Chapter II

Theoretical Bases

This chapter is divided into the five subtopics, namely the definition of perception, definition of English Intensive Course, Concepts of Intensive Course Program, English Intensive Course Program at State University of Gorontalo and the components of English Intensive Course Program.

Definition of perception

Sarwono (1983, p.83) as cited in Ramadhan (2009, p.7) states that perception is an observation that the reorganize the ability of a person, such capabilities is the ability to distinguish, classify and focus. Therefore one can only have a different perception, even though the same objects. Meanwhile, Sondang (1980) as cited from Ramadhan (2009, p.7) states that perception is a process where someone organizes and interprets the effects sensory in an effort to give a certain meaning in his neighborhood.

Damayanti (2000) in Ramadhan (2009,p.10) describes the process of forming perceptions on this chart;
There are several factors that influence the formation of perceptions. This led to a different interpretation of the same object though. According to Stephen P. Robin as cited in Ramadhan (2009, p.8) there are three factors that influence a person's perception:

1. Someone who has perception. When people look at something and try to interpret about something then it will be influenced by individual characteristics, such as attitudes, motivations, interests, experiences and expectations.

2. Goals and perceptions. Target of perception can be a person, object or event.

3. Situation. Perception should be viewed contextually meaningful situations where the perception arises, should receive attention.

Based on the explanation above, it can be concluded that perception is a process of how a person organizing and interpreting the information. It can be affected by many things such as experience, ability, individual and environmental.
**Definition of English Intensive Course**

“Intensive” in Oxford Advanced Learner’s Dictionary means a lot of work or activity done in a short time. Meanwhile “course” means a series of lessons or instructors on a particular subject. Thus, English Intensive course are the fastest way to improve English. It focuses on four most important aspects of language learning that are reading, writing, listening and speaking. In addition, grammar and vocabulary are also very influence the learning of English language.

**Concepts of English Intensive Course Program**

Djiwandono (2001, p. iii) in preface to the 2000 edition in the handbook of Intensive Course (IC) Program states that IC Program is part of the concept of a national curriculum forum graduate education courses English fields (PSSP-BI) that the drafting process has been carried out since 1996. Development of KURNASPSSP-BI is a project of high school teacher development (PGSM) which is assigned to a specific team designate for it.

After obtainable through various stages of preparation and development include presentations and discussions in various academic forums, the concept of KURNASPSSP-BI as a whole has been completed since 1999. In addition to the review and realignment of various curriculums to prepare secondary English teachers are more in line with today's needs, KURNAS PSSP-BI underlying the formation and development of the English language skills of students’ graduate courses in the field of English language education (PSSP-BI) that would be an English teacher through the implementation of the Intensive Course Program.
According to Djiwandono (1999, p.24), as an important part of the curriculum being developed for the training of high school teachers of English, a successful implementation of Intensive Course Program is crucial. This is an academic program that is organized along the following major points:

1) IC is a one-semester program of 18 credits conducted in the first semester, and required of all new students majoring in the teaching of English.

2) It is a course conducted intensively with an average number of 28-30 class hours a week throughout the first semester.

3) The main objective of the course is to establish fluency in English on the part of the students. At the end of the IC program the students are expected to have mastered the Basic English language skills, especially listening, reading, speaking, as well as basic grammar and vocabulary.

4) The materials for teaching are specially selected, organized, developed, and used in an integrated manner for the mastery of Basic English language skills as a whole, not necessarily limited to each one of them.

5) A group of teaching staff members should work as a team in the implementation of IC and maintain close coordination throughout the program.

6) Students' progress and achievement in the course is to be evaluated periodically so that corrective and remedial steps can be done in due time.

As same as several major points above, IC program at State University of Gorontalo was conducted intensively at first semester for all new students in English department. However, it was implemented approximately 3 hours a day
on Monday to Friday with 16 credits. It was also expected to improve students’ English language skills, such as listening, speaking, reading, writing, as well as grammar and vocabulary.

