

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, statement of the problem, objective of the study, significance of the study, limitation and scope of the study, assumption, definition of key terms, theoretical framework, and organization of the thesis.

1.1 Background of the study

The English Department of Widya Mandala Catholic University (WMCU) educates students to be English teachers. Based on its vision and mission (*Buku Pedoman PSPBI, 2018-2019*), the English Department aims at preparing the students to be qualified professional English teachers. As one of the efforts to achieve the mission, most of the subjects are delivered in English. This means that students, s should have enough English proficiency to be able to join the classes.

Students coming to learn at the English Department have different English proficiencies. It cannot be denied that most of them do not have enough English communication skills to enable them to succeed in the classes where English is the medium of instruction. Realizing this fact, the English Department is concerned about equipping them with enough English proficiency.

The effort to equip students with enough English proficiency starts in semester one in the Intensive Course (IC) class. In this class, students learn the basic knowledge of English Grammar, authentic materials on listening, intensive practice on English pronunciation, English language expressions to be applied in communication on the daily basis, intermediate exposure of English texts and

cultural movies, and guided interactive writing activities (*Buku Pedoman PSPBI, 2018-2019*). This course aims at training students to be able to use communicative English in both oral and written and also to express their thoughts and exchange ideas both in daily basis and academic environment (*Buku Pedoman PSPBI, 2018-2019*).

The IC is a subject with 12 credit units (*Buku Pedoman PSPBI, 2018-2019*). Each credit unit consists of for 50 minute classroom lesson, 60 minute of structured assignment, and 60 minute of independent study (*Peraturan Menteri RISTEK dan DIKTI No 44 Tahun 2015*). Previously, IC had more than 12 credits unit which means that it had bigger time allocation. Since the credit unit was reduced from 18 to 12 in 2016, it was then decided by the IC coordinator that there should be more time given to the students for doing structured assignment and independent study in the English laboratories of the English Department. This structured assignment and the independent study program is packaged into the Extensive Learning Program where the students join in the four language laboratories which are Multimedia Laboratories (LMM), Micro Teaching Laboratories, Digital Language Laboratory (DLL), English Department Reading and Writing Laboratory (ED-R2), and Self-Access Centre (SAC).

Students focus on the contextual grammar learning at the SAC. This is in line with the expected IC learning outcomes as mentioned in (*Buku Pedoman PSPBI, 2018-2019*) that grammar is needed in order to form a meaningful sentence. As Jeffrey Coghill and Stacy Maglozendanz in Ibrahim (2016), state the grammar of a language is a group of rules which controls its structure. It controls the

arrangements of words to form a meaningful unit. In the Extensive Learning Program, the students are provided with English grammar exercises and the discussion of answers afterwards which is led by tutors. In the academic year of 2018/2019, the Extensive Learning Program was a new program. Since it was a new program, the writer wants to analyse the effectiveness of the program. Conceptually, this may be conducted by analysing process and products. For this purpose, the writer decided to analyse the students' perceptions as an aspect in the learning process.

Perception is divided into two basic groups which are bottom-up process and top-down process. Bottom-up process focuses on people's sensory. One of people's sensory is vision. People believe in what they see and it becomes their perception of things. In contrast, top-down process focuses on the people's feeling toward things. It is also affected by their attitudes, emotions, expectations, and experiences. People are able to value things differently because they have different point of view and different experience toward a situation. The writer uses top-down process in order to know how the students feel about the Extensive Learning program. In this study, the writer is interested in analysing the students' perceptions of the Extensive Learning Program. It is expected that the result of this study would be beneficial for the betterment of the program.

1.2 Statement of the problem

The statement of the problem in this research is “What are the perceptions of semester one students of the Intensive Course’s Extensive Learning Program?”

1.3 Objective of the study

The aim of this study is to find out semester one students’ perceptions of the Intensive Course’s Extensive Learning Program.

1.4 Significance of the study

This main purpose of this study is analysing the perceptions of semester one students. Since it was a new program, it is expected that the result of this study is able to help the lecturers and IC coordinators to be aware of which aspects of the Extensive Learning Program need to be revised, to give inputs to the English Department to determine whether the program should be maintained.

1.5 Limitation and Scope of the study

This study is focused on semester one students’ perception of the Intensive Course’s Extensive Learning Program. The subjects of the study are the English Department students of the year 2018/2019. The attitudes of someone are affected by his perception of something. Perception is a part of the attitudes with some evaluations from the people. This study analyse the perception of the people of the program. The study of attitudes is beyond the scope of this study.

