Std. Deviation	.88271	1.14713	1.06904	1.01519	.68482	.88641	.72843	.76692	1.03884

The explanation of the data review and recapitulation : see at the question number 3 the statement is “Non-TBI course is not relevant in curriculum” almost of students disagree with that were 68% (34 students) disagree about that, that describes if the implementation of 2011 in english education study program has relevant in courses. Than we can see Item number 5, 7 and 10, with the general statement is students response of Non-TBI courses have no to study non-TBI course” they answer were disagree is 58% (29 students), in addition, students still need the Non-TBI courses in curriculum of 2011 who has implemented. But the curriculum should be make more balancing and have to be students need or students interest.

See item 12 and 13 there were almost students neutral and some of students agree. That describes that students still confuse of the curriculum that has implemented There were some aspect and some courses changed, but some students still not ready yet, so it make some students who are still not passing yet of one of the course felt difficult when they recourse or take the subject against to complete they value.

Some aspect that the curriculum have to evaluate are the composition of the courses as like the time of learning, the value of the courses, the facility and lecturer methode, than the facility as handsbook, syllabus. They need more comprehend in mastering english or non english courses clearly.

We can see item number 16 with the statement are “There were some course are not suitable in English Courses (Arabic Language, Indonesian Language, Tafsir). There were students Neutral is 38 % (19 students), disagree is 42% (21 students), that can guide us to understand if the students stiiil want to study Non-TBI courses, just need change some aspect as composition and the quantity of the courses. That effect students can increase or support their values in examination, as we see item 18 were almost 50 % students agree with that.

In conclusion, implementation of 2011 was success but need evaluation in some aspect as like the materials of course must be relevant for the future as item number 1, 3 and 5. The students want to develop and mastering English skill who can integration and interconnection for some basis general and religion knowledge and experience

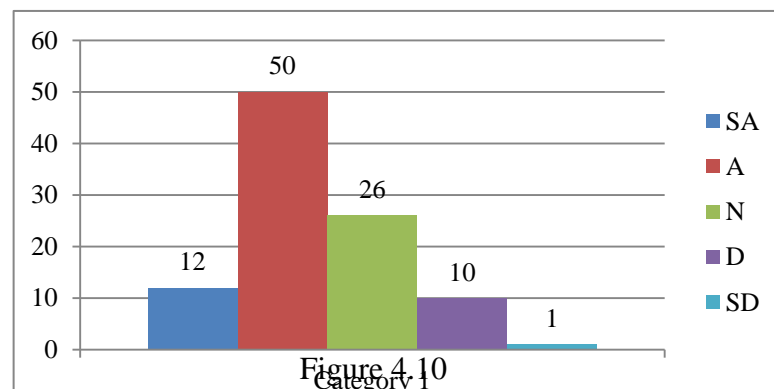
In order to analyze the result of the research on the students' perception toward Non-TBI courses in the implementation of 2011 currciulum English Education Program of STAIN Palangka Raya The data were describing and displaying as follow :

From the Item 1, with statement is “The courses of general and region is not suitable for students of English Education Program needed.”. We can see the frequency and percentage response of the students as follow in the table :

Table 4,10 Display of Students response for question number 1.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	2.0	2.0	2.0
1	5	10.0	10.0	12.0
2	13	26.0	26.0	38.0
3	25	50.0	50.0	88.0
4	6	12.0	12.0	100.0
Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 1. That figure as follow :



Item 1, There were Strongly Agree is 0% (0 student), Agree is 12% (6 students), Neutral is 50 % (25students), disagree is 25% (13students), strongly disagree 1 % (5students).

From the Item 2, with statement is “in learning non-TBI course make students difficult to increase IPK”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.11 Display of Students response for question number 2.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	2.0	2.0	2.0
1	2	4.0	4.0	6.0
2	16	32.0	32.0	38.0
3	19	38.0	38.0	76.0
4	6	12.0	12.0	88.0
5	6	12.0	12.0	100.0
Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 2. That figure as follow :

