

A THESIS

**GRADUATES DEMAND ON ENGLISH EDUCATION
CURRICULUM OF IAIN PAREPARE
(A NEED ANALYSIS STUDY)**



BY

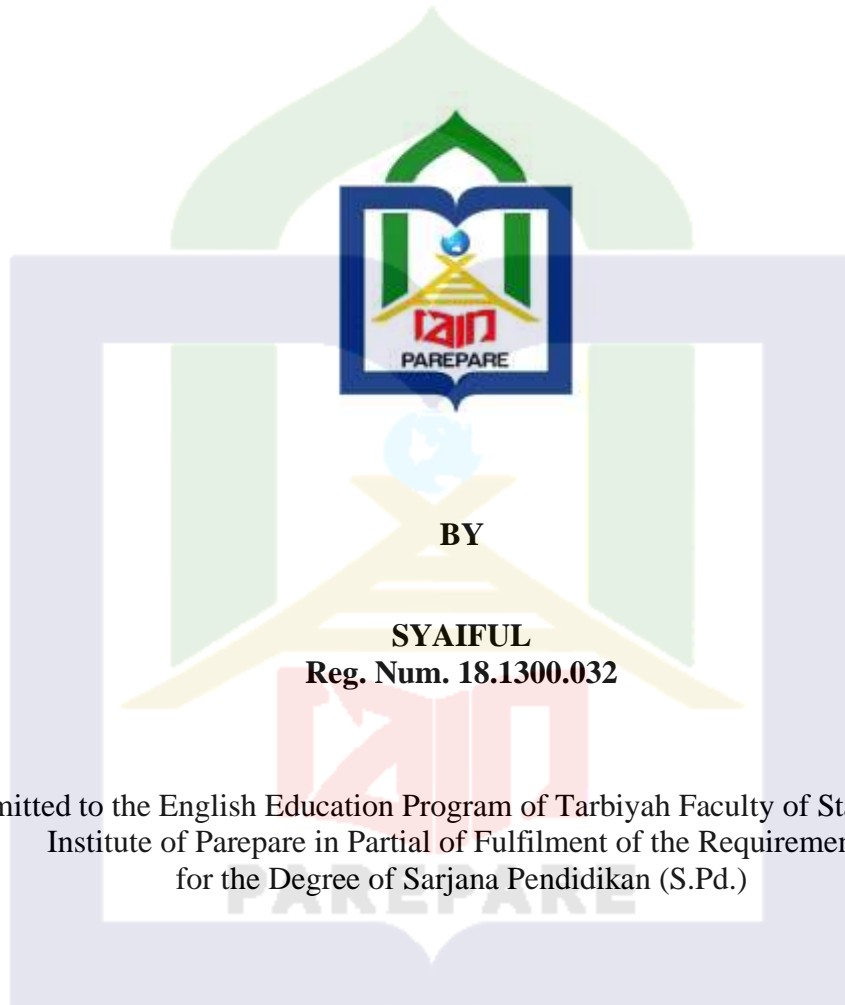
**SYAIFUL
REG NUM. 18.1300.032**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022 M / 1443 H

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Reg. Num. 18.1300.032

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

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**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S. Pd.)**

English Education Program

Submitted by:

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SYAIFUL

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To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022 M / 1443 H

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CURRICULUM OF IAIN PAREPARE
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent and the Merciful

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First, the writer would like to express the greatest gratitude to his beloved parents Abd Yusri Said and Jumriah, and also his family who have given an endless love, support and contributions both moral and material to the writer.

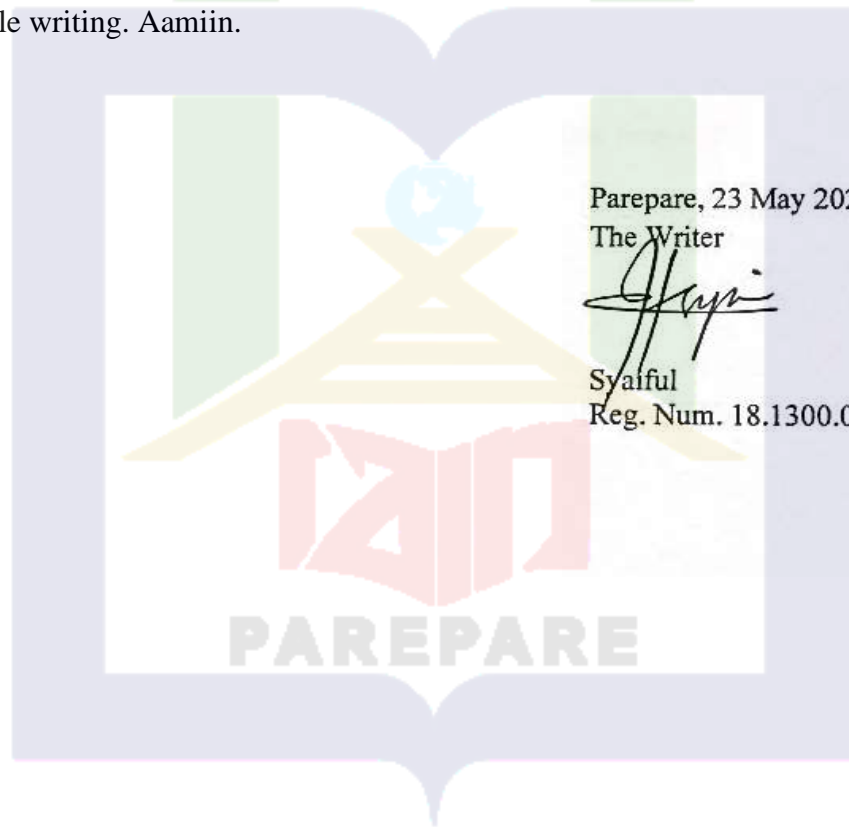
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Finally, the writer realized that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get some critiques and suggestion to make it better. Then he wishes that this skripsi be some valuable writing. Aamiin.



DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi was his own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 23 May 2022

The Writer



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ABSTRACT

Syaiful. *Graduates Demand on English Education Curriculum at IAIN Parepare (A Need Analysis Study).* (Supervised by Zulfah and Abd Rauf Ibrahim).

This research aims to provide information about the graduates demand on English education curriculum of IAIN Parepare. This research is descriptive study with a survey method. The population of this research is the graduates of English Education Program at IAIN Parepare.

The total population of this study were 255 graduates. In this research, purposive sampling is used to determine the sample and the number of samples are 72 graduates which is done by the Slovin formula. This research used questionnaire in collecting the data and using percentage technique to see the frequency of the respondents' answers.

The result of this research shows that the graduates necessities on English education curriculum are courses that have a direct impact on their teaching abilities. The graduates lacks on English curriculum shows that the courses that are considered lacking and need to be developed are practical courses that are able to support a career as a teacher. The graduates wants on English education curriculum, it shows that most of the courses that graduates want and are expected to include in the curriculum are subjects with English Skills and English Sub Skills categories with an average percentage above 70%.

Keywords: Curriculum, Need Analysis, Graduates Demand

TABLE OF CONTENTS

COVER	i
SUBMISSION PAGE	iii
ENDORSMENT OF CONSULTANT COMMISSIONS	iv
ENDORSMENT OF EXAMINER COMMISSIONS	vi
AKNOWLEDGEMENTS	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	ix
ABSTRACTS.....	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF FIGURES.....	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Research Question	3
C. Objective of the Research	4
D. Significance of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE.....	5
A. Previous Research Findings.....	5
B. Some Pertinent Ideas.....	6
C. Conceptual Framework.....	20
CHAPTER III RESEARCH METHOD.....	21
A. Research Design	21

B. Population and Sample.....	21
C. Operational Definition of Variable	23
D. Instrumen of the Reserach	23
E. Technique of Data Collection	23
F. Technique of Data Analysis	24
CHAPTER IV FINDINGS AND DISCUSSION	25
A. Findings	26
B. Discussion	42
CHAPTER V CONCLUSION AND SUGGESTION	47
A. Conclusion	47
B. Suggestion.....	47
BIBLIOGRAPHY	49
APPENDICES	

LIST OF TABLES

Number of Table	The Tittle of Tables	Pages
2.1	The Curriculum of English Education	17
4.1	Graduates Necessities on Teaching Studies	25
4.2	Graduates Necessities on English Skill	27
4.3	Graduates Necessities on English Sub Skill	27
4.4	Graduates Necessities on Linguistics	28
4.5	Graduates Necessities on Culture	28
4.6	Graduates Necessities on Islamic Studies	29
4.7	Graduates Necessities on General Subject	30
4.8	Graduates Necessities on Supporting Subjects	30
4.9	Graduates Lacks on Teaching Studies	31
4.10	Graduates Lacks on English Skill	32
4.11	Graduates Lacks on English Sub Skill	33
4.12	Graduates Lacks on Linguistics	33
4.13	Graduates Lacks on Culture	34

4.14	Graduates Lacks on Islamic Studies	35
4.15	Graduates Lacks on General Subject	35
4.16	Graduates Lacks on Supporting Subjects	36
4.17	The aspects to be Developed	36
4.18	Graduates Wants on Teaching Studies	37
4.19	Graduates Wants on English Skill	38
4.20	Graduates Wants on English Sub Skill	39
4.21	Graduates Wants on Linguistics	39
4.22	Graduates Wants on Culture	40
4.23	Graduates Wants on Islamic Studies	40
4.24	Graduates Wants on General Subject	41
4.25	Graduates Wants on Supporting Subjects	41

LIST OF FIGURES

Number of Figure	The Tittle of Figure	Page
2.1	Conceptual Framework	20



LIST OF APPENDICES

Number of Appendix	The Tittle of Appendices
1.	Research Permit Recommendation
2.	Permission Research
3.	Letter of Research Completion
4.	The Subjects of English Education Program
5.	Questionnaire
6.	The Result of the Questionnaire
7.	Documentation
8.	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background

The success of education in higher education is determined by several factors, one of them is the graduates quality. To produce qualified graduates, a well-arranged curriculum is needed in order to meet the competence. Curriculum as a reference for educational programs provided by an educational institution that contains the design of lessons to be given to students. In the field of formal education, curriculum plays an important role in achieving learning goals.

Curriculum have a very strategic position, especially in educational institutions. Curriculum is an integral part of education and learning. Without a good curriculum, the implementation of education and learning will be messed up and have no clear objectives. Curriculum as a plan for learning.¹ Curriculum aims as a direction or guideline in the implementation of the learning process. The curriculum directs all educational activities in order to achieve educational objectives. McKimm stated that curriculum serves as a vehicle to realize the educational objectives of each type, function or unit of education which in turn is a national educational goal.²

The educational curriculum in Indonesia often changes. These changes occur because of dissatisfaction with the results of education. Apart from that, curriculum changes also occur due to the development of science so that the needs of the field of education are also growing.

It is obtainable that curriculum changes are happening in Indonesia because the science is always dynamic. The main reason of curriculum changing

¹ Van Den Akker Jan et al., "Curriculum in Development SLO • Netherlands Institute for Curriculum Development," 2009, 57, www.slo.nl.

² Dianne L. Common and David Pratt, "Curriculum: Design and Development," *Canadian Journal of Education / Revue Canadienne de l'éducation* 6, no. 4 (1981): 122, <https://doi.org/10.2307/1494364>.

is as the revision, evaluation, and correction of the previous curriculum.³ In addition, the change is also influenced by human needs that are always changing.

Curriculum changes are made to answer the challenges of the changing times. Therefore, the students are able to compete in the future. Another reason of curriculum changes is the previous curriculum is considered burden some for the students.

Basically, the curriculum does not stand alone but is influenced by the changes in the economic, political, and cultural climate. Therefore, to change a curriculum, it takes more much consideration to the factors that can influence the curriculum changes.

One of the most important factors that must be considered in curriculum changes is the conformity between the curriculum and the target competency of graduates in one educational institution. The fact shows that education today must be oriented to the competencies needed after graduation. This era causes the education get challenges, especially in preparing the next generation that can compete in this era. Therefore, all levels of education should be developed according to the needs in order to prepare the generation that have a good quality.⁴ It shows that education should be implemented in accordance with the needs of graduates. Similarly, learning in college must adapt to the curriculum of each course.

Curriculum development is carried out by involving stakeholders to ensure the relevance of education to the needs of life and the world of work. Therefore, curriculum development should consider and pay attention to the development of personal integrity, spiritual intelligence, thinking skills, social

³ Umami Nur Laila Sulistyani, "The Importance of Needs Analysis in a Language Curriculum Development: An Evaluation to 2013 Curriculum," *UHAMKA International Conference on ELT and CALL (UICELL)*, no. November (2018): 143–52.

⁴ C. Rudy Prihantoro, "The Perspective of Curriculum in Indonesia on Environmental Education," *International Journal of Research Studies in Education* 4, no. 1 (2014): 77–83, <https://doi.org/10.5861/ijrse.2014.915>.

creativity, academic ability and vocational skills. The curriculum was developed with attention to global, national and local interests to build the lives of society, nation and state.

The fact shows, the education today is faced with the challenges. Many aspects of life have changed and shifted. Therefore, the paradigm and education system must be adapted to the demand of the times. Of course, these changes are expected to lead to a better future education.

Moreover, the curriculum used in English program at IAIN Parepare integrated with Islamic context. Therefore, it is important to know whether the available subjects in the curriculum of English Program of IAIN Parepare has been in accordance with the needs of the graduates.⁵

Thus, there are several principles that must be considered in curriculum development. One of them is the principle of relevance. The purpose, content, and learning process included in the curriculum should be relevant to the demand, needs, and development of society. The curriculum prepares students to be able to live and work in the community.

Based on the above problems and explanations, this research entitled "Graduates Demand on English Education Curriculum of IAIN Parepare (A Need Analysis Study)" which is focused on the curriculum of English Program at IAIN Parepare.

B. Research Question

Based on the background previously covered, the researcher formulates the research question as follows:

1. What are the graduates necessities on English education curriculum of IAIN Parepare?
2. What are the lacks of English education curriculum of IAIN Parepare?

⁵ Interview with English Program Graduate, Parepare, February 15th, 2022.