1.6 Assumption

This study assumes that the lecturers of Intensive Course class are professional teachers. It is assumed that Extensive Learning Program was designed suitably for supporting the IC program. It is also assumed that the tutors in the SAC laboratory

were qualified to teach and mastered the materials taught in Extensive Learning Program because all the tutors had gotten their bachelor degree.

1.7 Definition of Key Term

a. Perception

Perception means to perceive and it develops to broader context which lead to someone's belief. (Demuth, 2013)

b. Intensive Course (IC)

Intensive Course (IC) is a subject with 12 credit unit system and need to be taken in the first semester (*Buku Pedoman PSPBI, 2018-2019*). The aim of the course is to improve the students' fluency in English supported by mastery of some aspects of language skills and components as stated in the student hand-out of Intensive Course programme 2018. In this course, the students learn about basic knowledge of English grammar, authentic materials on listening, intensive practice on English pronunciation, English language expressions to be applied in communication in daily basis, intermediate exposure of English texts and cultural movies, and guided interactive writing activities (*Buku Pedoman PSPBI, 2018-2019*). The book used in this subject is Dummett, P., Stephenson, H., & Hughes, J. (2014). *Life Intermediate* (1st Ed.). Andover: National Geographic Learning as stated in the student hand-out of Intensive Course programme 2018. In IC, students are required to take parts in interest groups which consist of Drama, Story Telling, or Public Speaking interest groups as stated in the student hand-out of Intensive Course programme 2018.

c. Self-Access Centre (SAC) Laboratory

SAC is one of the language laboratories in the English Department which facilitates the students in learning independently (*Buku Pedoman PSPBI, 2018-2019*). Students are able to complete the exercises both in paper-based or digital exercises. In SAC, there are counsellors who help the students with things related to SAC. Other activities which can be done in SAC are playing with language games, watching videos, and listening to English audios. In addition, SAC also holds events regularly such as watching film together, conversation club, and various English competitions (*Buku Pedoman PSPBI, 2018-2019*). It opens at 08.00 a.m. until 14.00 p.m. from Monday until Friday.

d. Extensive Learning Program at the SAC

As describe by the IC coordinator, Extensive Learning Program conducted at the SAC was a new program organized by the IC coordinator. The program was conducted to give the students more exercises in grammar outside the classroom. This program is a compulsory program for the semester one students who take IC. The program is held on Monday, Tuesday and Wednesday. The students need to choose the schedule wisely so that they are able to attend the program every week. In the Extensive Learning program, the students are asked to do grammar exercises which they have learnt in IC class and then the tutors will discuss the answers along with the students and then explain the materials more to the students. The score from the exercises in the Extensive Learning program contributes the final score of IC.

1.8 Theoretical Framework

The underlying theories in this study are about perception, grammar, teaching-learning grammar, Intensive Course, and Self Access Centre.

First, Demuth (2013) states that perception means to perceive and it develops to broader context which lead to someone's belief. Then, Jeffrey Coghill and Stacy Magendanz (2013) in Ibrahim (2016) state the grammar of the language is a group of rules which control its structure. Next, Alexander in Hidayati (2001) states that the students need to use appropriate verb forms in every tense to communicate in English.

Scott and Conrad (1992); Wodkowski (2003) in Nasiri and Shokspour (2015) state that Intensive Course which shortened the learning process, compress the teaching-learning materials, and makes the learning process become flexible is able to shorter the teaching-learning activity process by focusing the learner's attention towards the course. Lastly, Self-Access Centre (SAC) is a system that facilitates the learners with related learning materials which are able to be chosen by the learners themselves without the guidance of the lecturers or counsellors states Sturtridge in Diaz (2011).

1.9 The Organization of the Thesis

This study consists of five chapters. The first chapter of the thesis is introduction of the study which consists of background of the study, statement of the problem, the objective of the study, significance of the study, limitation and scope, assumption, theoretical framework, and the definition of the key term. Meanwhile, chapter two consist of the review of the related literature and previous

study. The third chapter consist of the research design, research instrument, subject, data collecting and data analysis procedure. The fourth chapter consists of the data analysis and the findings of the study, and the review of the discussion of the study. The last chapter consists of the conclusion of the study and the suggestions of the study.