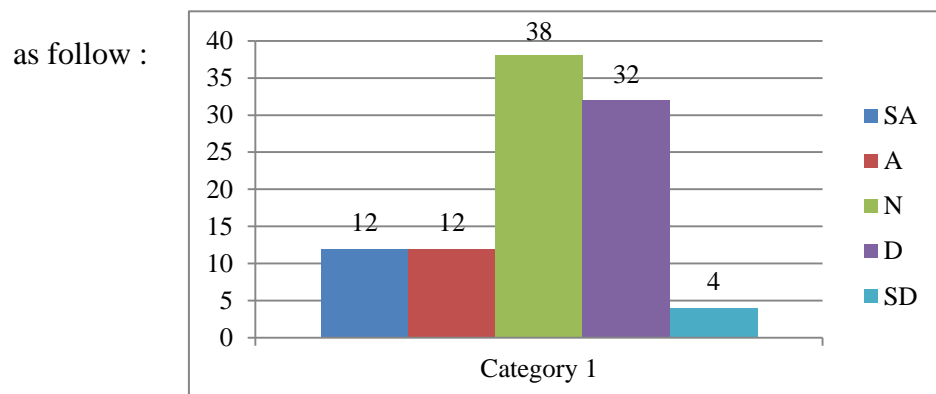


Figure 4.11

Item 2, There were Strongly Agree is 12% (6students), Agree is 12% (6 students), Neutral is 38 % (19 students), disagree is 32% (15 students), strongly disagree 4 % (2 students).

From the Item 4, with statement is “Students are like non-TBI course than English or TBI course more”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.12 Display of students response to question number 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	6.0	6.0	6.0
2	27	54.0	54.0	60.0
3	16	32.0	32.0	92.0
4	3	6.0	6.0	98.0
22	1	2.0	2.0	100.0
Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 4. That figure

as follow :

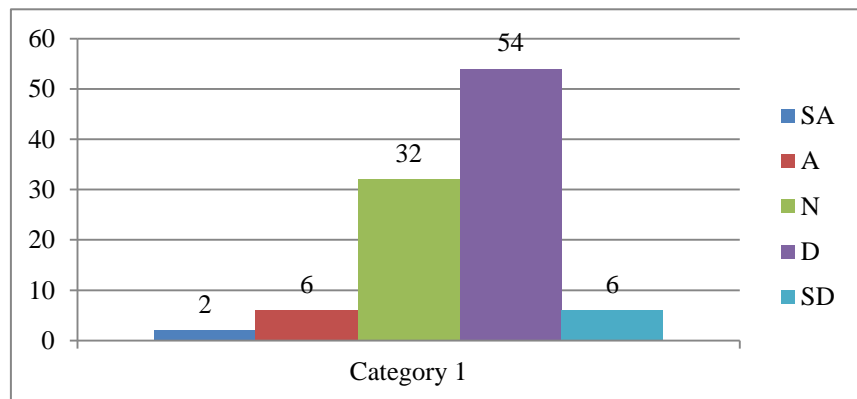


Figure 4.12

Item 4, There were Strongly Agree is 2% (1 student), Agree is 5% (3 students), Neutral is 32 % (15 students), disagree is 54% (27 students), strongly disagree 5 % (3 students).

From the Item 8, with statement is “in learning Non-TBI course students are be able professional teacher..”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.14 Display of students response to question number 8.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	6	12.0	12.0	12.0
3	12	24.0	24.0	36.0
4	20	40.0	40.0	76.0
5	12	24.0	24.0	100.0
Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 8. That figure as follow :