3. What are the graduates wants on English education curriculum of IAIN Parepare?

C. Objective of the Research

Referring the above research question, the objectives of the research are formulated as follows:

1. To show the graduates necessities on English education curriculum of IAIN Parepare.
2. To show the lacks of English education curriculum of IAIN Parepare.
3. To show the graduates wants on English education curriculum of IAIN Parepare.

D. Significance of the Research

The result of this study is expected to be able to provide the following benefits:

1. For the Curriculum Maker

This research can provide the information for the Curriculum Maker in arranging the content of English education curriculum in IAIN Parepare.

2. Further Researchers

The results of this research is expected as a basic consideration and providing information for doing further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the description of the previous research findings and some pertinent ideas of the research.

A. Previous Research Findings

There have been some previous studies which are related to curriculum issues as follows:

The issues related to need-based curriculum development was conducted by Betti and Rostika in 2018 and Wenli Tsou in 2009.⁶ These studies are descriptive case study and need-based approach in course design which focus on describing the students' needs for English learning. The result of this study shows that the students need speaking skill and subjects that relate to the jobs and stakeholders needs.⁷

The next issue is about evaluating the implementation of English education curriculum at UIN Makassar. It was conducted by Kaharuddin, et. al., in 2021. The design of this research is adapted Stake's Countenance Model and using both qualitative and quantitative to present the data. It shows that the curriculum implementation was medium with the score 48.75%. It indicates that the curriculum needs to be evaluated annually to ensure the program quality and anticipate the development of job market needs.⁸

⁶ Wenli Tsou, "Needs-Based Curriculum Development: A Case Study of NCKU's ESP Program," *Taiwan International ESP Journal* 1, no. 1 (2009): 77–95.

⁷ Betti Widianingsih and Rostika Listyaningrum, "A NEED ANALYSIS OF ENGLISH LEARNING FOR DESIGNING ENGLISH CURRICULUM AND WORKSHEET (A Case Study for the Sixth Semester of Electrical Engineering Students in the Academic Year of 2015/2016 at State Polytechnic of Cilacap)," *Epigram* 15, no. 2 (2019): 135–44, <https://doi.org/10.32722/epi.v15i2.1247>.

⁸ Djuwairiah Ahmad et al., "Meeting the Students' Expectations: Evaluating the Implementation of English Language Teaching Curriculum," *İlköğretim Online* 20, no. 3 (2021): 165–76, <https://doi.org/10.17051/ilkonline.2021.03.16>.

Another issue is about demand-driven extension curriculum on the competencies of graduate conducted by Joseph A. Kwarteng and Samuel Akuamoah Boateng in 2012. This study utilized a descriptive survey design and using questionnaire to collect the data. The result shows that the curriculum of the B. Sc. Agricultural Extension program and experiential learning works have been very effective and matching with the graduates needs.⁹

Furthermore, some researchers have conducted studies in the curriculum development. The issues are about the factors that affect the process of curriculum development¹⁰, and the steps of curriculum process¹¹. These studies were done by literature review. The result of this studies show the set of steps as a guide within the curriculum development process.

The difference of this study from the previous studies is English need analysis for the context of Islamic Institute. The curriculum contains integration of English, Islamic, culture, and teaching study.

B. Some Pertinent Ideas

1. Curriculum

The word curriculum comes from the Latin *Currere* that means ‘to run’. It shows that one of the function of the curriculum is to provide a design that allows learning to take place. The curriculum defines the learning that is expected to run during the course in term of knowledge, skills, and attitude, they should define the main teaching, learning and assesment methods and

⁹ Joseph A. Kwarteng and Samuel Akuamoah Boateng, “Mid-Career Extension Graduates’ Perceptions of the Impact of a Demand-Driven, Extension Curriculum in Ghana,” *Australian Journal of Adult Learning* 52, no. 2 (2012): 257–76.

¹⁰ Ehsan Namaziandost, “Process of Language Curriculum Development,” *Addaiyan Journal of Arts, Humanities and Social Sciences* 1, no. 8 (2019): 61–70, <https://doi.org/10.36099/ajahss.1.8.5>.

¹¹ Sandy T. Soto, “An Analysis of Curriculum Development,” *Theory and Practice in Language Studies* 5, no. 6 (2015): 1129, <https://doi.org/10.17507/tpls.0506.02>.

provide a learning resources indication needed to support the effective of the course delivery.¹²

Curriculum is a set of plans and arrangements on the content and materials of lessons and ways used as guidelines for the implementation of learning activities. Curriculum serves as a vehicle to realize the educational objectives of each type, function or unit of education which in turn is a national educational goal. Simply, Curriculum is a plan for learning.¹³

a. Curriculum Development

Curriculum development is the process of planning and compiling a curriculum by a curriculum developer and activities carried out so that the result of the curriculum can be a teaching material and reference that is used to achieve educational goals.¹⁴

In the curriculum development process, there are three activities that are always related, namely design, implementation and evaluation. Curriculum development is an ongoing process between various component, they are: orientation, development, and evaluation.¹⁵

Furthermore, Curriculum development is seen as a mechanism that addresses the needs of students and contributes to learning. As a result, curriculum creators can collect as much information as possible about the needs of the students. The process of gathering knowledge about the learners' needs is known as needs analysis.¹⁶

¹² Common and Pratt, "Curriculum: Design and Development."

¹³ Jan et al., "Curriculum in Development SLO • Netherlands Institute for Curriculum Development."

¹⁴ Suparlan, *Tanya Jawab Pengembangan Kurikulum dan Materi Pembelajaran*, (Jakarta: PT. Rosda Karya Remaja, 2011)

¹⁵ Abdul Rohman, *"Pengembangan Kurikulum Teori dan Praktek"*, (Semarang: CV Karya Abadi Jaya, 2015).

¹⁶ Jack C. Richards, "Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design," *RELJ Journal* 44, no. 1 (2013): 5–33, <https://doi.org/10.1177/0033688212473293>.

Curriculum development focuses on deciding what knowledge, skills, and values that students get in school, what opportunities can be delivered to achieve desired learning outcomes, and how teaching and learning can be prepared, assessed, and evaluated in school or educational system.¹⁷

As Maerfat in his paper stated that:

“The goal of a successful educational program and thus effective curriculum development should be to meet the needs and current demands of the culture, the society, and the expectations of the population being served.”¹⁸

Broadly, curriculum development can be divided in two forms, namely:

- 1) Development of a new curriculum (curriculum construction). The development of this curriculum is the development of a curriculum that is done for a new educational institution or for a new subject or it can also be for a new learning activity, which previously had absolutely no curriculum.
- 2) Improving the existing curriculum (curriculum reconstruction). The development of the curriculum which is a reconstruction of the existing curriculum is the development of a curriculum that has been considered to have missed the development of the curriculum in the form of improving the existing curriculum into a new curriculum concept.

b. Curriculum Design

Curriculum design is the organization of goals, content and learning activities that students will undertake at various stages of

¹⁷Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge University Press, 2001).

¹⁸Maerfat A. Alsub clare, “Teacher Involvement in Curriculum Development,” *Journal of Education and Practice* 7, no. 9 (2016): 106–7.

educational development. In the curriculum design, various elements of the curriculum will be described, the relationships between one element and another. According to Fred Percival and Henry Ellington, curriculum design is the development of a process of planning, validating, implementing, and evaluating the curriculum.¹⁹

Curriculum design is the development of a process for planning, validating, implementing, and evaluating the curriculum.²⁰ Curriculum design can also be defined as a plan or arrangement of curriculum elements consisting of objectives, content, learning experiences and evaluation.

1) Subject-Centered Design

Subject-centered design is the most widely used approach. This design evolves from the classical educational concept that emphasizes knowledge, values and cultural heritage of the past, and seeks to be passed on to the next generation. In the subject-centered design there is a curriculum consisting of several subjects, the aim of which is that students are able to master the material from each subject that has been determined logically, systematically, and deeply.²¹

2) Learner-Centered Design

Learner-centered design Learner-centered design or learner-centered design is a curriculum design approach that places students in a central position. This design is intended to develop talents that are in line with the interests of students. Educators only function as facilitators and

¹⁹Hamdani Hamid, *Pengembangan Kurikulum Pendidikan* (Bandung: Pustaka Setia, 2012).

²⁰ Oemar Hamalik, *Manajemen Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya, 2010).

²¹ Soetopodan Soemanto, *Pembinaan dan Pengembangan Kurikulum sebagai Substansi Problem Administrasi Pendidikan*, (Jakarta: Bumi Aksara, 1993).

motivators. Learner-centered design prioritizes individual development, therefore it does not have a standard organizational pattern.

3) Problem-Centered Design

Problem-centered design is developed based on philosophical thinking about the role of humans in society. If the activity/ experience based curriculum design places the participants students as individuals in the process learning, then the problem-based curriculum design places students as members of society who must be able to solve problems faced by their community for the common welfare.

4) Broad Field Design

This curriculum design is an effort to improve the design with a subject approach and a disciplinary approach. This concept was developed with the intention of eliminating weaknesses in subject design and discipline design that were deemed unable to eliminate the separation between subjects. By bringing together several related or close subjects, it is hoped that it can improve students' understanding of the relationship between various life phenomena.

5) The Discipline-Centered Design

The premise of curriculum design thinking with a disciplinary approach is the same as curriculum design with a subject approach, but with more specific objective criteria, namely vocational application. Thus, a curriculum design with a disciplinary approach was developed for vocational education and professional higher education.²²

2. Need Analysis

Need analysis is a tool for defining and resolving the needs that exist between the present state and desired state. To accurately define needs, the

²²Agus Zaenul Fitri, *Manajemen Kurikulum Pendidikan Islam dari Normatif-Filosofis ke Praktis*, (Bandung: Alfabeta, 2013).

difference between the current and desired state must be measured. This requirement may be expressed as a willingness to improve current result of fix deficiencies.²³ Iwai *et al.*, in Songhori stated that the term of need analysis is generally related to the activities that involved in gathering information that is used as a basis for developing a curriculum that will meet the needs of students in learning process.²⁴

Need analysis can be understood as a study to find out information and answers to certain questions. In carrying out a need analysis, question and objectives must be determined as quickly as possible because it is used as a guide in selecting the appropriate data collection methods and tools. Good need analysis will involve asking the right questions and finding answers in a very effective way.²⁵

Need analysis or need assesment is a process which means that there is a series of activities in implementing the need assessment. Need analysis is not a result, but a certain activity in an effort to take certain decisions. Need itself is essentially the gap between hope and reality. Thus, need assesment is an activity to collect information about the gaps that each student should have with what they already have.²⁶

a. The Purpose of Need Analysis

According to Richard, the first step that must be taken in conducting a need analysis is to decide exactly what the purpose or purpose

²³Pryla Rochmahwati, *English Curriculum and Material Developments*, (Ponorogo: STAIN Po Press, 2017).

²⁴ Mehdi Songhori, "Introduction to Needs Analysis," *English for Specific Purposes World* 4, no. 4 (2008): 1–25.

²⁵I.S.P., Nation and John Macalister, "Language Curriculum Design. (New York: Routledge).

²⁶Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*, (Jakarta: Kencana Group, 2008).

of the analysis is to do. In general, needs analysis in language teaching can be used for several different purpose, such as:²⁷

- 1) To find out what language skills students need to carry out certain roles.
- 2) To help determine whether an existing course is sufficient to meet the needs of a prospective students.
- 3) To determine which students from a group most need training in certain language skills.
- 4) To identify changes in direction that people in the reference group feel are important.
- 5) To identify gaps between what students can do and what they need to be able to do.
- 6) To gather information about specific problems experienced by students.

Songhori in his paper entitled Inroduction to Need Analysis also elaborated that:

“The concept of need analysis includes environmental situation – information about the situation in which the course will be run (means analysis); Personal information about learners – factors which may affect the way they learn (wants, means, subjective needs); language information about learners – what their current skills and language use are (present situation analysis); learner’s lack (the gap between the present situation and professional information about learners); learner’s needs from course – what is wanted from the course (short-term needs); Language learning needs – effective ways of learning the skills and language determined by lacks; professional information about learners – the tasks and activities English learners are/will be using English for (Target Situation Analysis and objective needs); How to communicate in the target situation – knowledge of how language and skills are

²⁷Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge University Press, 2001).

used in the target situation (register analysis, discourse analysis, genre analysis).”²⁸

The following are several objectives in need analysis:²⁹

1) Provides information for planning

The result of the need analysis can be in the form of identification of objectives, the determination of the timeframe needed to achieve the goal, or the specification of the area to place resources and effort.

2) Diagnosis or identification of problems

Need analysis is used to solve problems. Focused on finding ineffective processes or system so that improvements can be made.

3) Determine the assesment criteria

Needs analysis as a component of several evaluation models. The results become part of the evaluation results or as the basis for determining evaluation criteria.

4) Praising or criticizing the instution

The results of need analysis can be used to determine whether the education or training efforts in the company are running effectively and efficiently or not.

b. The Steps for Need Analysis

Need analysis in the form of activities that is illustrated by Glasgow starting from gathering information to formulating problem. The form of steps for need analysis is as follows:³⁰

1) Information Gathering

²⁸ Songhori, “Introduction to Needs Analysis.”

²⁹ T. M. Suarez, *Needs Assesment, International Encyclopedia of Educational Technology*, (Cambridge: Pergamon, 1996).

³⁰ B. Seels & Z. Glasgow, *Exsercise in intruactional Technology*, (Colombus OH: Merrill Publishing Co. 1990).

In this stage, the designer must be able to understand and collect information from students. The scope of information from students. The scope of information gathering can vary such as student characteristics, personal abilities, and problems in learning.

2) Gap Identification

Identifying gaps is by using the Organizational Element Model method, which in this method explains the existence of five interrelated elements. Starting from the input-process-product-output-outcome.

3) Performance Analysis

This stage is carried out after the designer understands various information and identifies existing gaps. In this case, when a gap is found, it is identified which gaps can be solved through lesson planning and which ones require other solutions.

4) Identification of Barriers and Sources

In this stage, the implementation of a program various constraints can arise. So that it can affect the program. Various constraints can include time, facilities, materials, etc. The source are also from organization, facilities, and funding.

5) Identification of Students Characteristics

This stage is the process of identifying students problem. It is because the main goal in designing a learning is to solve various problems faced by students.

