

Chapter I

Introduction

This chapter is divided into the four subtopics, namely basic consideration, problem statement, aim of research and significant of research.

Basic consideration

As an international language, English is very needed by everyone. It can facilitate people to communicate with foreigner. It also be easier for people to get a job. It can be said that English is the international language for academic, bussiness, sports, science and technology. Based on these requirements, therefore there are many places that provide English language course. There are also some English programs are applied to improve the English language skill, one of them is English Intensive Course Program. Djwandono (2000) states that English Intensive Course Program or well known as Intensive Course (IC) Program is the part of national curriculum that the preparation had been done since 1996 for undergraduate courses in the field of English language education. English IC program is an academic program for new students in the English language education institutions (LPTK). This academic program is held on first semester intensively and the implementation of Intensive Course program is expected to improve students' English language of the basic skills listening, reading, speaking and writing, and mastery of basic grammar and vocabulary.

Djwandono (1999) as cited in Cahyono (2002, p.23) states that IC program is organized along several major points. First, it is given as a one-

semester program with 18 credits that has to be taken by the first-year students majoring in English education. Second, it is a course that has to be carried out intensively with an average of 28 to 30 semester-hours per week. Third, the purpose of the course is to improve the students' fluency in English supported by mastery in some basic aspects of language skills and components. Fourth, the course materials are specifically selected, organized, developed and used in an integrated manner for overall proficiency in English. Fifth, the teaching of the course should involve a team working in a good coordination. Finally, periodical evaluation should be given not only to examine students' progress and achievement and but also to ensure that remedial actions can be given in the appropriate time.

The purpose of English IC Program is to make students' English language of the basic skills listening, reading, speaking and writing and mastery of basic grammar and vocabulary improved. Padmadewi (2000) as cited in journal of Universitas Pendidikan Indonesia (2012, p.67) states there was a correlation between the value of the Intensive Course with subjects Speaking, Listening, Reading, Writing, and English Grammar, and the value of the IC courses accounted for 24% of the courses English Grammar, 50% for Speaking courses I, 1.37% for subjects Writing I, 17% for Listening I and 32% for Reading courses. It is based on his research entitled correlation of the Intensive Course (IC) as the core national curriculum on student achievement education in English language skills courses at STKIP Singaraja. The research was conducted in English

Education Study Program British STKIP Singaraja who has conducted trials using IC level first.

At State University of Gorontalo in the preliminary interview, one of students of English Department of 2009 academic years who had been taken the IC program states that this program is very useful as a measurement of students who sit in the first semester or freshmen. Other students stated that the materials are taught starting from basic materials in English, so it was very useful for students who have learned English first or just starting to learn English in developing their skills in English language. In the handbook of the IC program (2001) in each material are presented in a typical form of organization with those sections; conversation, vocabulary in focus, explanation, let's practice, pronunciation, communicative activities, and listening with easily packaged so that students can easily understand the content of the material as well. However, IC program sometimes made some students are bored because they have to attend the class of IC Program approximately 3 hours and was implemented on Monday to Friday. This program also was not appropriate in using the handbook and workbook of IC Program itself, the students got much homework but rarely there were any feedbacks from the instructors.

Based on the problem above, researcher was interested in conducting research entitled "Students' Perceptions on English Intensive Course Program at State University of Gorontalo". This research was conducted at students of English Department of 2012 academic years.

Problem Statement

In line with the basic consideration above, the problem statement of this research as formulated: How are the perceptions of English department students toward English Intensive Course Program at State University of Gorontalo?

Aim of research

Referring to the question formulated above, the aim of this research was the researcher wants to find out the students' perceptions on the English Intensive Course Program at State University of Gorontalo.

Significant of research

This research was expected to provide benefits to the instructors and institution. For the instructors, through recognizing students' perception the instructions will be provided a clear and systematic description of the competence that should be achieved by students, teaching materials relevant to achieve competencies, learning methods are more effective, as well as instrument evaluation that can measure the achievement of competence. By knowing this description it will help instructors to apply teaching and learning process. While for the institution, it can be used as a model or references in developing all of about the IC Program itself.