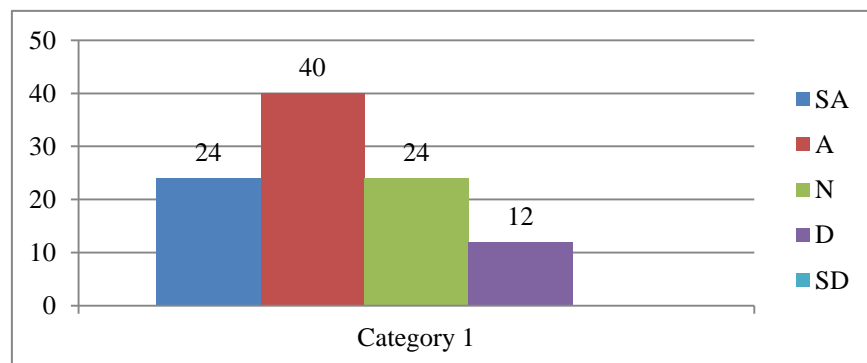


Figure 4.14

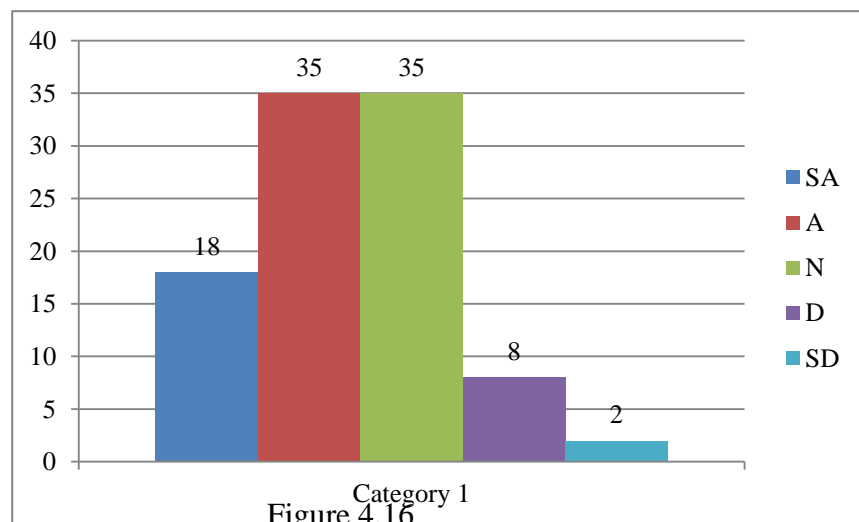
Item 8, There were Strongly Agree is 24% (12 student), Agree is 40% (20 students), Neutral is 24 % (12 students), disagree is 12% (6 students), strongly disagree 0 % (0 student).

From the Item 11, with statement is “Students like TBI course than Non-TBI course.”. We can see the frequency and percentage response of the students as follow in the table :

Item 4.16 Display of students response to question number 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.0	2.0	2.0
	2	4	8.0	8.0	10.0
	3	18	36.0	36.0	46.0
	4	18	36.0	36.0	82.0
	5	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 11. That figure as follow :



Item 11, There were Strongly Agree is 18% (9 student), Agree is 35% (18 students), Neutral is 35% (18 students), disagree is 8% (4 students), strongly disagree 2% (1 student).

From the Item 17, with statement is “the value of course of TBI have to more than Non-TBI”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.17 Display of students response to question number 17.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	12	24.0	24.0	24.0
4	26	52.0	52.0	76.0
5	12	24.0	24.0	100.0
Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 17. That figure as follow :

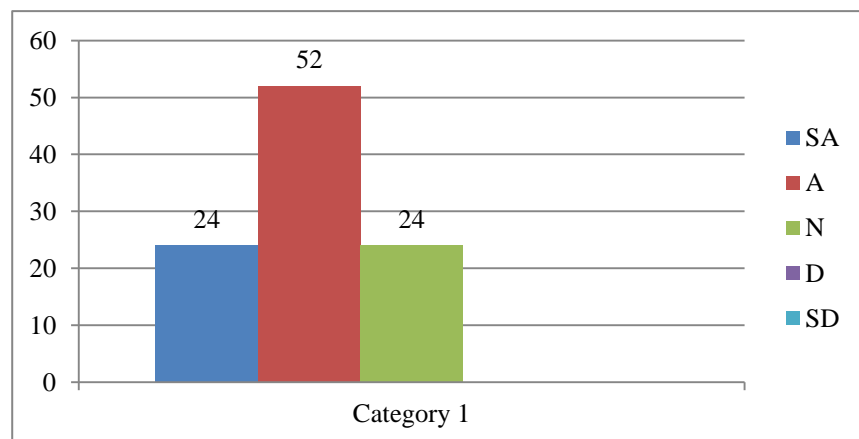


Figure 4.17

Item 17, There were Strongly Agree is 24% (12 student), Agree is 52% (26 students), Neutral is 24 % (12 students), disagree is 0% (0 students), strongly disagree 0 % (0 student).