6) Identification of Objectives

Identifying objectives is one of the important stage in the need analysis, because identifying objectives is a process of determining needs that are considered urgent to be resolved according to condition, because not all needs become goals.

7) Determine the Problem

This is the last stage in analysis process. it is writing a statement as a guide in the preparation of the intruactional design process.

The steps for need analysis according to Morrison are as follows:³¹

- 1) Planning: what needs to be done; make a classification of students, who will be involved in the activities and how to collect them.
- 2) Data collection: need to consider the size of the sample in its distribution.
- 3) Data analysis: after the data has been collected, the data is analyzed with consideration such as economy, ranking, frequency, and needs.
- 4) Create a final report: in a need analysis report include four parts, they are objective analysis, process analysis, analysis of result with tables and brief description, recommendation related to the data.

There are six types of needs that are commonly used to plan and conduct need analysis:³²

- 1) Normative needs
Comparing students with natioanal standards.
- 2) Comparative Needs
Comparing students in one group with other group with other groups at their level.
- 3) Current Needs

³¹Gary Morisson, et. al., *Designing Effective Instruction*, (Third Edition, inc printed in the USA, 2001).

³²Gary Morisson, et. al., *Designing Effective Instruction*, (Third Edition, inc printed in the USA, 2001).

The desires of each students that need to be improved. This need shows the gap between the level of skill/reality that is visible and that is felt.

4) Needs Expressed

Needs that a person feels can be expressed in action.

5) Future Needs

Identify the changes that will occur in the future.

6) Urgent Incidental Needs

Negative factors that appear unexpectedly are very influential.

There are two fundamental distinctions in need analysis, both of them are target need and learning need. Target need is what the learners want to do in the target situation, and learning need is what the learner need to do in order to learn.³³

1) Target Need

There are three parts in target need: necessities, lacks, and wants.

- a) Necessities: what the learners need to know to be effective in the target situation
- b) Lacks: what the learner haven't know.
- c) Wants: the learner's perception of the needs of target situation.

A target situation needs analysis is basically a problem of asking questions about the target situation and attitudes to that situation from various participants in the learning process.

2) Learning Need

The knowledge and abilities needed by students to be able to perform according to the level of competence required in the target

³³Tom Hutchinson and Water A., *English for Specific Purposes*, (Cambridge: New York, 1987).

situation. This information can be recorded in terms of language items, skills, strategies, subject knowledge, etc.

3. The English Curriculum of IAIN Parepare

Table 2.1 The Curriculum of English Education

Lectures	
Pengantar Ilmu Pendidikan	Metodologi Penelitian Pendidikan
Psikologi Pendidikan	Teknologi Informasi
Pengembangan Kurikulum	Public Speaking
Filsafat Pendidikan	Edu-Enterpreneurship
Manajemen Pendidikan	Phonology
Strategi Pembelajaran	Vocabulary
Statistika Pendidikan	Pre-Intermediate Structure
Perencanaan Pembelajaran	Literal Reading
Teknologi Pembelajaran	Literal Listening
Etika Profesi Guru	Informative Speaking
Bimbingan dan Konseling	Upper Intermediate Structure
Evaluasi Pembelajaran	Pronunciation
Micro Teaching	Interpretive Reading
Language Testing	Introduction To Linguistic
English Teaching Methodology	Listening Comprehension
Ict In ELT	Intensive Speaking
English Material Development	Paragraph Writing

English Teacher Professionalism	Advanced Structure
Media In ELT	Critical Reading
Ilmu Akidah	Translation
Ilmu Akhlak	Morphosyntax
Ulumul Al-Quran	Sociolinguistics
Fiqhi Ibadah	Interactive Speaking
Ulumul Hadis	Essay Writing
Metodologi Studi Islam	Psycholinguistic
Pancasila dan Kewarganegaraan	Cross Cultural Understanding
Bahasa Indonesia	Interpreter
Bahasa Arab	Semantic
Academic Writing	English For Tourism
TOEFL/IELTS	English For Business
Teaching English as Foreign Language (TEFL)	English Literature
Pendidikan Budaya Lokal	Methodology of English Research
Pendidikan Anti Korupsi	English For Banking
Studi Budaya Lokal	English for Specific Purpose (ESP)

4. Need Analysis and Curriculum

Need analysis or need assesment in language teaching which includes elements of the language teaching curriculum which describes matters relating to need analysis, formulation of objectives, instruments and others. Need

analysis sees the target needs or in which the language will be used.³⁴ Need analysis also tries to examine language teaching in more depth related to the language curriculum development perspective from various side. The main focus is how the form of language curriculum design can be described in terms of need analysis.

Mahardika stated that:

“The difference definitions and terms do not change the focus of the needs analysis those are students and the place they are going to work (target). In order to be a good telephone operator, the knowledge about the job’s description, language functions, and language expressions of the job need to be identified. In order to identify the language function in a certain jobs, a needs analysis is needed. If needs are clear, the learning aims can be expressed more easily and the language course can become motivating.”³⁵

The need as something urgent in curriculum planning is closely related to curriculum development and learning. Needs in this concept are defined as actual circumstance (actual condition / situation being discussed) and envisional ideal circumstance (ideal and condition). In the other words, a difference between the real state and the ideal condition.³⁶

This need analysis is carried out so that how to design procedures used to collect information about the needs of students. Without needs analysis, the good curriculum would be developed, but the appropriate needs would not be met.³⁷

³⁴ A.A Ngurah Yudha Martin Mahardika, “The Need for Needs Analysis in Curriculum Development in ESP Course : A Reflection on Curriculum Development in Indonesia,” *Lingua Scientia* 6, no. 2 (2014): 183–94.

³⁵ Mahardika, “The Need for Needs Analysis in Curriculum Development in ESP Course : A Reflection on Curriculum Development in Indonesia.”

³⁶ Oemar Hamalik. *Dasar-Dasar Pengembangan Kurikulum*. (Bandung: Remaja Rosdakarya, 2017)

³⁷ Mahardika, “The Need for Needs Analysis in Curriculum Development in ESP Course : A Reflection on Curriculum Development in Indonesia.”

C. Conceptual Framework

The conceptual framework of this research is designed as follow:

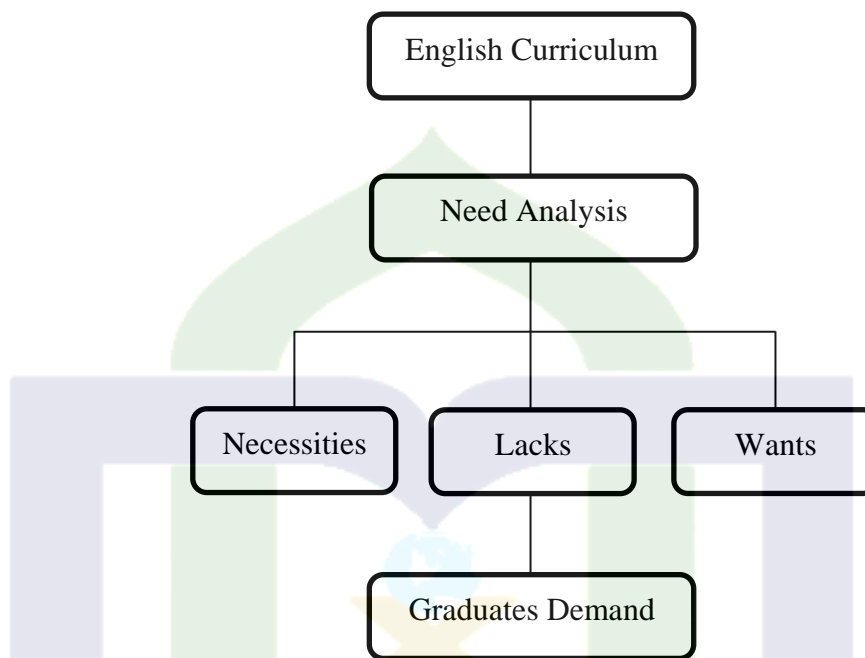


Figure 2.1 Conceptual Framework of the Research

This study aims to describe the graduates demand on English education curriculum of State Islamic Institute (IAIN) Parepare by using a need analysis study. Finally it will show the graduates demand on English education curriculum of IAIN Parepare.

CHAPTER III

RESEARCH METHOD

This chapter is going to review the research design, population and sample, operational definition of variable, instrument of the research, technique of data collection and technique of data analysis.

A. Research Design

This research was descriptive study with a survey method. Descriptive research simply describes a research situation, while this research was aimed to describe the graduates demand on English education curriculum.

Survey method was employed as a tool to obtain data. Survey is a study that uses a questionnaire as a research instrument. Survey research is a study that takes up to one population and uses questionnaires as a means of collecting basic data.

This research used survey method because it was used to collect data or information about large populations using relatively small samples. The collection of survey data can be obtained by means of distribution of questionnaire. The distribution of this questionnaire is used because it can collect data in a relatively short time.³⁸

B. Population and Sample

1. Population

The population of this research was the graduates of English Education Program at IAIN Parepare. The total of the population of this study were 255 graduates.³⁹

³⁸Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2008)

³⁹Tarbiyah Faculty Administration, 2021.

2. Sample

In this research, purposive sampling was used to determine the sample which mean that the population was selected with certain considerations. The number of samples can be done by using the Slovin formula as follows:⁴⁰

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = Number of samples

N = Total population

e = Error tolerance

The total population in this study were 255 graduates. Therefore, the error tolerance used was 10%. Based on the Slovin formula above, the sample of this research was as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{255}{1 + 255 (10\%)^2}$$

$$n = \frac{255}{1 + 255 (0,1)^2}$$

$$n = \frac{255}{1 + 255 (0,01)}$$

$$n = \frac{255}{1 + 2,55}$$

⁴⁰Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2014).

$$n = \frac{255}{3,55}$$

$$n = 71,8$$

It shows that the number of the samples of this study were 72 graduates from 255 population.

C. Operational Definition of Variable

1. Curriculum

Curriculum is the English curriculum that is used by English education program of IAIN Parepare.

2. Graduates Demand

In this study, graduates means the English education program graduates while demand is the graduates need on the English education curriculum. It refers to Hutchinson's theory of target need that are necessities, lacks, and wants which states target need is what the learners want to do in the target situation. So this study aims to describe the graduates demand on English education curriculum of IAIN Parepare.

D. Instrument of the Research

The research instrument that was used in this study was questionnaire form. It was used to find out the graduates demand on English education curriculum of IAIN Parepare. The form of questionnaire related to the aspects in the chapter II which aims to know the graduates needs on the curriculum.

E. Technique of Data Collection

Based on the instrument above, the data collection procedures were follows:

1. Distributing questionnaire to the respondents to analyze the respondents answer towards English education curriculum of IAIN Parepare.
2. Collecting the result of the questionnaire.

3. Analyze the data from the questionnaire.
4. Drawing conclusion from the data analysis.

F. Technique of Data Analysis

The data analysis technique used in this research was the percentage technique. Percentage analysis was used to see the frequency of respondents' answers and phenomena in the field. This step was also carried out to determine the size of the proportion of each answer to each question so that the data obtained would be easier to analyze. The percentage technique used in this study uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of answer

N = Total number

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the section deals with the finding and the discussion of the research. The findings cover the description of the data collected through the questionnaire that can be discussed in the section below.

A. Findings

These findings contain graduates needs, lacks, and wants on English education curriculum at IAIN Parepare which are described and presented in table form. The data in the findings will be discussed in terms of comparison.

1. Necessities

This section contains data related to graduates' necessities on English education curriculum at IAIN Parepare which is divided into 8 subject categories, namely Teaching studies, English Skills, English Sub Skills, Linguistics, Islamic Studies, Culture, General Subjects, and Supporting Subjects.

a. Teaching Studies

Table 4.1 Graduates necessities on Teaching Studies

Subjects	Percentage			
	SM	M	TM	STM
Pengantar Ilmu Pendidikan	56,9%	41,7%	1,4%	-
Psikologi Pendidikan	79,2%	19,4%	1,4%	-
Pengembangan Kurikulum	79,2%	19,4%	1,4%	-
Filsafat Pendidikan	29,2%	58,3%	11,1%	1,4%
Manajemen Pendidikan	58,3%	38,9%	2,8%	-
Strategi Pembelajaran	93,1%	5,6%	1,4%	-
Statistika Pendidikan	29,2%	58,3%	11,1%	1,4%

Teknologi Pembelajaran	75%	23,6%	1,4%	-
Perencanaan Pembelajaran	80,6%	13%	1,%	-
Etika Profesi Guru	84,7%	15,3%	-	-
Bimbingan Dan Konseling	61,1%	37,5%	1,4%	-
Evaluasi Pembelajaran	83,3%	16,7%	-	-
Metodologi Penelitian Pendidikan	51,4%	43,1%	2,8%	2,8%
Methodology of English Research	58,3%	38,9%	1,4%	1,4%
Micro Teaching	86,1%	11,1%	2,8%	-
Language Testing	69,4%	27,8%	2,8%	-
English Teaching Methodology	83,3%	15,3%	1,4%	-
Information and Communication Technology (ICT In ELT)	62,5%	36,1%	1,4%	-
English Material Development	83,3%	15,3%	1,4%	-
English Teacher Professionalism	79,2%	19,4%	1,4%	-
Media In ELT	69,4%	29,2%	1,4%	-
English for Specific Purpose	38,9%	55,6%	4,2%	1,4%
Teaching English as Foreign Language (TEFL)	63,9%	33,3%	2,8%	-

The highest percentage of the four category choices is very supportive category, the subject that has the highest percentage is learning strategy with a percentage of 93.1% with a very supportive category. Other subjects that have a fairly high percentage are courses that have a direct impact on the graduates' teaching ability as a teacher. Therefore, it can be concluded that the courses

most needed by graduates in the teaching studies category are subjects that are able to improve teaching skills.

b. English Skills

Table 4.2 Graduates necessities on English Skills

Subjects	Percentage			
	SM	M	TM	STM
Speaking	97,2%	2,8%	-	-
Listening	87,5%	12,5%	-	-
Writing	88,9%	11,1%	-	-
Listening	91,7%	8,3%	-	-

