

**LECTURERS' AND STUDENTS' PERCEPTIONS ON
THE IMPLEMENTATION OF INTENSIVE COURSE (IC) PROGRAM
AT THE ENGLISH DEPARTEMENT OF
STATE UNIVERSITY OF PADANG**

THESIS

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ABSTRAK

Chanti Dianas Seri. *Lecturers' and Students' Perception on the Implementation of Intensive Course (IC, Program at the English Department of State University of Padang*

Tujuan utama penelitian ini adalah untuk mengetahui dan mengambil suatu kesimpulan mengenai persepsi dosen dan mahasiswa jurusan bahasa Inggris Universitas Negeri Padang (UNP) terhadap pelaksanaan mata kuliah *Intensive Course (IC)*. Mata kuliah ini wajib diikuti oleh semua mahasiswa tingkat pertama. Mata kuliah ini memiliki ekspektasi untuk mengintegrasikan kemampuan dasar bahasa Inggris seperti kemampuan mendengar, bercakap, membaca dan juga menulis dalam bahasa Inggris.

Penelitian yang ini adalah penelitian deskriptif dengan populasi seluruh mahasiswa tingkat dua tahun ajaran 2006 dan juga dosen jurusan bahasa Inggris. Sampel dari penelitian ini adalah 100 orang perwakilan mahasiswa dan semua dosen yang mengajar IC. Metode sampling yang dipakai untuk mahasiswa adalah *stratified random sampling* dan untuk dosen adalah *total sampling*. Sampel diminta mengisi angket dan juga melakukan sesi wawancara.

Setelah data didapatkan dan analisis dilakukan, maka diperoleh hasil bahwa persepsi mahasiswa terhadap filosofi dan juga ide pelaksanaan IC mendapat respon dan dukungan yang positif baik dari dosen maupun mahasiswa. Mayoritas mahasiswa berpendapat mata kuliah ini sangat berguna untuk memfasilitasi kemampuan dasar bahasa Inggris mereka. Kemampuan mendengar (*listening*) dan juga berbicara (*speaking*) menjadi dua kemampuan yang paling dapat dirasakan perkembangannya. Sedangkan kemampuan menulis (*writing*) memerlukan perhatian yang lebih lagi dalam pelaksanaannya. Namun berdasarkan pelaksanaannya, dosen berpendapat bahwa IC masih mempunyai banyak kelemahan sehingga tujuan mata kuliah ini kurang dapat tercapai dengan maksimal.

Berdasarkan hasil penelitian, penulis menyarankan agar jurusan bahasa Inggris agar melanjutkan mata kuliah ini karena sangat membantu dan menentukan bagi kesuksesan pencapaian pembelajaran bagi siswa itu sendiri di semester selanjutnya. Kualitas dan juga kuantitas pembelajaran tiap keterampilan agar dapat lebih diproporsionalkan lagi khususnya di bidang *writing*. Selain itu penulis juga mengharapkan adanya usaha peningkatan kualitas pelaksanaan dari mata kuliah ini, baik dari pihak dosen maupun mahasiswa di semester selanjutnya.

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TABLE OF CONTENTS

ABSTRAK	ii
ACKNOWLEDGEMENT.....	ii
TABLE OF CONTENTS	iii
THE LIST OF APPENDIX	v

Chapter I Introduction

A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	4
D. Formulation of the Problem	5
E. Research Questions	5
F. Purpose of the Research	6
G. Significance of the Research	6
H. Definition of Key Terms	6

Chapter II Review of Related Literature

A. Perception	8
B. Intensive Course (IC) program	11
C. Previous Study	17
D. Conceptual Framework	19

Chapter III Methodology

A. Design of the Problem	20
B. Population and Sample	

1. Population	20
2. Sample	21
C. Instrumentation	23
1. Questionnaire	21
2. Interview	22
D. Technique of Data Collection	23
E. Technique of Data Analysis	23