From the Item 18, with statement is “the value of Non-TBI course can increase students values.”. We can see the frequency and percentage response of the students as follow in the table :

Table 4.18 Display of students response to question number 18.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.0	2.0	2.0
3	24	48.0	48.0	50.0
4	21	42.0	42.0	92.0
5	4	8.0	8.0	100.0
Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 18. That figure as follow :

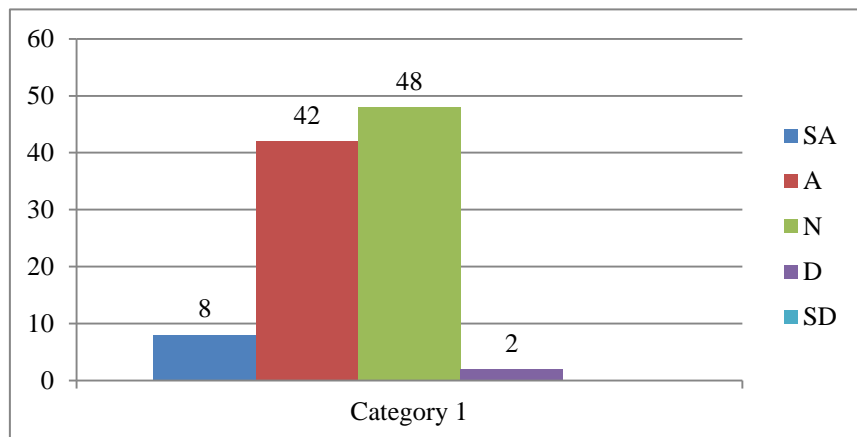


Figure 4.18

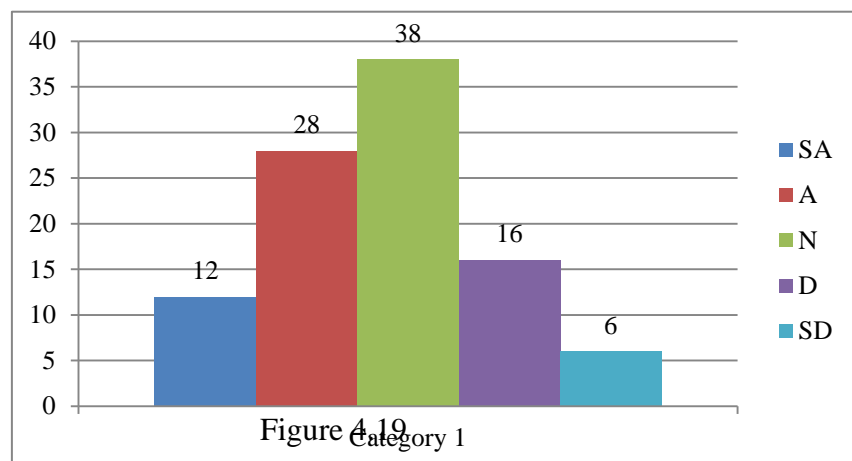
Item 18, There were Strongly Agree is 8% (4 student), Agree is 42% (21 students), Neutral is 48 % (24 students), disagree is 2% (1 students), strongly disagree 0 % (0 student).

From the Item 19, with statement is “The students are graduation from high school are more difficult to study religion course.”. We can see the frequency and percentage response of the students as follow in the table

Table 4.19 Display of students response to question number 19.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	6.0	6.0	6.0
2	8	16.0	16.0	22.0
3	19	38.0	38.0	60.0
4	14	28.0	28.0	88.0
5	6	12.0	12.0	100.0
Total	50	100.0	100.0	

By the table above, writer describe the result into a figure for displaying the percentage and frequency of students response item number 19. That figure as follow :



Item 19, There were Strongly Agree is 12% (6 student), Agree is 28% (14 students), Neutral is 38 % (19 students), disagree is 16% (8 students), strongly disagree 6 % (3 student).

From the result of the data review in the the table and figure above writer describes and recapitulation the data into statistical frame :

Statistics										
	VAR01	VAR02	VAR03	VAR04	VAR05	VAR06	VAR07	VAR08	VAR09	VAR010
Valid	50	50	50	50	50	50	50	50	50	50
Missing	0	0	0	0	0	0	0	0	0	0
Mean	2.6000	2.9000	2.7800	3.5000	3.7600	3.6000	3.6000	4.0000	3.5600	3.2400
Median	3.0000	3.0000	2.0000	3.5000	4.0000	4.0000	4.0000	4.0000	3.5000	3.0000
Mode	3.00	3.00	2.00	3.00 ^a	4.00	4.00	3.00 ^a	4.00	3.00	3.00
Std. Deviation	.90351	1.12938	2.85921	.90914	.95959	.98974	.94761	.69985	.67491	1.06061