The highest percentage of the four category choices is very supportive category. In the table above, the courses that have the highest percentage are speaking subjects with a percentage of 97.2% and the subjects that have the lowest percentages are listening with a percentage of 87.5% in the very supportive category. Therefore, it can be explained that the category of English skills courses is very needed by graduates.

c. English Sub Skill

Table 4.3 Graduates necessities on English Sub Skill

Subjects	Percentage			
	SM	M	TM	STM
Vocabulary	97,2%	2,8%	-	-
Pronunciation	93,1%	6,9%	-	-
Grammar	79,2%	19,4%	1,4%	-

The highest percentage of the four category choices is very supportive category. The courses that have the highest percentage are vocabulary courses at 97.2% in the very supportive category and there are only 1.4% graduates

who choose the unsupportive category in grammar courses. It can be explained that this category of English sub skills is needed by graduates.

d. Linguistics

Table 4.4 Graduates necessities on Linguistics

Subjects	Percentage			
	SM	M	TM	STM
Introduction to Linguistics	45,8%	51,4%	2,8%	-
Phonology	52,8%	44,4%	2,8%	-
Morphology	47,2%	44,4%	6,9%	1,4%
Syntax	47,2%	45,8%	5,6%	1,4%
Semantics	44,4%	47,2%	6,9%	1,4%
Pragmatics	34,7%	52,8%	11,1%	1,4%
Psycholinguistics	47,2%	47,2%	5,6	-
Sociolinguistics	44,4%	47,2%	6,9%	1,4%

The highest percentage of the four category choices is very supportive category while the others categories are low. Such as, the category of not supportive and not very supportive. The highest percentage is in the supportive category of 52.8%. However, this shows that the number of graduates who choose courses in the linguistics category is only half of the number of respondents.

e. Islamic Studies

Table 4.5 Graduates necessities on Islamic Studies

Subjects	Percentage			
	SM	M	TM	STM
Ilmu Akidah	65,3%	30,6%	2,8%	1,4%
Ilmu Akhlak	76,4%	23,6%	-	-

Ulumul Al-Quran	50%	41,7%	6,9%	1,4%
Fiqhi Ibadah	50%	44,4%	4,2%	1,4%
Ulumul Hadis	36,1%	50%	12,5%	1,4%
Metodologi Studi Islam	40,3%	48,6%	9,7%	1,4%

The highest percentage of the four category choices is very supportive category. The subject with the highest percentage is *Ilmu Akhlak* with a percentage of 76.4% in the very supportive category. The table above shows that courses related to morals or behavior are needed by graduates as teachers.

f. Culture

Table 4.6 Graduates necessities on Culture

Subjects	Percentage			
	SM	M	TM	STM
Cross Cultural Understanding	52,8%	37,5%	9,7%	-
Studi Budaya Lokal	43,1%	47,2%	9,7%	-
Pendidikan Budaya Lokal	38,9%	50%	9,7%	1,4%

The highest percentage of the four category choices is very supportive category. The course with the highest percentage is Cross Cultural Understanding at 52.8% in the Very Supporting category and the lowest percentage is *Pendidikan Budaya Lokal* in the very unsupportive category. This data shows that the graduates need for courses in the culture category is not too high.

g. General Subjects

Table 4.7 Graduates necessities on General Subjects

Subjects	Percentage			
	SM	M	TM	STM
Pendidikan Anti Korupsi	30,6%	55,6%	12,5%	1,4%
Pancasila dan Kewarganegaraan	48,6%	43,1%	4,2%	4,2%
Bahasa Indonesia	54,2%	41,7%	1,4%	2,8%
Bahasa Arab	26,4%	45,8%	25%	2,8%
Teknologi Informasi	70.8%	23.6%	5.6%	-
Public Speaking	84.7%	15.3%	-	-

The highest percentage of the four category choices is very supportive category. The courses with the highest percentage are Public Speaking courses at 84.7% in the very supportive category. The data above also shows that there are several courses that are not very supportive of graduate careers as teachers. That means that the courses that are needed by graduates in the General Subject category are Public Speaking and Information Technology courses.

h. Supporting Subjects

Table 4.8 Graduates necessities on Supporting Subjects

Subjects	Percentage			
	SM	M	TM	STM
TOEFL/IELTS	75%	19.4%	5.6%	-
English For Banking	13.9%	45.8%	37.5%	2.8%
English For Tourism	36.1%	44.4%	18.1%	1.4%
English For Business	23.6%	51.4%	23.6%	1.4%
English Literature	44.4%	45.8%	9.7%	-

Translation	65.3%	34.7%	-	-
Edu-Entrepreneurship	27.8%	55.6%	13.9%	2.8%

The highest percentage of the four category choices is supportive category, the courses that are really needed by graduates are TOEFL courses with a percentage of 75% in the very supportive category. In this category of supporting subjects, the courses related to English for Specific Purpose are not really needed by graduates.

2. Lacks

This section contains data related to graduates' lacks on English education curriculum at IAIN Parepare which is divided into 8 subject categories, namely Teaching studies, English Skills, English Sub Skills, Linguistics, Islamic Studies, Culture, General Subjects, and Supporting Subjects.

a. Teaching Studies

Table 4.9 Graduates Lacks on Teaching Studies

Subjects	Percentage			
	SP	P	TP	STP
Pengantar Ilmu Pendidikan	43.1%	45.8%	11.1%	-
Psikologi Pendidikan	58.3%	37.5%	4.2%	-
Pengembangan Kurikulum	58.3%	34.7%	5.6%	1.4%
Filsafat Pendidikan	19.4%	55.6%	23.6%	1.4%
Manajemen Pendidikan	45.8%	50%	4.2%	-
Strategi Pembelajaran	75%	20.8%	4.2%	-
Statistika Pendidikan	29.2%	50%	19.4%	1.4%
Teknologi Pembelajaran	66.7%	31.9%	1.4%	-
Perencanaan Pembelajaran	75%	22.2%	2.8%	-

Etika Profesi Guru	72.2%	25%	1.4%	1.4%
Bimbingan Dan Konseling	54.2%	40.3%	5.6%	-
Evaluasi Pembelajaran	70.8%	27.8%	1.4%	-
Metodologi Penelitian Pendidikan	43.1%	44.4%	11.1%	1.4%
Methodology of English Research	45.8%	41.7%	11.1%	1.4%
Micro Teaching	73.6%	20.8%	5.6%	-
Language Testing	62.5%	29.2%	8.3%	-
English Teaching Methodology	65.3%	30.6%	4.2%	-
Information and Communication Technology (ICT In ELT)	54.2%	38.9%	6.9%	-
English Material Development	68.1%	29.2%	2.8%	-
English Teacher Professionalism	61.1%	34.7%	4.2%	-
Media In ELT	61.1%	36.1%	2.8%	-
English for Specific Purpose	41.7%	50%	6.9%	1.4%
Teaching English as Foreign Language (TEFL)	54.2%	37.5%	8.3%	-

The courses with the highest percentage are *Strategi Pembelajaran* at 75% in the high necessary category. The data above also shows that most Graduates choose courses that support their teaching abilities as teachers. This can be explained that graduates still feel lacking in these subjects and still need to be studied.

b. English Skills

Table 4.10 Graduates Lacks on English Skills

Subjects	Percentage			
	SP	P	TP	STP
Speaking	68.1%	30.6%	1.4%	-

Listening	62.5%	34.7%	2.8%	-
Writing	68.1%	27.8%	2.8%	1.4%
Reading	72.2%	26.4%	1.4%	-

The average answer for choosing the highly necessary category with the highest percentage is in the Reading course at 72.2%. This data shows that graduates still need to improve their reading skills. From the data above, it can also be seen that there is a comparison between the high necessary and necessary categories, it can be explained that the ability in the English Skills category still needs to be improved.

c. English Sub Skills

Table 4.11 Graduates Lacks on English Sub Skills

Subjects	Percentage			
	SP	P	TP	STP
Vocabulary	70.8%	26.4%	2.8%	-
Pronunciation	68.1%	26.4%	5.6%	-
Grammar	41.7%	43.1%	15.3%	-

The vocabulary courses have the highest percentage of 70.8%. Therefore, the subject in the English sub skills category is a subject that really needs to be developed to support the careers of graduates as teachers.

d. Linguistics

Table 4.12 Graduates Lacks on Linguistics

Subjects	Percentage			
	SP	P	TP	STP
Introduction to Linguistics	44.4%	43.1%	12.5%	-
Phonology	40.3%	44.4%	13.9%	1.4%

Morphology	37.5%	50%	11.1%	1.4%
Syntax	38.9%	48.6%	11.1%	1.4%
Semantics	33.3%	50%	15.3%	1.4%
Pragmatics	41.7%	48.6%	9.7%	-
Psycholinguistics	43.1%	44.4%	11.1%	1.4%
Sociolinguistics	47.2%	40.3%	12.5%	-

The subjects with the highest percentage are Morphology and Semantics at 50% in the necessary category. This data shows that the linguistics category courses are not really needed by graduates to be developed to support their careers. This is evidenced by the percentage of respondents' answers which only reach half of the number of respondents used.

e. Islamic Studies

Table 4.13 Graduates Lacks on Islamic Studies

Subjects	Percentage			
	SP	P	TP	STP
Ilmu Akidah	54.2%	40.2%	5.6%	-
Ilmu Akhlak	36.1%	47.2%	13.9%	2.8%
Ulumul Al-Quran	43.1%	44.4%	8.3%	4.2%
Fiqhi Ibadah	26.4%	48.6%	22.2%	2.8%
Ulumul Hadis	34.7%	44.4%	18.1%	2.8%
Metodologi Studi Islam	43.1%	40.3%	15.3%	1.4%

The subject *Ilmu Akidah* has the highest percentage of 54.2% in the high necessary category. However, the data above shows that the average choice of answers in the category is necessary. Many graduates also chose the unnecessary category with the highest percentage of 22.2%. It can be

explained that graduates simply need courses in the Islamic studies category to be developed.

f. Culture

Table 4.14 Graduates Lacks on Culture

Subjects	Percentage			
	SP	P	TP	STP
Cross Cultural Understanding	33.3%	47.2%	19.4%	-
Studi Budaya Lokal	33.3%	48.6%	16.7%	1.4%
Pendidikan Budaya Lokal	34.7%	48.6%	13.9%	2.8%

The average of graduates answer is in the necessary category with the largest percentage being 48.6%. This states that the category of culture courses does not really need to be developed to support graduate careers as teachers. This is supported by data showing that the percentage in the unnecessary category is quite high.

g. General Subjects

Table 4.15 Graduates Lacks on General Subjects

Subjects	Percentage			
	SP	P	TP	STP
Pendidikan Anti Korupsi	43.1%	45.8%	6.9%	4.2%
Pancasila dan Kewarganegaraan	43.1%	43.1%	11.1%	2.8%
Bahasa Indonesia	22.2%	48.6%	26.4%	2.8%
Bahasa Arab	54.2%	43.1%	2.8%	-
Teknologi Informasi	68.1%	26.4%	5.6%	-
Public Speaking	66.7%	27.8%	5.6%	-

The majority of graduates chose Information Technology and Public speaking courses with 68.1% and 66.7% respectively in the very necessary category. This states that this course really needs to be developed as a support for graduate careers as teachers. Meanwhile, subjects that do not have a large impact on teaching abilities as a teacher have a fairly low percentage.

h. Supporting Subjects

Table 4.16 Graduates Lacks on Supporting Subjects

Subjects	Percentage			
	SP	P	TP	STP
TOEFL/IELTS	20.8%	33.3%	41.7%	4.2%
English For Banking	36.1%	38.9%	23.6%	1.4%
English For Tourism	37.5%	36.1%	25%	1.4%
English For Business	34.7%	36.1%	25%	1.4%
English Literature	34.7%	51.4%	12.5%	1.4%
Translation	58.3%	38.9%	2.8%	-
Edu-Entrepreneurship	30.6%	45.8%	20.8%	2.8%

The courses that are considered to still need to be developed to support a teacher's career are Translation courses with a percentage of 58.3%. Other courses that are still considered necessary to be developed are English literature courses with a percentage of 51.4%. This shows that this course is considered very necessary to be developed for most graduates.

i. The Aspects to be Developed

Table 4.17 The Aspects to be Developed

Aspects	Percentage
The curriculum is not oriented to the needs of graduates	27,8%
Curriculum content is not up to date	36,1%

Inflexible and not varied	27,8%
Evaluation is not done well	44,4%
The curriculum is not able to improve students' abilities	31,9%
The duration of each course is still less	23,6%

There are some aspects that need to be developed in order to meet the graduates demand on English education curriculum. The high percentage is 44,4% with the aspect of evaluation of the curriculum is not done well and also the curriculum content is not up to date with the percentage 36,1%.