Chapter IV Research Findings

A. Data description and analysis	25
B. Findings and Discussion	48
C. Limitation of the Research	57

Chapter V Conclusions and Suggestions

A. Conclusions	58
B. Suggestions	60

BIBLIOGRAPHY

APPENDICES

THE LIST OF APPENDICES

1. Appendix 1 : Try out test for students' perception in questionnaire
2. Appendix 2 : Mean Score of Students' questionnaire of try out result
3. Appendix 3 : description of students' perception on the implementation of IC program.
4. Appendix 4 : The mean score of students' perception on the implementation of IC program.
5. Appendix 5 : Percentage of questionnaire filled by the lecturers.
6. Appendix 6 : The mean score of Lecturers' perception on the implementation of IC program.
7. Appendix 7 : Tape script of lecturers' interview
8. Appendix 8 : Tape script of students' interview
9. Appendix 9 : Examples of lecturers' and students' responses in questionnaire.
10. Appendix 10 : *Surat Izin Melakukan Penelitian*

CHAPTER I

INTRODUCTION

A. Background of the Problem

Education potentially comes to one of the most important needs in someone's life. The need of learning in a mobile world nowadays is not only compulsory for certain level of age but also compulsorily needed for everyone even until the end of their life in which it is usually known as long-life learning. English is an urgent subject to be learnt. English is important not only because of English's position as an international language but also because of its practicality. It is proven with the availability of English in instructions of many products until the position as one of the requirements to seek for a job. In a nutshell, English nowadays has become a massive need for people to be followed in the mainstream of globalization.

State University of Padang as a university that concerns in the sector of education, tries to prepare its students to stay alert to the era of globalization. One of the efforts to reach it is through preparing the students with a well-qualified basic English skills. English Department of State University of Padang implements a program in order to fulfill that expectation. The program is called *Intensive Course*. The program was firstly implemented in 1999. Intensive Course is defined in its guidance book of teachers (2001) as an intensive, integrated and communicative English instructional program dedicated to all freshmen of English Department to develop a basic comprehensive English competence, receptive and productive to be

used and developed further in more advanced courses in their studies all of which are conducted in English. Furthermore it is also explained that the main aim of Intensive Course program is to form an integrated, communicative mastery of English, receptively (listening and reading) and productively (speaking and writing) at the (pre-) intermediate level.

The success of a course may depend on several factors. Nasution in Djamarah (2002) proposes several factors surround the success of one learning process. Those factors can be from the internal as well as external factors. The internal factors can be sourced from the environmental and the instructional of one program. The examples are the culture, curriculum, equipment and teachers. The external or the outside factor can be sourced from the physiological and psychological of that learning process such as intelligence, motivation, senses of condition and perception.

From the writer's preliminary research, there are several factors surround the quality of IC's implementation. One of those is the teaching materials used during the teaching and learning process. Cunningsworth in Richard (2001) explains the importance of teaching materials in language teaching. He summarizes that materials can be a source of activities for learners practice and communicative interaction. Beside that, he mentions that materials can give stimulations and ideas in classroom teaching. Opinions came up in the field from several lecturers. The content of book materials have not yet completely adjusted with the need of students and limitedly could explore the students' background knowledge to the topics of the books discussed. Furthermore, several students also felt dissatisfied with the use of students' workbooks. They assumed that the books had not been used and explored maximally.

Learners may also become one of the influential factors due to the good implementation of a course. Richard (2001) believes that learners may affect the outcomes of a project in unexpected ways. Learners with different background of knowledge and eager and motivation to the subject can vary influence the teaching process. In IC, several lecturers believed that unmotivated students in learning IC will affect the process of teaching. They also believed that excessive number of students they have to teach in a class, about 30-35 students, can influence their concentration in teaching.