As see at thequestion number 1, 4, 6, 9, and 11 were general statements is “how respon students about the suitable Non-TBI courses to TBI courses who has implemented in 2011 curriculum of English Education Study Program”. some students has understand what the purpose of Non-TBI courses to interconexion with English Courses but in the implementation, the students felt difficult to balancing the Non-TBI and TBI courses so that make students more like TBI courses (see result item 4 and 11), some of students have to knowing the basic of general and religion study, some of students basicly are graduated from general high school who has limited study about religion (see item 6), so that the students hope the Non-TBI courses that implemented only for additional courses in English Education Study Program (see item 9).

In other hand, almost students disagree with statement if the Non-TBI courses make students difficult to increase their IPK (see item 2, 17, 18, 19, 20). That describes if students not worry if the Non-TBI courses still implemented, furthermore their from General Senior High School or Islamis School and Dormitory School (item 2, 19, 20). but in aplied students hope the TBI value have more than Non-TBI value in score to increase students' IPK and to mastering english clearly (see item 17).

In conclusion, students still need Non-TBI course that same likes the vision/mission of the English Education Study Program to create and make the graduation of Professional English Teacher who integrate and interconnection to some Non-TBI courses to be Islamic Professional English Teacher. the students mostly need study Non-TBI courses with the point is they need to develop their knowledge and experience in another skill as like Human Developing Resource, or Entrepreneurship courses.

In addition, the Non-TBI courses is still need to implemented in English Education Study Program of STAIN Palangka Raya, but need evaluate for the quantity and quality of that courses, so that students will more interest in study English and Non-English courses who can increase students' Commutative Score.

2. Data Analyses of Interviews

The writer did the interview for making reliable and supporting the data was found. The results of the interview as follow:

The writer did the interview for making reliable and supporting the data was found. The results of the interview as follow:

a) ZI

ZI is a student in seventh semester of 2011-2012 academic years in English Education Study Program. He became more spirit to learn when the 2011 curriculum was implemented. He became more understood and focused on the English courses. He felt the 2011 curriculum gave many improvements for his skills in English and teaching English. ZI felt the implementation of 2011 curriculum was success.¹

b) FA

FA is a student in seventh semester of 2011-2012 academic years in English Education Study Program. FA felt satisfied on the implementation of 2011 curriculum. He focused on the English learning process in the class. He said that the curriculum 2011 made the situation in the class was not boring as the past semester. The 2011 curriculum also has affected his English skills and teaching English skills. FA wanted the lecturer improving their teaching language strategy for making the class being an interesting class.²

c) WT

¹Zainuri, *Personal Interview*, on November 4th, 2014

²Fathan Ansrari, *Personal Interview*, on November 4th, 2014

WT is a student in seventh semester of 2011-2012 academic years in English Education Study Program. According to WT, she thought the curriculum as the program of the institution on the learning process. She felt the implementation of 2011 curriculum has affected her English language skills and teaching skills. She realized that the 2011 curriculum made her IPK has grown during the implementation of 2011 curriculum. WT said that the role of teacher in the class was one of the parts of the institutions. Teachers or lecturers have their capability for reconstruction the curriculum as the program of that institution. In short, TKS supported the curriculum changing and evaluation for giving the multiple effects to institution. She also felt the 2011 curriculum was a good program however needed to be evaluated.³

d) ERV

ERV is a student in seventh semester of 2011-2012 academic years in English Education Study Program. She focused on the Islamic courses. She felt the curriculum 2011 has been implemented very well even though there was something to evaluate. The distribution of the courses in TBI was not relevant in some courses. She also thought the curriculum 2011 gave the improvement for her skill in English. In other hand, the English language skills did not improve as same as her English skills. YWND felt the curriculum 2011 should be evaluated in

³ Tika Kumala Sari, *Personal Interview*, on November 4th, 2014

the distribution of the courses. Moreover, the implementation of 2011 has affected on her skills to be an English teacher.⁴

e) BDYO

BDYO is a students in sevent semester of 2011-2012 academic years in English Education Study Program. He thought the curriculum as the planning for reaching the purposes. He said TBI has the purpose for making the professional teacher. He felt the implementation of 2011 curriculum was a good planning and strategy for developing their skills in English and teaching English. BDYO said the affect of the implementation of 2011 curriculum for the students was based on the students itself. He believed who wanted to get the best value and results should do the best also. The evaluation and changing the curriculum 2011 he was happy because many of Islamic Learning in TBI was deleted and changed to be creative English learning and English elements.⁵