3. Wants

This section contains data related to graduates wants on English education curriculum at IAIN Parepare which is divided into 8 subject categories, namely Teaching studies, English Skills, English Sub Skills, Linguistics, Islamic Studies, Culture, General Subjects, and Supporting Subjects.

a. Teaching Studies

Table 4.18 Graduates Wants on Teaching Studies

Subjects	Percentage
Pengantar Ilmu Pendidikan	47,2%
Psikologi Pendidikan	55,6%
Pengembangan Kurikulum	50%
Filsafat Pendidikan	30,6%
Manajemen Pendidikan	41,7%
Strategi Pembelajaran	56,9%
Statistika Pendidikan	34,7%
Teknologi Pembelajaran	55,6%
Perencanaan Pembelajaran	56,9%
Etika Profesi Guru	61,1%

Bimbingan dan Konseling	43,1%
Evaluasi Pembelajaran	52,8%
Metodologi Penelitian Pendidikan	43,1%
Methodology of English Research	43,1%
Micro Teaching	59,7%
Language Testing	50%
English Teaching Methodology	45,8%
Information and Communication Technology (ICT In ELT)	43,1%
English Material Development	51,4%
English Teacher Professionalism	54,2%
Media In ELT	55,6%
English for Specific Purpose	43,1%
Teaching English as Foreign Language (TEFL)	51,4%

The highest percentage is in the *Etika Profesi Guru* course with a percentage of 61.1% and the lowest percentage is in the *Filsafat Pendidikan* course with a percentage of 30.6%. The data shows the percentage of graduates' desire for the course. In the table above, it can be seen that the percentage of subjects related to teaching ability has a higher percentage.

b. English Skills

Table 4.19 Graduates Wants on English Skills

Subjects	Percentage
Speaking	90,3%
Listening	76,4%
Writing	72,2%

Reading	66,7%
---------	-------

The highest percentage is 90.3% in the Speaking course and the lowest percentage is 66.7% in the Reading course. It states that the percentage of graduates' desire for courses in the English Skill category is above average. Therefore, it can be explained that graduates want all of these courses to be included in the curriculum.

c. English Sub Skills

Table 4.20 Graduates Wants on English Sub Skills

Subjects	Percentage
Vocabulary	70,8%
Pronunciation	86,1%
Grammar	72,2%

The highest percentage is in the Pronunciation course with a percentage of 86.1% and the lowest percentage is in the Vocabulary course, which is 70.8%. The data states that the level of desire of graduates in the English Sub Skills subject category can be categorized as high.

d. Linguistics

Table 4.21 Graduates Wants on Linguistics

Subjects	Percentage
Introduction to Linguistics	62,5%
Phonology	65,3%
Morphology	40,6%
Syntax	59,7%
Semantics	54,2%
Pragmatics	48,6%

Psycholinguistics	55,6%
Sociolinguistics	56,9%

The highest percentage is 65.3% in the Phonology course and the lowest percentage is 40.6% in the Morphology course. These data indicate that the level of desire of graduates in the Linguistics course category is quite low compared to other subject categories.

e. Islamic Studies

Table 4.22 Graduates Wants on Islamic Studies

Subjects	Percentage
Ilmu Akidah	62,5%
Ilmu Akhlak	70,8%
Ulumul Al-Quran	56,9%
Fiqhi Ibadah	55,6%
Ulumul Hadis	43,1%
Metodologi Studi Islam	58,3%

The highest percentage is 70.8% in the *Ilmu Akhlak* course and the lowest percentage is in the *Ulumul Hadis* course, which is 43.1%. The data above shows that courses related to morality and faith are desired by graduates to be included in the curriculum. It states that the percentage of graduates' desire for courses in the Islamic Studies category is quite high.

f. Culture

Table 4.23 Graduates Wants on Culture

Subjects	Percentage
Cross Cultural Understanding	68,1%
Studi Budaya Lokal	68,1%

Pendidikan Budaya Lokal	65,3%
-------------------------	-------

The highest percentage is 68.1% and the lowest percentage is 65.3%. It stated that more than half of the respondents wanted courses in the Culture category.

g. General Subjects

Table 4.24 Graduates Wants on General Subjects

Subjects	Percentage
Pendidikan Anti Korupsi	56,9%
Pancasila dan Kewarganegaraan	52,8%
Bahasa Indonesia	51,4%
Bahasa Arab	38,9%
Teknologi Informasi	73,6%
Public Speaking	79,2%

The highest percentage is 79.2% in the Public Speaking course and the lowest percentage is 38.9% in the Arabic language course. From the table above, it can be seen that the percentage of courses that support graduates' teaching abilities is much higher than other general courses. Therefore, it can be said that graduates want courses that are able to support their careers as teachers.

h. Supporting Subjects

Table 4.25 Graduates Wants on Supporting Subjects

Subjects	Percentage
TOEFL/IELTS	79,2%
English For Banking	29,2%
English For Tourism	50%

English For Business	45,8%
English Literature	56,9%
Translation	63,9%
Edu-Entrepreneurship	41,7%

The highest percentage in the table above is 79.2% in the TOEFL course and the lowest percentage is 29.2% in the English for Banking course. From the data above, it shows that courses that are not related to the profession of a teacher have a low percentage so that the level of graduates desire for these courses can be said as low.

B. Discussion

This section provides the discussion about the findings that have been showed in the previous section. The discussion of the research provides insight about the graduates necessities, lacks and wants on English education curriculum at IAIN Parepare.

1. Graduates necessities on English education curriculum at IAIN Parepare

Discussing the necessities, this research explains the level of the students need on the curriculum for the 8 researched subjects. The data shows that the most demanded subjects are in English Skills and English Sub Skills category. In the part of Teaching Studies, the highest demand comes from *Strategi Pembelajaran* subject with the percentage 93,1%. The description of the data collected that explained in the previous section shows the level of student need for subjects that is having impact to the teaching ability in the category of teaching studies have a high rate of percentage of necessity compared to other subjects such as *Filsafat Pendidikan*, *Statistika Pendidikan*, and English for Specific Purpose. This could be due to the fact that most of

the respondents who answered the questionnaire were teachers. Therefore, the level of graduates need for this course is still very low.

Meanwhile, subjects in the English Skills and English Sub Skills categories have a very high percentage. This shows that the level of graduates need for this subject category is very high. This can happen because this course has a huge impact on the teaching ability of a teacher. This is supported by the fact that an English teacher must have 4 English skills, namely Speaking, Listening, Writing and Reading. Other abilities such as mastery of vocabulary, pronunciation and grammar must also be supported.

In the category of linguistics courses, it can be seen that the level of graduates needs in these courses is considered still lacking because the percentage of answers is below 50%. This could be because the focus of the discussion in this linguistics course is how to analyze the use of language related to non-language aspects such as those that are the focus of language and literature (stylistics), language and society (sociolinguistics), as well as language and the nervous system. (neurolinguistics).⁴¹

This is different from courses in the Islamic studies category. In this category, courses related to morality have a high percentage, this shows that graduates need these courses compared to other courses in this category. This shows that a teacher must have good morals because they are role models for students. As stated by Sy. Rohana stated that if the teacher has noble character, then a teacher will be a role model for his students, because teaching must be by exemplary and good morals.⁴²

In the culture subject category, respondents chose two categories, namely very supportive and supportive. This data shows that the level of need

⁴¹ Susana Widyastutidan Erna Andriyani, "Pengembangan Materi Pembelajaran Mandiri Sebagai Upaya Peningkatan Pemahaman Konsep-Konsep Dasar Linguistic Dalam Mata Kuliah Introduction To Linguistics", 17.1, (2010).

⁴²Sy. Rohana, "Urgensi Akhlak Seorang Pendidik". *Bidayah: Studi Ilmu-Ilmu Keislaman*, (2018).

for this course is not so urgent. It is also supported by the data that the course with the highest percentage is Cross Cultural Understanding at 52.8% in the Very Supporting category and the lowest percentage is *Pendidikan Budaya Lokal* in the very unsupportive category. This data shows that the graduates need for courses in the culture category is not too high.

The categories of general subjects and supporting subjects show that the subjects that have a high percentage are only Information Technology, Public Speaking, TOEFL, and Translation courses. This can be due to the digital era that requires everyone to be able to take advantage of technology. In addition, practical skills such as public speaking are also needed at this time, especially for a teacher who should have good public speaking skills. Courses such as TOEFL are also needed by graduates. This could be due to the fact that many institutions have made the TOEFL as one of the requirements to apply for a job. In addition, translation courses also have a high percentage when compared to other courses such as specific purpose-oriented courses.

2. Graduates lacks on English education curriculum at IAIN Parepare

In the previous session, the category of teaching studies courses showed that most of the courses had a high percentage. This states that this course needs to be developed as a career support for a teacher because it directly has an impact on a teacher's teaching ability. Meanwhile, subjects such as Philosophy of Education and Education statistics have a low percentage. This shows that this course is not too urgent for graduates. Therefore, it can be said that the greater the percentage of courses in the necessary category, the more these courses are considered less and need to be developed.

The categories of English Skill and English Sub Skill courses have a high percentage for each type of subject. It is undeniable that the majority of

graduates who work as teachers need these skills for their careers. Therefore, based on existing data, the courses in the English Skill and English Sub Skill categories are very necessary to be developed.

In the linguistics course, the majority of respondents chose the Necessary category when compared to the other three categories. This can be caused because this course is not considered too urgent to be used in learning at school because the focus of the discussion in this linguistics course is how to analyze the use of language related to non-language aspects.

Meanwhile, for courses in the Islamic Studies category, the majority of answers lead to the Necessary category. This shows that this course has been assessed as sufficient but still needs to be developed, especially in the subjects of *Ilmu Akidah dan Ilmu Akhlak*.

As well as the courses with the Culture category, the majority of answers refer to the Need category and not a few answers choose the Unnecessary category. This could be because this local culture has been known for a long time by each individual through daily life so that it is not too urgent to be developed in the curriculum.

In the category of General subjects and Supporting subjects, the subjects chosen by the majority of respondents are subjects that have a direct impact on their career as a teacher, especially an English teacher. The subjects are Information Technology, Public Speaking and Translation. This could be because practical skills such as utilizing technology and public speaking skills are very urgent to know. While other courses are more in the Necessary and Not Necessary categories. This shows that the course is considered not too urgent to be developed and included in the curriculum.

3. Graduates wants on English education curriculum at IAIN Parepare

In this section, we can see the level of desire of graduates towards the 8 categories of existing courses. In the first category, it can be seen that the

highest percentage of courses is 61.1%, namely the Teacher Professional Ethics course. When viewed from the overall course, it is highly desirable to include courses that are directly related and have a big impact on teachers. Meanwhile, subjects such as philosophy have a very low percentage. It states that the level of student interest in philosophy and statistics courses is very low. This can happen because this course is not used in the teaching and learning process in schools.

The level of desire of graduates in courses with a very high percentage can be seen in courses with the categories of English Skills, English Sub Skills, this is because the content of these courses should be mastered by English teachers. Therefore, the percentage is very high.

Other subject categories such as linguistics, Islamic Studies and Culture also have a fairly high percentage. This shows that the level of graduate desire for these courses is quite high. Meanwhile, the General Subjects and Supporting subjects also have a fairly high percentage. However, there are some courses with very low percentages such as Arabic, English for Banking course. This can be due to the participants were a teacher and need others supporting courses that they need in the English learning process.

In addition, every subject is certainly wanted by graduates, but the percentage of these courses varies and showed the grade of graduates' wants on the provided courses.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyze the data, the conclusion of this research is drawn in the three following points:

1. The graduates necessities on English education curriculum are courses that have a direct impact on their teaching abilities. So that what has been learned can be applied directly in the teaching and learning process.
2. The graduates lacks on English curriculum shows that the courses that are considered lacking and need to be developed are practical courses that are able to support a career as a teacher. The aspect that is considered to be lacking is the aspect of curriculum evaluation which is considered to be still not good. In addition, the curriculum content is considered less up to date so it still needs to be developed to be even better.
3. The graduates wants on english education curriculum, it shows that most of the courses that graduates want and are expected to include in the curriculum are subjects with English Skills and English Sub Skills categories with an average percentage above 70 %. This is because these courses are mandatory for an English teacher to have. But basically every subject in the curriculum has a fairly large percentage and it can be said that graduates want it to be in the curriculum. However the courses that have a high percentage are in the category of English Skills and English Sub Skills courses.

B. Suggestion

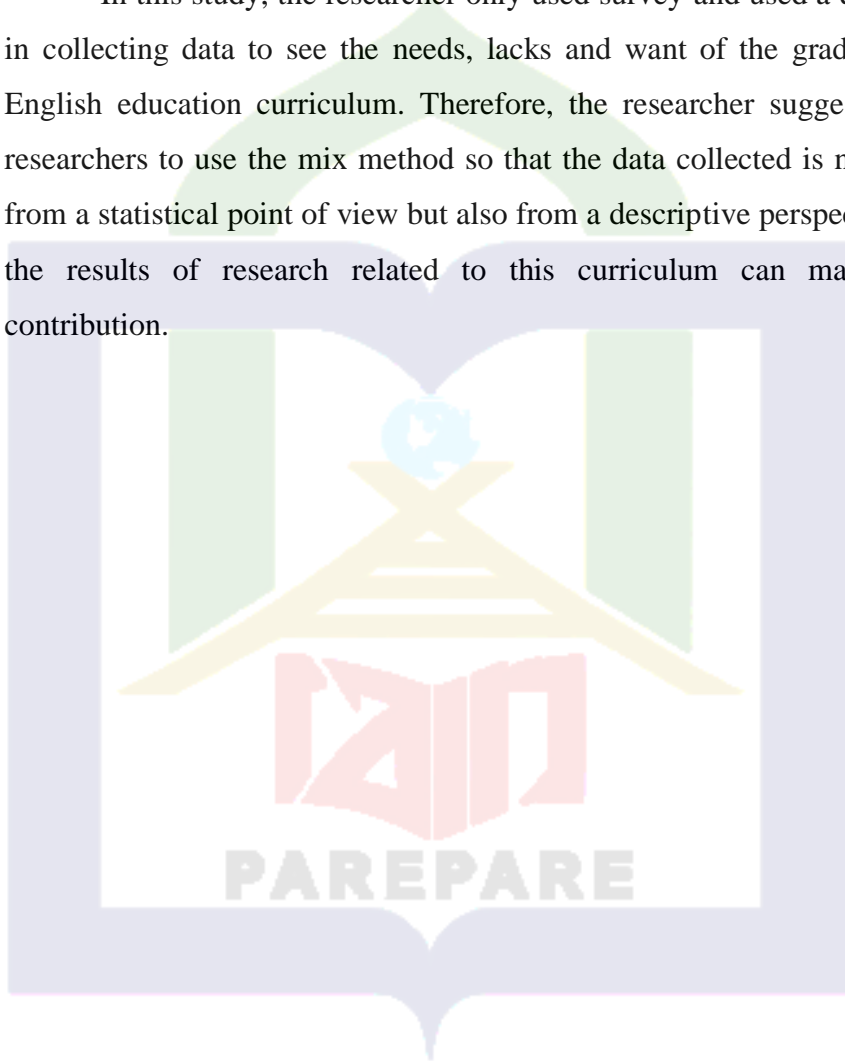
1. For the Curriculum Maker

The researcher gives advice to curriculum makers to consider the courses included in the curriculum. The courses included should have a major

impact on a teacher's teaching ability. The curriculum should also have up-to-date content and be well evaluated. So that each existing course can be adapted to the needs of students.

2. For the Other Researchers

In this study, the researcher only used survey and used a questionnaire in collecting data to see the needs, lacks and want of the graduates on the English education curriculum. Therefore, the researcher suggests for other researchers to use the mix method so that the data collected is not only seen from a statistical point of view but also from a descriptive perspective. So that the results of research related to this curriculum can make a better contribution.