Another factor that influences IC implementation may be sourced from the perception either lecturers or students. The role of perception to the success of learning achievement is no more undeniable. Perception according to Ruch (1959) is an ability to identify objects and situations in environment, to determine the relationships between them and determine the relationship between the people. Psychologists and motivating theorists have long believed that student' positive attitudes toward learning and positive self-perceptions of their competence have a great impact on their motivation, thus enhancing their academic achievement (Bandura, 1994). Students having good perception on IC will show good learning process and so does the lecturers. Lecturers with good perception on IC will perform qualified teaching. It is true because Motivation can foster the optimism of learning and straightly affect the teaching achievement (Djamarah.2002).

B. Identification of the Problems

According to the previous background, the surrounded factors may possibly affect the quality of IC's implementation. The teaching materials of IC according to several lecturers should be evaluated in term of students' needs of analysis especially in parts of topics which cannot be related with students' background knowledge. Several students also felt dissatisfied with the use of workbooks. The quantity in using the workbooks was not really intensive.

Students may also become the influencing factor. Position as the targeted object makes students necessary to be tightly selected. Many unmotivated students during the teaching and learning process will affect the classroom atmosphere. Beside that, large number of students in a class may affect the effectiveness of learning process.

Perception from the lecturers and the students to the program can influence the run of the program itself. Lecturers and students who have good perception on IC will in a linier show good indication in teaching and learning. It is because positive perception will bring motivation and eager. On the contrary, lecturers and students who have minor perception on IC will not show any improvements and willingness to success the program. Various perceptions will later on influence how far the program is implemented in the field.

C. Limitation of the Problems

In this research, the writer assumes that the most influencing factor that can determine the quality of IC's implementation is the perception of its lecturers and

students. Various perceptions from the lecturers and students will bring indications how far IC can be maximally implemented in the English Department of State University of Padang. The writer is interested in limiting the problems to the perceptions of lecturers and students in the implementation of IC. In order to analyze their perceptions, the writer is focusing the limit of research on several aspects of IC according to the theory of curriculum development. Brown (1995) mentions course objectives, teaching materials, teaching and learning process, time management and evaluation as the aspects of curriculum.

D. Formulation of the Problem

The problem is being formulated as follow “What are the perceptions of English department lecturers’ and students’ on the implementation of Intensive Course (IC) program?”

E. Research Questions

1. What are the lecturers’ and students’ perceptions on the objectives of Intensive Course (IC) program?
2. What are the lecturers’ and students’ perceptions on the content of teaching materials of Intensive Course (IC) program?
3. What are the lecturers’ and students’ perceptions on the time allocation of Intensive Course (IC) program?
4. What are the lecturers’ and students’ perceptions on the teaching and learning activities of Intensive Course (IC) program?

5. What are the lecturers' and students' perceptions on the evaluation of Intensive Course (IC) program?

F. Purpose of the Research

The research in general is aimed to analyze the perceptions of English lecturers and students on the implementation of several aspects of Intensive Course (IC) program whether they have reached and fulfilled the targets and shared their contribution to the success of Intensive Course (IC) program.

G. Significance of the Research

The study is expected to give a contribution to the development of the teaching and learning process of Intensive Course program. By knowing the perception of lecturers and students to the implementation of IC, it is hoped a better improvement for IC's teaching and learning process can be effectively achieved. It is also expected that through analyzing perceptions of lecturers and students, English department as the arranger of this subject can implement several policies in order to have a better improvement of IC's implementation.

H. Definition of Key Terms

It is necessary to fix a clear definition of some key terms used in the study to avoid misconception on some conceptual terms that might occur later on.