B. Discussion

The writer problem stated are : “How is the students’ response of the implementation of 2011 curriculum by English Education Study Program?” and “how is the students’ perseption toward Non-TBI course in impelementation

⁴ Yuwinda, *Personal Interview*, on November 4th, 2014

⁵ Budiyanto, *Ibid.*

2011 curriculum in English Education Program of STAIN Palangka Raya?” Hence, the question looked for the answer. To answer the problem of the study above, the writer has done the study in this research.

In other hand, the instructions stated in the questionnaire described 2 results there were response of students for the implementation of 2011 curriculum and Non-TBI course as perceived by students of English Education Study Program. Those writer discusses above :

a. English Students’ Perception toward the Implementation of 2011 curriculum of English Education Study Program of STAIN Palangka Raya.

The writer did the research on the problem as stated previously. The data were found indicated that the implementation of 2011 curriculum as perceived by the sixth semester students of English Education Study Program. The writer gave the questionnaire as the instrument for measure the information. The questionnaire that the writer used was adopted by the 2011 curriculum of English Education Study Program. Therefore, the questions in the questionnaire focused on the courses and the qualifying of graduation into a professional or vocational field.

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.⁶ 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.⁷

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.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.⁹ The discussion of the results' of this study as follows:

The result of this subject were 50 students on sixth semester of English Education Study Program. Their response by the answer of question number 12 that describe if the implementation of 2011 curriculum are balance there were Strongly Agree is 4% (2 student), Agree is 10% (5 students), Neutral is 66 % (33 students), disagree is 20% (10 students), strongly disagree 0 % (0 student). In addition students response for agree is 14 %, Neutral is 66 %, and

⁶University of Zimbabwe, *Curriculum Implementation, Change and Innovation*, p. 8

⁷ Jack C. Richards, *Curriculum Development in Language Teaching*, p. 288.

⁸University of Zimbabwe, *Curriculum Implementation, Change and Innovation*, p. 8.

⁹Norjennah, "The Students' Perception Toward EFL Teachers' Feedback on Oral Performance of the Seventh Grade Students pfMTsN 1 Model Palangka Raya", p. 33.

disagree is 20%. We can see of the result of the implementation of 2011 curriculum of English Education Study Program of STAIN Palangka Raya still make students confuse in the groups of courses as like as there were MPK for 6,37 % as the groups of course in Human Developing Resource, MBB as Social Culture were 10,19 %, MK as the course of Knowledge and Experience were 12,74%, Required and Elective Courses of TBI were 66,88% and last MPB as the Attitude of Creativity are 3,82.

In other hand the curriculum has good enough for implemented for 2011/2012 academic years of English Education Study Program, but any some evaluating as mention previously by Levy in chapter II, he affirms that curriculum in general, is the overall plan of the content or specified material of interaction that the school should offer the learners by way of qualifying him or her for graduation or certification or for entrance into a professional or vacation field.¹⁰

In conclusion, the data were found by doing the research on the students' perception toward the implementation of 2011 curriculum described the implementation of 2011 was success but need evaluation in some aspect as like the materials of course must be relevant for the future as item number 1, 3 and 5. The students want to develop and mastering English skill who can integration and interconnection for some basis general and religion knowledge and experience.

¹⁰ Levy, The International encyclopedia of curriculum,. P.15

b. English Students' Perception toward the Non-TBI Courses in Implementation of 2011 curriculum of English Education Study Program of STAIN Palangka Raya.

By the statement above the writer conclude that the students agreed on the subjects or courses offered in the curriculum 2011 has in accordance with the students' need and the vision/mission of the English Education Study Program because of their experiences as the learners. The learner factor influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation.¹¹Example from item 19 and item 20 there were describes if Graduation school is give an effect for student in learning in English Education Study Program of STAIN Palangka Raya.