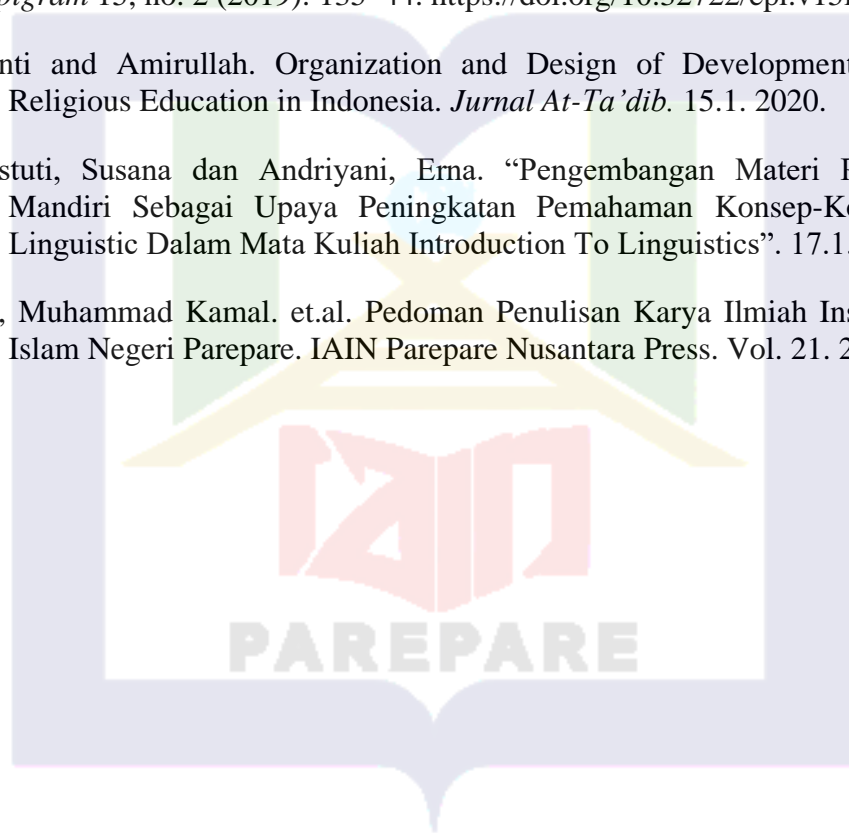


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APPENDICES



Appendix 1: Research Permit Recommendation

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax: 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1596/In.39.5.1/PP.00.9/06/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Syaiful
Tempat/Tgl. Lahir	: Pinrang, 17 Februari 2000
NIM	: 18.1300.032
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VII (Enam)
Alamat	: Sengae Selatan, Desa Mattiro Ade, Kec. Patampanua Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"Graduates Demands On English Education Curriculum Of IAIN Parepare (A Need Anlysis Study)"

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 23 Juni 2021
Wakil Dekan I,

Muh. Dahlan Thalib



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 2: Permission Research

SRN IP0000459


PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faxsimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 461/IP/DPM-PTSP/7/2021

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA	:	
NAMA	:	SYAIFUL
UNIVERSITAS/ LEMBAGA	:	INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Jurusan	:	PENDIDIKAN BAHASA INGGRIS
ALAMAT	:	SENGAE SELATAN, DESA MATTIRO ADE, KAB. PINRANG
UNTUK	:	melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
JUDUL PENELITIAN	:	GRADUATES DEMANDS ON ENGLISH EDUCATION CURRICULUM OF IAIN PAREPARE (A NEED ANALYSIS STUDY)
LOKASI PENELITIAN	:	INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
LAMA PENELITIAN	:	02 Juli 2021 s.d 02 Agustus 2021

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **05 Juli 2021**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**


HJ. ANDI RUSIA, SH.MH
Pangkat : Pembina Utama Muda, (IV/c)
NIP : 19620915 198101 2 001

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



Berkas
Sertifikasi
Elektronik



Appendix 3: Letter of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.270/In.39.5.1/PP.00.9/01/2022

Yang bertanda tangan di bawah ini,

Nama : Dr. Muh. Dahlan Thalib, M.A
NIP : 19631231 198703 1 012
Pangkat/Golongan : Pembina TK. I/ IV b
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan,
Kelembagaan
dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Syaiful
NIM : 18.1300.032
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Sengae Selatan, Desa Mattiro Ade, Kab. Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juli 2021 sampai dengan bulan Agustus 2021, dengan judul penelitian "Graduates Demands On English Education Curriculum Of IAIN Parepare (A Need Anlysis Study)".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 21 Januari 2022
Wakil Dekan I,

Muh. Dahlan Thalib



PAREPARE

Appendix 4: The Subjects of English Education Program

**DISTRIBUSI MATAKULIAH PER-SEMESTER
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

No.	KODE	MATAKULIAH	SKS	SMT
1.	IT39203	Bahasa Indonesia	2	I
2	IT39201	Pancasila	2	I
3	IT39207	Ilmu ahlak	2	I
4	IT39209	Ulumul quran	2	I
5	IT39207	Ilmu Aqidah	2	I
6	39TA1201	Pengantar ilmu pendidikan	2	I
7	39TA1205	Psychology Pendidikan	2	I
8	39TAC1201	Phonology	2	I
9	39TAC1202	Vocabulary	2	I
10	39TAC1204	Pre-intermediate structure	2	I
		JUMLAH SKS	20	
1	IT39210	Ulumul hadist	2	II
2	IT39202	Kewarganegaraan	2	II
3	IT39204	Studi Budaya Lokal	2	II
4	IT39205	Teknologi Informasi	2	II
5	IT39208	Fiqh Ibadah	2	II

6	39TA1210	Pengembangan kurikulum	2	II
7	39TA1216	Bahasa Arab	2	II
8	39TAC1205	Literal listening	2	II
9	39TAC1206	Informative speaking	2	II
10	39TAC1203	Literal reading	2	II
11	39TAC1208	Upper intermediate structure	2	II
12	39TAC1209	Pronunciation	2	II
		JUMLAH SKS	24	
1	IT39211	Metodologi Study Islam	2	III
2	39TA1202	Filsafat Pendidikan	2	III
3	39TA1203	Manajemen Pendidikan	2	III
4	39TA1204	Pendidikan Budaya Lokal	2	III
5	39TA1213	Strategi Pembelajaran	2	III
6	39TAC1210	Introduction to Linguistic	2	III
7	39TAC1211	Listening comprehension	2	III
8	39TAC1212	Intensive speaking	2	III
9	39TAC1207	Interpretive reading	2	III
10	39TAC1214	Paragraph writing	2	III
11	39TAC1215	Advanced structure	2	III
		JUMLAH SKS	22	
1	39TA1208	Statistika Pendidikan	2	IV

2	39TA1211	Perencanaan Pembelajaran	2	IV
3	39TA1212	Teknologi Pembelajaran	2	IV
4	39TAC1216	Translation	2	IV
5	39TAC1217	Morphosyntax	2	IV
6	39TAC1218	Sociolinguistics	2	IV
7	39TAC1219	Interactive Speaking	2	IV
8	39TAC1220	Essay Writing	2	IV
9	39TAC1221	Media in ELT	2	IV
10	39TAC1222	Psycholinguistic	2	IV
11	39TAC1223	Cross Cultural Understanding	2	IV
12	39TAC1213	Critical Reading	2	IV
		JUMLAH SKS	24	
1	39TA1206	Etika Profesi Guru	2	V
2	39TA1209	Metodologi Penelitian Pendidikan	2	V
3	39TAC1224	Interpreter	2	V
4	39TAC1225	Semantic	2	V
5	39TAC1226	Language Testing	2	V
6	39TAC1227	English Teaching Methodology	2	V
7	39TAC1228	ICT in ELT	2	V
8	39TAC1229	ESP	2	V

9	39TAC1230/3 9TAC2238	TOEFL/IELTS ⁴³	2	V
10	39TAC1231	Academic Writing	2	V
11	39TA1220	Public Speaking	2	VI
		JUMLAH SKS	22	
1	39TA1207	Bimbingan danKonseling	2	VI
2	39TA1214	Evaluasi Pembelajaran	2	VI
3	39TA1215	Edu-Enterpreneurship	2	VI
4	39TA1218	Micro Teaching	2	VI
5	39TAC1232	English Material Development	2	VI
6	39TAC1233	TEFL	2	VI
7	39TAC1234	Methodology of English research	2	VI
8	39TAC1235	English Teacher Professionalism	2	VI
9	39TAC2236/3 9TAC2239	English for banking/English for tourism ⁴⁴	2	VI
10	39TAC2237/3 9TAC2240	English for Business/English literature ⁴⁵	2	VI
11	IT39212	KPM Teori	2	VI
		JUMLAH SKS	22	
1	IT39213	KPM	4	VII
2	IT39214	Skripsi	6	VII

⁴³ Mata kuliah pilihan

⁴⁴ Mata kuliah pilihan

⁴⁵ Mata kuliah pilihan

3	39TA1219	PPL	2	VII
		JUMLAH SKS	12	VII
		Total SKS	148	

NO	Kode Matakuliah	Nama Matakuliah	SKS
1	39TAC1201	Phonology	2
2	39TAC1202	Vocabulary	2
3	39TAC1203	Literal reading	2
4	39TAC1204	Pre-intermediate structure	2
5	39TAC1205	Literal listening	2
6	39TAC1206	Informative speaking	2
7	39TAC1207	Interpretive reading	2
8	39TAC1208	Upper intermediate structure	2
9	39TAC1209	Pronunciation	2
10	39TAC1210	Introduction to Linguistic	2
11	39TAC1211	Listening comprehension	2
12	39TAC1212	Intensive speaking	2
13	39TAC1213	Critical reading	2
14	39TAC1214	Paragraph writing	2
15	39TAC1215	Advanced structure	2
16	39TAC1216	Translation	2
17	39TAC1217	Morphosyntax	2

18	39TAC1218	Sociolinguistics	2
19	39TAC1219	Interactive Speaking	2
20	39TAC1220	Essay Writing	2
21	39TAC1221	Media in ELT	2
22	39TAC1222	Psycholinguistic	2
23	39TAC1223	Cross Cultural Understanding	2
24	39TAC1224	Interpreter	2
25	39TAC1225	Semantic	2
26	39TAC1226	Language Testing	2
27	39TAC1227	English Teaching Methodology	2
28	39TAC1228	ICT in ELT	2
29	39TAC1229	ESP	2
30	39TAC1230	TOEFL ⁴⁶	2
31	39TAC1231	Academic Writing	2
32	39TAC1232	English Material Development	2
33	39TAC1233	TEFL	2
34	39TAC1234	Methodology of English research	2
35	39TAC1235	English Teacher Professionalism	2
36	39TAC2236	English for banking ⁴⁷	2
37	39TAC2237	English for Business ⁴⁸	2

⁴⁶ Mata kuliah pilihan2

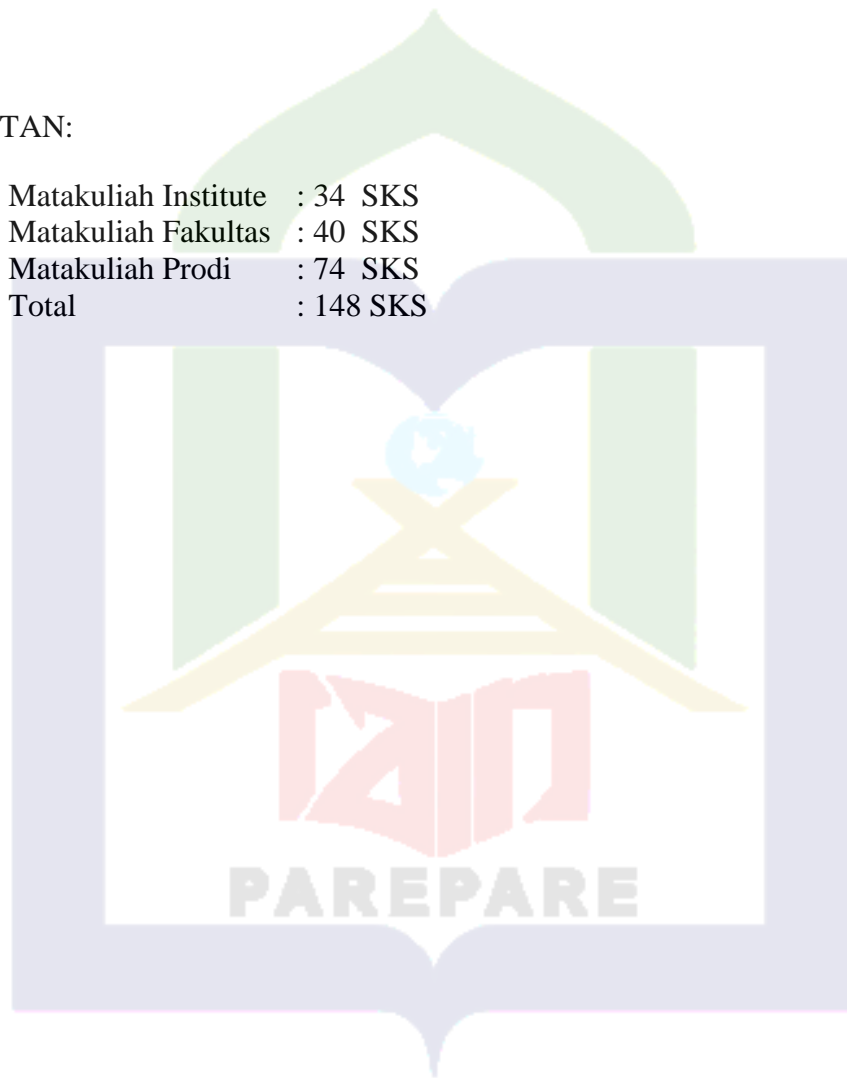
⁴⁷ Mata kuliah pilihan

⁴⁸ Mata kuliah pilihan

38	39TAC2238	IELTS	2
39	39TAC2239	English for tourism	2
40	39TAC2240	English literature	2

CATATAN:

1. Matakuliah Institute : 34 SKS
2. Matakuliah Fakultas : 40 SKS
3. Matakuliah Prodi : 74 SKS
- Total : 148 SKS



	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH
	Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare91100,website: www.iainpare.ac.id , email: mail@iainpare.ac.id
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : SYAIFUL

NIM : 18.1300.032

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : GRADUATES DEMAND ON ENGLISH EDUCATION
CURRICULUM OF IAIN PAREPARE (A NEED ANALYSIS
STUDY)

INSTRUMEN PENEITIAN

I. Petunjuk Pengisian Kuesioner

1. Bacalah dengan baik dan teliti.
2. Pilih salah satu jawaban yang menurut anda paling sesuai dengan cara memberikan tanda (✓) pada kolom yang benar dari setiap poin.
 - a. Keterangan:
SM : Sangat Mendukung
M : Mendukung
TM : Tidak Mendukung
STM : Sangat Tidak Mendukung
3. Dalam pengisian kuesioner mohon dijawab dengan jujur. Peneliti menjamin bahwa jawaban yang diterima hanya digunakan untuk kepentingan penelitian.