The following definitions will be helpful:

1. **Intensive Course** is a special program conducted by the English Department of Padang State University to the freshmen of its department that is intended to give integrated English basic skills to be developed in the following semester.
2. **Perception** is a process of observing and thinking toward an object based on knowledge and experience that produce a unique interpretation.
3. **Implementation** is an action to put (a plan or system) into operation, in this case the action in conducting the aspects of the Intensive course (IC) into its place.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The aim of this research is to find out the perception of students and lecturers toward the implementation of IC aspects. The aspects are the course objectives, teaching materials, time allocation, teaching and learning process and course evaluation. From the data gained through questionnaire and interview for both object of research; lecturers and students, it is concluded that:

1. Most students and lecturers had positive perception on IC. The basic idea and philosophy of this course which is to facilitate students' basic skills in integration is good. However, from the data gained, it is concluded that the implementation hasn't maximally run very well. There are some aspects that need much improvement.
2. Among four skills IC teaches, from the point of students, IC gives most contribution to listening skill. The students stated this point because the listening drills and exercises is more intensive than when they were still in senior high. From the lecturers' point of view, IC also gives the highest contribution to improve students' listening skill. Meanwhile, both of respondents agreed that writing skill was not much improved and explored in IC class. It is due to the limited time and lack of exercises to improve the skill.
3. Students' and lecturers' perception toward IC teaching materials was good. They agreed that the book was designed well and suitable for the teaching and

learning process of IC. However, it is concluded that the material provided for writing drills is not really enough to support students' writing skill. The material did not really intensify students to produce their own piece of writing.

4. The teaching and learning process of IC according to the students had run well and could reach the expected objectives of IC. Most of the materials are taught during full semester and they enjoy the teaching way of lecturers. However, the lecturers disagreed that the teaching and learning process of IC had run well. The reason were about many national holidays that postponed the day class, the absence of lecturers,. In addition, excessive number of students as well as their ability is the most problematic thing from the lecturers point of view so the teaching could not conducted very well.
5. The students and lecturers' perception on the implementation of Independent Study (IS) reading and listening was not really good. Both of the respondents agreed IS class especially IS reading should be much improved. The learning process of IS was not perceived maximal by the students because during the class hour they were treated too independent. Although the general aim of this class is to create independent learner, it is expected by the students to still give more guidance during the class instead of letting them do all the activities by themselves and give no guidance.
6. The IC evaluation also perceived good by both the students and lecturers. They agreed with the implementation of three test' pre, mid and final test to evaluate the students learning achievement. However, all of the students were

a bit dissatisfied with the wash back of the test. They assumed that the score of those tests should be return to them and discussed so they could measure how well they did the test and could improve the score if they had bad score.

B. Suggestion

The writer proposes several suggestions based on the finding of her research. Some are inspired from students' and lecturers' suggestions during the interview session the writer did before. Those suggestions are:

1. For English department of State University of Padang, it is expected to continue this program because this program is good and necessary for freshmen of its department. This program facilitates students with basic skills so they can be well prepared when they take other courses taken in the next following semester.
2. It is also advisable to give more time to writing part because this skill needs much time to spend. The material for this skill should also be improved so it can really facilitate students' basic English skills in integration.
3. From the research finding, it is concluded that the teaching and learning process of IS reading and listening specifically IS reading had not run very well. It is expected that the class can be improved not only from the teaching materials but also from the implementation of learning process.
4. It is also suggested to improve lecturers' commitment in teaching. Lecturers are demanded to teach IC maximally and put IC as their high priority. The devotion from all lecturers should be all improved considering IC class needs

high team work to success the program. Beside that it is suggested to increasing the number of lecturers because the number of students is large so it needs lot energy to carry it out.

5. It is urgently suggested to do a tight students selection so the teaching and learning process can run well. The selection is based on the students' quality and students' number. The ideal number in a class should be implemented
6. This research is expected to be an input for English institution specifically English Department of State University of Padang, where the subject is being taught. It is hoped that several weaknesses IC has can be improved and finally a better quality of IC implementation can be gained.
7. Since the writer was just concerned about the perception of students and lecturers due to the implementation of IC aspects and only used questionnaire and interview as the instrument of the research, there might have some limitations found this research. The writer suggests to people who are interested in this subject to conduct other related research in a larger scope.

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