There were students agreed if the study Non-TBI courses like religion courses they need have basic knowledge, that was make them difficult in study because the quantity of religion subject in school are just once class. So' they have to began from firstly. The students felt the subject of general and religion have to decrease than before. It can help them to increase and developing English skill and Mastering English.

In other hand, students still need Non-TBI course that same likes the vision/mission of the English Education Study Program to create and make the graduation of Professional English Teacher who integrate and interconnection to some Non-TBI courses to be Islamic Professional English Teacher. That can we see on item 5, and item 8 there were Strongly Agree is

¹¹University of Zimbabwe, *Curriculum Implementation, Change and Innovation*, (Module EA3AD 303). Harare:Centre for Distance Education, University of Zimbabwe, 1995, p. 31

24% (12 student), Agree is 40% (20 students), Neutral is 24 % (12 students), disagree is 12% (6 students), strongly disagree 0 % (0 student). In conclude, the students mostly need study Non-TBI courses with the point is they need to develop their knowledge and experience in another skill as like Human Developing Resource, or Entrepreneurship courses.

In addition, the Non-TBI courses is still need to implemented in English Education Study Program of STAIN Palangka Raya , but need evaluate for the quantity and quality of that courses, so that students will more interest in study English and Non-English courses who can increase students' Commutative Score.

c. The data interview also gave the similar results

The data interview also gave the similar results with the data were foundin the questionnaire. By doing the interview on 5 students in seventh semester, the writer got the data that ZI, FA, BDY, WT, and ERV stated the distribution and the groups of the courses in the 2011 curriculum was good. The interview results is available in appendix III.

Item 3,5,7,10,12,13,14,15 and 16which have been classified into the subject matters in curriculum elements. This is similar for thequestion number 3 the statement is “Non-TBI course is not relevant in curriculum” almost of them disagree with that describes if the impelementation of 2011 in english education study program has relevant in courses in addition, students still need the Non-TBI courses in curriculum of 2011 who has implemented.

But the curriculum should be made more balancing and have to be students need or students interest.

And the item 12 and 13 there were they agree. That describes that students still confuse of the curriculum that has implemented. There were some aspect and some courses changed, but some students still not ready yet, so it make some students who are still not passing yet of one of the course felt difficult when they recourse or take the subject again to complete they value.

Some aspect that the curriculum have to evaluate are the composition of the courses as like the time of learning, the value of the courses, the facility and lecturer method, than the facility as handbook, syllabus. They need more comprehend in mastering English or non english courses clearly.

The data interview also gave the similar results with the data were found in the questionnaire. The respondents thought that the learning process in the class was very good. They were more enjoy the learning process in the class. The curriculum 2011 in part of vision, mission and purpose curriculum English Education Study Program at page 1 stated the goals that should be achieved by the institution. The data were found described that a few of students felt the courses offered in accordance with their need and vision / mission of the English Education Study Program. Based on the curriculum elements and factor that influence the curriculum implementation. The learners were the central figure in the curriculum

implementation process. Implementation takes place as the learner acquires the planned or intended experiences and the perception was also a process of how people select, organize and interpret input experiences that exist and then interpret them to create a whole picture that matters.

By the statement above the writer conclude that the students disagreed on the subjects offered in the curriculum 2011 has in accordance with the students' need and the vision / mission of the English Education Study Program because of their experiences as the learners. The learner factor influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation.¹² The classroom practice, the learners were actually transmitted and adopted from the official curriculum. The official curriculum could be quite different from the curriculum that was actually implemented. Therefore, the students felt the subject offered in 2011 curriculum was not in accordance with their need and the vision / mission of the English Education Study Program.

The first, the respondents thought the lecturers should be mastery on the specific course. The quantities of the lecturers also should be added by the English Education Study Program and the last the students wanted the non-TBI clas it just additional classes as effective as possible. Then, the respondents wanted the learning experiences, the students' need as

¹²University of Zimbabwe, *Curriculum Implementation, Change and Innovation*, (Module EA3AD 303). Harare:Centre for Distance Education, University of Zimbabwe, 1995, p. 31

consideration of the curriculum implementation. In addition, a few of them also stated that before doing the implementation of curriculum, the students should be given the information for avoiding the students' misunderstanding toward the implementation.

In conclusion, the data were found by doing the research on the students' perception toward the implementation of 2011 curriculum described the implementation of 2011 was success but still need evaluation in some aspects.