II. Identitas Responden

Nama :

Pekerjaan :

Instansi :

III. Pernyataan

A. Necessities

1. Berikut ini kategori mata kuliah *Teaching Studies* yang saya anggap penting untuk mendukung profesi saya sebagai seorang pengajar.

Mata Kuliah	SM	M	TM	STM
Pengantar Ilmu Pendidikan				
Psikologi Pendidikan				
Pengembangan Kurikulum				
Filsafat Pendidikan				
Manajemen Pendidikan				
Strategi Pembelajaran				
Statistika Pendidikan				
Teknologi Pembelajaran				
Perencanaan Pembelajaran				
Etika Profesi Guru				
Bimbingan Dan Konseling				

Evaluasi Pembelajaran				
Metodologi Penelitian Pendidikan				
Methodology of English Research				
Micro Teaching				
Language Testing				
English Teaching Methodology				
Information and Communication Technology (ICT In ELT)				
English Material Development				
English Teacher Professionalism				
Media In ELT				
English for Specific Purpose				
Teaching English as Foreign Language (TEFL)				
Lainnya.....				

2. Berikut ini kategori mata kuliah *English Skills* yang saya anggap penting untuk mendukung profesi saya sebagai seorang pengajar.

Mata Kuliah	SM	M	TM	STM
-------------	----	---	----	-----

Speaking				
Listening				
Writing				
Listening				

3. Berikut ini kategori mata kuliah *English Sub Skills* yang saya anggap penting untuk mendukung profesi saya sebagai seorang pengajar.

Mata Kuliah	SM	M	TM	STM
Vocabulary				
Pronunciation				
Grammar				
Lainnya.....				

4. Berikut ini kategori mata kuliah *Linguistics* yang saya anggap penting untuk mendukung profesi saya sebagai seorang pengajar.

Mata Kuliah	SM	M	TM	STM
Introduction to Linguistics				
Phonology				
Morphology				

Syntax				
Semantics				
Pragmatics				
Psycholinguistics				
Sociolinguistics				
Lainnya.....				

5. Berikut ini kategori mata kuliah *Islamic Studies* yang saya anggap penting untuk mendukung profesi saya sebagai seorang pengajar.

Mata Kuliah	SM	M	TM	STM
Ilmu Akidah				
Ilmu Akhlak				
Ulumul Al-Quran				
Fiqhi Ibadah				
Ulumul Hadis				
Metodologi Studi Islam				
Lainnya.....				

6. Berikut ini kategori mata kuliah *Culture* yang saya anggap penting untuk mendukung profesi saya sebagai seorang pengajar.

Mata Kuliah	SM	M	TM	STM
Cross Cultural Understanding				
Studi Budaya Lokal				
Pendidikan Budaya Lokal				
Lainnya.....				

7. Berikut ini kategori mata kuliah *General Subjects* yang saya anggap penting untuk mendukung profesi saya sebagai seorang pengajar.

Mata Kuliah	SM	M	TM	STM
Pendidikan Anti Korupsi				
Pancasila dan Kewarganegaraan				
Bahasa Indonesia				
Bahasa Arab				
Teknologi Informasi				
Public Speaking				
Lainnya.....				

8. Berikut ini kategori mata kuliah *Supporting Subjects* yang saya anggap penting untuk mendukung profesi saya sebagai seorang pengajar.

Mata Kuliah	SM	M	TM	STM
TOEFL/IELTS				
English For Banking				
English For Tourism				
English For Business				
English Literature				
Translation				
Edu-Entrepreneurship				
Lainnya.....				

B. Lacks

1. Berikut ini kategori mata kuliah *Teaching Studies* dinilai masih kurang sehingga masih perlu dikembangkan sebagai pendukung karir saya.

Mata Kuliah	SP	P	TP	STP
Pengantar Ilmu Pendidikan				
Psikologi Pendidikan				
Pengembangan Kurikulum				

Filsafat Pendidikan				
Manajemen Pendidikan				
Strategi Pembelajaran				
Statistika Pendidikan				
Teknologi Pembelajaran				
Perencanaan Pembelajaran				
Etika Profesi Guru				
Bimbingan Dan Konseling				
Evaluasi Pembelajaran				
Metodologi Penelitian Pendidikan				
Methodology of English Research				
Micro Teaching				
Language Testing				
English Teaching Methodology				
Information and Communication Technology (ICT In ELT)				
English Material Development				
English Teacher Professionalism				
Media In ELT				

English for Specific Purpose				
Teaching English as Foreign Language (TEFL)				
Lainnya.....				

2. Berikut ini kategori mata kuliah *English Skills* dinilai masih kurang sehingga masih perlu dikembangkan sebagai pendukung karir saya.

Mata Kuliah	SP	P	TP	STP
Speaking				
Listening				
Writing				
Listening				

3. Berikut ini kategori mata kuliah *English Sub Skills* dinilai masih kurang sehingga masih perlu dikembangkan sebagai pendukung karir saya.

Mata Kuliah	SP	P	TP	STP
Vocabulary				
Pronunciation				
Grammar				

Lainnya.....				
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4. Berikut ini kategori mata kuliah *Linguistics* dinilai masih kurang sehingga masih perlu dikembangkan sebagai pendukung karir saya.

Mata Kuliah	SP	P	TP	STP
Introduction to Linguistics				
Phonology				
Morphology				
Syntax				
Semantics				
Pragmatics				
Psycholinguistics				
Sociolinguistics				
Lainnya.....				

5. Berikut ini kategori mata kuliah *Islamic Studies* dinilai masih kurang sehingga masih perlu dikembangkan sebagai pendukung karir saya.

Mata Kuliah	SP	P	TP	STP
Ilmu Akidah				

Ilmu Akhlak				
Ulumul Al-Quran				
Fiqhi Ibadah				
Ulumul Hadis				
Metodologi Studi Islam				
Lainnya.....				

6. Berikut ini kategori mata kuliah *Culture* dinilai masih kurang sehingga masih perlu dikembangkan sebagai pendukung karir saya.

Mata Kuliah	SP	P	TP	STP
Cross Cultural Understanding				
Studi Budaya Lokal				
Pendidikan Budaya Lokal				
Lainnya.....				

7. Berikut ini kategori mata kuliah *General Subjects* dinilai masih kurang sehingga masih perlu dikembangkan sebagai pendukung karir saya.

Mata Kuliah	SP	P	TP	STP
Pendidikan Anti Korupsi				

Pancasila dan Kewarganegaraan				
Bahasa Indonesia				
Bahasa Arab				
Teknologi Informasi				
Public Speaking				
Lainnya.....				

8. Berikut ini kategori mata kuliah *Supporting Subjects* dinilai masih kurang sehingga masih perlu dikembangkan sebagai pendukung karir saya.

Mata Kuliah	SP	P	TP	STP
TOEFL/IELTS				
English For Banking				
English For Tourism				
English For Business				
English Literature				
Translation				
Edu-Entrepreneurship				
Lainnya.....				

9. Dalam aspek apa yang menurut anda kurang?

Aspek	√
Kurikulum tidak berorientasi pada kebutuhan lulusan	
Konten kurikulum tidak <i>up to date</i>	
Tidak fleksibel dan tidak bervariasi	
Evaluasi tidak dilakukan dengan baik	
Kurikulum tidak mampu meningkatkan kapasitas mahasiswa.	
Durasi setiap mata kuliah masih kurang	
Lainnya.....	

C. Wants

- 1. Berikut ini adalah kategori mata kuliah *Teaching Studies* yang belum atau sudah saya pelajari dan saya harapkan ada dalam kurikulum.**

Mata Kuliah	√
Pengantar Ilmu Pendidikan	
Psikologi Pendidikan	
Pengembangan Kurikulum	

Filsafat Pendidikan	
Manajemen Pendidikan	
Strategi Pembelajaran	
Statistika Pendidikan	
Teknologi Pembelajaran	
Perencanaan Pembelajaran	
Etika Profesi Guru	
Bimbingan Dan Konseling	
Evaluasi Pembelajaran	
Metodologi Penelitian Pendidikan	
Methodology of English Research	
Micro Teaching	
Language Testing	
English Teaching Methodology	
Information and Communication Technology (ICT In ELT)	
English Material Development	
English Teacher Professionalism	
Media In ELT	

English for Specific Purpose	
Teaching English as Foreign Language (TEFL)	
Lainnya.....	

2. Berikut ini adalah kategori mata kuliah *English Skills* yang belum atau sudah saya pelajari dan saya harapkan ada dalam kurikulum.

Mata Kuliah	√
Speaking	
Listening	
Writing	
Listening	

3. Berikut ini adalah kategori mata kuliah *English Sub Skills* yang belum atau sudah saya pelajari dan saya harapkan ada dalam kurikulum.

Mata Kuliah	√
Vocabulary	
Pronunciation	
Grammar	

Lainnya.....	
--------------	--

4. Berikut ini adalah kategori mata kuliah *Linguistics* yang belum atau sudah saya pelajari dan saya harapkan ada dalam kurikulum.

Mata Kuliah	√
Introduction to Linguistics	
Phonology	
Morphology	
Syntax	
Semantics	
Pragmatics	
Psycholinguistics	
Sociolinguistics	
Lainnya.....	

5. Berikut ini adalah kategori mata kuliah *Islamic Studies* yang belum atau sudah saya pelajari dan saya harapkan ada dalam kurikulum.

Mata Kuliah	√
Ilmu Akidah	

Ilmu Akhlak	
Ulumul Al-Quran	
Fiqhi Ibadah	
Ulumul Hadis	
Metodologi Studi Islam	
Lainnya.....	

6. Berikut ini adalah kategori mata kuliah *Culture* yang belum atau sudah saya pelajari dan saya harapkan ada dalam kurikulum.

Mata Kuliah	√
Cross Cultural Understanding	
Studi Budaya Lokal	
Pendidikan Budaya Lokal	
Lainnya.....	

7. Berikut ini adalah kategori mata kuliah *General Subjects* yang belum atau sudah saya pelajari dan saya harapkan ada dalam kurikulum.

Mata Kuliah	√
Pendidikan Anti Korupsi	
Pancasila dan Kewarganegaraan	

Bahasa Indonesia	
Bahasa Arab	
Teknologi Informasi	
Public Speaking	
Lainnya.....	

8. Berikut ini adalah kategori mata kuliah *Supporting Subjects* yang belum atau sudah saya pelajari dan saya harapkan ada dalam kurikulum.

Mata Kuliah	√
TOEFL/IELTS	
English For Banking	
English For Tourism	
English For Business	
English Literature	
Translation	
Edu-Entrepreneurship	
Lainnya.....	

Parepare, April 29, 2021


Approved by,

Consultant,

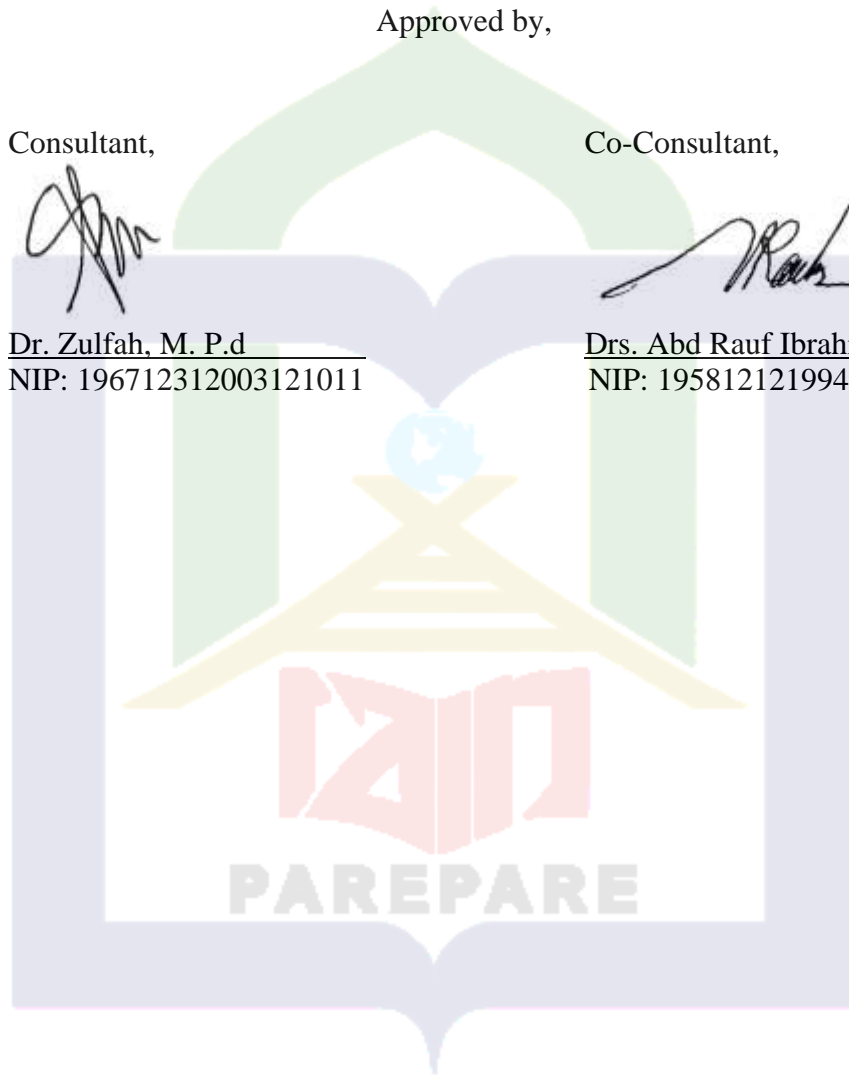


Dr. Zulfah, M. P.d
NIP: 196712312003121011

Co-Consultant,



Drs. Abd Rauf Ibrahim, M.S.i
NIP: 195812121994031002



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4	S	S		S	S		S	S	T	S	S	S	S	S	S	S	S	S	S	S	S				S	S			S
4	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4	S	S	S	S	S	S	ST	S	S	S	S	S	ST	S	S	S	S	S	S	S	S	S	ST	S	S	S	S	S	S
5	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4		S	S			S				S	S	S	S	S	S	S	S	S	S	S	S			S	S	S	S	S	S
6	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4	S	S	S	S	S	S	S	S	S	S	S	S	S	S			S	S	S	S	S			S	S	S	S	S	S
7	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4		S	S			S	T	S	S	S	M	S			S	S	S	S	S	S	S		S	S	S	S	S	S	S
8	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
4						S	S	S	S	S	S	S			S	S	S	S	S	S	S		S	S	S	S	S	S	S
9	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
5		S	S		S	S		S	S	S	S	S					S		S	S	S			S	S	S	S	S	S
0	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
5	S	S	S		S	S		S	S	S		S			S	S	S	S	S	S	S		S	S	S	S	S	S	S
1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
5	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
2	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
5	S		S		S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
3	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
5			S		S	M		S				S	S	S	S	S	S	S					S	S	S	S	S	S	S
4	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
5		S	S		S	S		S	S			S			S	S	S		S	S				S	S	S	S	S	S
5	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
5		S	S		S			S				S			S	S							S	S	S	S	S	S	S
6	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
5	S	S						T							S		S	S	S	S	S		S				S	S	S
7	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
5		S				S	T	S				S	S	S	S		S	S	S	S				S	S	S	S	S	S
8	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M

[illegible]

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[illegible]

[illegible]

[illegible]

M	T	T	T	T	T	M	T	M	M	M	M	M	M	M	M	M	S	M	M	M	M	S	S	M	T	S	M	T	S	M
M		T	T		M	M	M	M	M	M	M	M	M	M	M	M	S		M	T	T			S		M	M	M	M	M
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1	P	S P	SP	P	P	P	TP	P	S P	P	P	P	S P	T P	T P	S P	S P	T P	T P	S P	S P	P	P	S P	S P	S P	S P	SP	S P	S P	S P	S P	S P	S P	S P	S P	S P
2	P	P	P	P	P	P	P	S P	S P	SP	S P	S P	P	P	P	S P	S P	S P	S P	S P	S P	S P	SP	S P	P	P	P	P	P	P	P	P	P	P	P	P	P
3	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
4	P	S P	SP	TP	P	P	P	P	P	SP	S P	P	SP	SP	P	P	S P	P	S P	P	S P	P	P	P	S P	S P	P	P	P	P	P	P	P	P	P	P	P
5	P	P	P	P	P	S P	SP	S P	S P	SP	S P	S P	SP	SP	P	S P	S P	S P	S P	S P	S P	P	S P	SP	S P	S P	S P	P	P	P	P	P	P	P	P	P	P
6	S P	S P	SP	P	P	S P	P	S P	S P	SP	P	P	P	P	S P	P	S P	S P	S P	S P	S P	S P	SP	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P
7	S P	S P	SP	SP	S P	S P	SP	S P	S P	SP	S P	S P	SP	SP	P	S P	S P	S P	S P	S P	S P	S P	SP	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P
8	T P	S P	SP	TP	P	T P	P	S P	P	P	T P	S P	SP	SP	P	S P	S P	S P	S P	S P	S P	S P	P	P	S P	S P	P	P	P	P	P	T P	S P	T P	S P	S P	
9	S P	P	SP	P	S P	S P	SP	S P	S P	SP	P	P	SP	P	P	P	P	P	P	P	P	P	P	T P	P	P	P	P	P	P	P	P	P	P	P	P	P
10	T P	P	TP	P	P	P	TP	P	P	SP	S P	P	T P	T P	T P	P	P	P	P	P	P	P	T P	T P	T P	P	P	P	P	P	P	P	P	P	P	T P	P
11	S P	S P	SP	ST P	S P	S P	SP	S P	S P	SP	P	P	SP	SP	S P	S P	S P	S P	S P	S P	S P	S P	SP	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P
12	P	S P	P	P	P	S P	TP	P	S P	P	S P	S P	P	T P	S P	S P	S P	S P	S P	S P	S P	P	P	P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P
13	S P	S P	SP	SP	S P	S P	SP	S P	S P	SP	S P	S P	SP	SP	S P	S P	S P	S P	S P	S P	S P	S P	SP	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P
14	P	P	P	TP	P	P	TP	S P	S P	P	P	P	P	P	P	S P	P	P	P	S P	P	P	P	P	S P	P	P	P	P	P	P	P	S P	P	P	P	P

15	S	P	S	P	SP	SP	S	P	S	P	SP	S	P	SP	SP	S	P	S	P	S	P	S	P	SP	S	P	S	P	S	P		
16	S	P		SP	P	S	S	P	P	P	ST	P	P	P	P	S	P	P	P	S	P	P	SP	S	P	S	P	T	SP	S	P	S
17		P	S	P	TP	S	S	P	S	S	SP	P	S	SP	SP	S	S	S	T	S	P	P	P		S	S	P	SP	S	P	S	P
18	S	P	S	P	SP	SP	S	P	S	S	SP	S	S	SP	SP	S	S	S	S	S	S	S	SP	S	P	S	P	SP	S	P	P	
19	S	P	S	P	SP	P	P	P	S	P	SP	S	S	SP	SP	S	S	S	S	S	S	S	P	P	S	S	P	SP	S	P	S	P
20	S	P	S	P	P	P	S	S	SP	S	S	P	P	P	SP	S	S	S	P	S	S	P	P	P	S	S	P	SP	S	P	S	P
21	T	P	T	P	TP	TP	P	P	TP	S	P	P	P	T	T	T	T	P	P	P	S	P	P	P	S	P	P	P	S	P	S	P
22	S	P	S	P	SP	SP	S	P	SP	S	S	P	P	SP	SP	S	S	S	S	S	S	S	SP	S	P	P	P	P	P	P	P	
23	P	P	P	SP	P	P	S	P	P	S	SP	P	S	SP	SP	S	S	S	S	S	S	S	SP	P	S	S	P	SP	S	P	P	
24	T	P	S	P	TP	TP	S	P	P	S	P	S	S	T	P	S	P	P	P	S	P	P	P	S	P	S	P	SP	S	P	P	P
25	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	S	P	P	P	P	P	P	P	
26	T	P	T	P	TP	TP	T	P	TP	T	P	T	T	T	T	T	T	T	T	T	T	T	T	S	T	T	T	T	T	T	T	T
27	P	P	P	SP	P	S	S	P	P	S	SP	P	S	SP	SP	S	S	S	P	S	S	S	SP	S	P	P	P	P	P	P	S	P
28	S	P	S	P	SP	SP	S	P	SP	S	SP	S	S	SP	SP	S	S	S	S	S	S	S	SP	S	P	S	P	SP	S	P	S	P
29	P	P	P	P	P	S	S	P	P	S	SP	S	S	P	P	S	S	S	S	S	S	S	P	S	S	S	S	SP	S	P	S	P

30	P	P	P	P	P	S	P	S	P	SP	P	S	P	SP	P	S	S	S	S	S	S	SP	S	S	S	P	SP	S	P	S	S	S
31	P	P	P	P	P	S	P	P	P	SP	P	S	P	SP	P	S	S	P	P	S	S	P	P	P	P	P	P	P	P	S	S	S
32	S	S			S	S		S	S		S	S			S	S	S	S	S	S	S		S	S	S	P	SP	S	P	S	S	S
33	P	S			P	S	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	S	S	S	S	S
34	P	P	SP	P	P	P	TP	P	P	SP	P	P	P	T	P	P	P	P	T			T	T		P	P	P	P	P	P	P	P
35	T	S			T	T		S	T		S	S			S	S	S	S	S	T	S		S	S	S	S	P	S	S	S	S	S
36	S	S			P	S	P	S	P	P	P	P	P	SP	SP	S	S	S	S	S	S	S	S	S	S	SP	S	S	S	S	S	S
37	S	S			S	S		S	S		S	S			S	S	S	S	S			S	P	S	P	P	P	P	P	P	P	P
38	P	P	P	P	P	P	TP	P	P	P	P	P	P	T	P	T	T	T	T	T	T	T	T	P	P	P	P	P	P	P	P	P
39	S	S			S	S		S	S		S	S			S	S	S	S	S	S	S	S	S	S	S	SP	S	S	S	S	S	S
40	P	P	P	P	P	P	P	P	P	SP	P	P	P	SP	SP	S	S	S	P	S	S	S	P	P	P	SP	S	S	P	P	S	P
41	S	S			S	S		S	S		S	S			S	S	S	S	S	S	S	S	S	S	S	SP	S	S	S	S	S	S
42	S	S	P	P	P	P	TP	P	P	SP	P	P	P	SP	P	P	P	P	P	P	P	P	P	P	P	SP	S	S	S	S	S	S
43	S	S			S	S		S	S		S	S			S	S	S	S	S	S	S	S	S	S	S	SP	S	S	S	S	S	S
44	T				P	P	P	P	P	SP	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	SP	P	P	S

4	S	S	ST		S	S	ST	S	S		S	S	ST	ST	S	S	S	S	S	S	ST	S	S	S	S		S	S	S		
5	P	P	P	SP	P	P	P	P	P	SP	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	SP	P	P	P		
4						S		S	S		S			S		S						S	S	S	S		S	S	S		
6	P	P	SP	TP	P	P	P	P	P	SP	P	P	SP	SP	P	P	P	P	P	P	P	P	P	P	P	SP	P	P	P		
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4		S			T	S		S	S				T	T	S	S	S	S	S	S	S		S	S	S	S		S	S	S	
8	P	P	SP	TP	P	P	TP	P	P	SP	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	SP	P	P	P		
4	T					S		S	S		S				S			S	S	T	S			S	S	S		S	S	S	
9	P	P	P	P	P	P	P	P	P	SP	P	P	P	SP	P	P	P	P	P	P	P	P	P	P	P	SP	P	P	P		
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5		S															T														
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5																															
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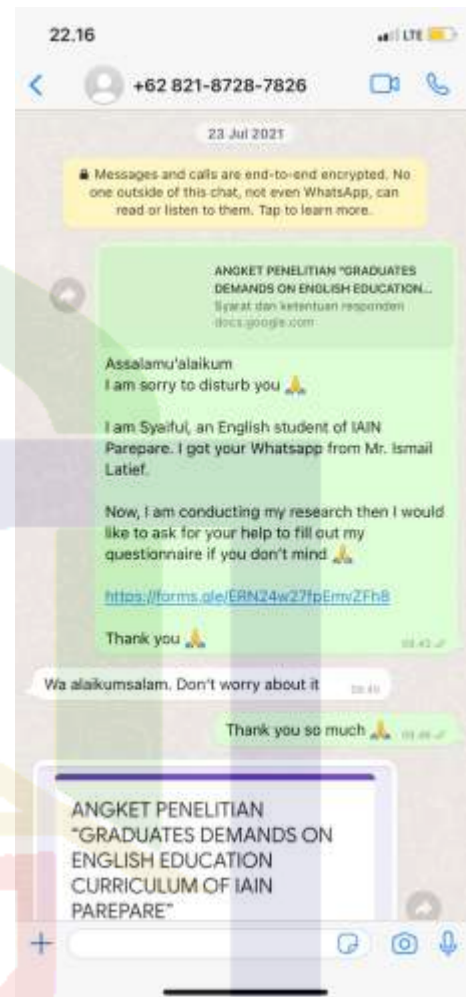
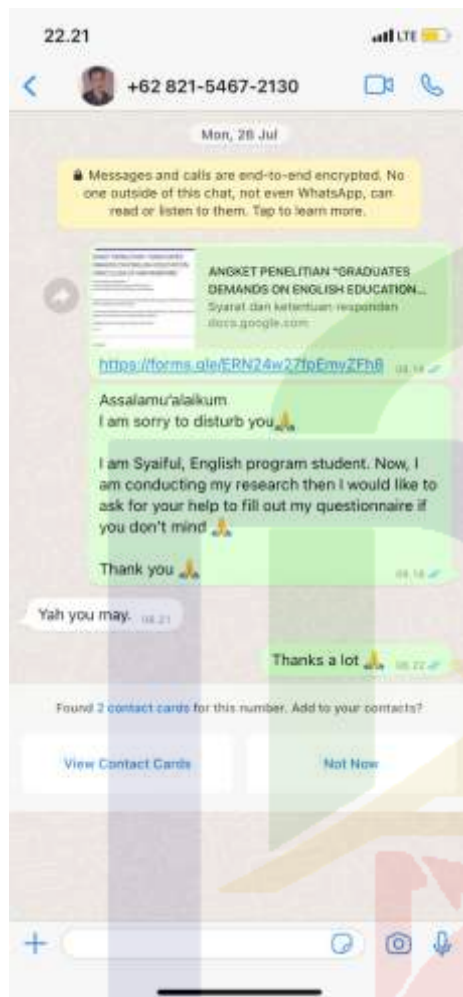
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Appendix 7: Documentation





PAREPARE

CURRICULUM VITAE



Syaiful was born on February 17th 2000 in Pinrang, South Sulawesi. He is the last child from the marriage of his parents, Abd Yusri Said and Jumriah. His education background, he began his study at SD 41 Cempa Toa on 2005 and graduated on 2011. His junior high school was at MTs. DDI Malgawi Cempa Dao and graduated on 2014 and then he continued his study at SMAN 9 Pinrang and graduated on 2017. He was enrolled and accepted in English Education Program, Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare on 2018. He completed his study with his skripsi under the title “Graduates Demand on English Education Curriculum of IAIN Parepare”.