Instructional materials of IC itself have several revisions. Djiwandono (2001, p.i) in preface to the 2001 edition in handbook of IC states that all materials of IC program of 2001 edition represents a revision of the 2000 edition materials that have been used on the second test try out. From the organizing the 2nd test try out is obtained a number of records, input and feedback gathered through a series of visits, observations, discussion, evaluation, report writing and working meetings. All are subsequently used as the material for review, alteration, and repair of the materials and the details of the implementation of the Intensive Course program.

Moreover, Djiwandono (2008,p.i) in preface to the 2008 in handbook of IC program states 2008 edition is the third preface outlining the modifications attempted to make improvements to the previous of IC materials. With some modification, this program can more efficient and more manageable. However, serious efforts have been made to keep the basic characteristics of the IC program intact.

The program remains integrated in its approach, intensive in its implementation, and communicative in its main goal and its methods to achieve them. More specifically the credit allocation is simplified from 18 credits of 27 hours for every week to 12 credits of 18 hours for every week achieved among
others by eliminating the theoretical parts and reorganizing the allocation for the
teaching-learning activity of one unit to be finished in not more than one session.
Independent study is conducted as either required or for enjoyment which is
optional the scores of which are both accounted for in the final computation of
students’ achievement.

**English Intensive Course Program at State University of Gorontalo**

Cahyono (2002, p.23) states that there are eight education institutions
which have implemented the English Intensive Course Program; they are State
University of Malang, State University of Semarang, State University of
Surabaya, STKIP Singaraja, State University of Padang, University of Riau,
University of Jember and University of Mataram. State University of Gorontalo
has implemented English Intensive Course Program itself. Those universities
include State University of Gorontalo applied this program as the subject namely
Integrated Intensive Course. With the same goal, State University of Gorontalo
providing a solid foundation for knowledge and mastery of the English language
hence English Intensive Course Program consign to the first semester students’
especially in English department during one semester with 16 credits. It was
divided into five types of class meeting, namely:

1. Regular class, the class meeting in which the material taught in class in IC
   books include grammar, vocabulary, reading, writing and speaking
2. Listening class, this is the meeting in the language laboratory to practice
   listening skills.
3. Pronunciation class, the class meeting in pronunciation training and the introduction to phonetic symbols.

4. Independent class, meeting at SAC (self-access center) in which students learn independently with the guidance of instructors who use the resources and materials provided by SAC.

5. Outdoors, it is outside of class meetings in which conducted activities such as games and a semi-controlled practice speaking under the guidance of instructors.

   SAC or self-access center itself is a place that where the students have exposure to the English language and learn independently under guidance of instructors. SAC provides in the materials in the form of reading materials, recordings, videos, tools and other games are available for students to learn independently to suit their individual needs.

**Component of English Intensive Course Program**

Cahyono (2002, p.25) states that there are four components of English Intensive Course Program, which are follow:

**Instructional materials of English Intensive Course Program**

The instructional materials consist of student’s handbooks, student workbooks, teacher’s guide and cassettes of recorded materials along with the tape scripts. The instructional materials in the student’ handbooks are graded and divided into lessons and units. In each unit, the materials are presented in a typical form of organization. They are conversation, vocabulary focus, explanation, let’s practice, pronunciation, communicative activities and listening.
The conversation section provides many new words and expressions that are mostly relevant with the topic. The vocabulary focus section provides the lists of important words and expressions that used in the conversation. The explanation section explains about the grammatical structures. Let’s practice contains exercises that relate to grammatical items explained in the previous part. The pronunciation section provides the explanation of articulator phonetics, pronunciation model, and pronunciation practice. The communicative activities section provides various activities, for example read some story and then answer the questions, listen to the tape or instructors and then write the answers and some games. The listening section contains exercises based on the explanation and let’s practice sessions. In the listening exercises, the students are assigned to respond to the instructions from the tape recorder.

**Teaching and learning process of English Intensive Course Program**

The teaching and learning process in the English intensive course program was carried out by a group of teachers in each teachers’ college. Within the group there is a coordinator. Part of the coordinator’s responsibilities is to arrange a close coordination and to control that the teaching ran well. As a consequence that the materials were presented in an integrated manner, the coordinator has to involve instructors who are capable and willing to teach various language skills and language components in a single course session. In addition, because of the graded materials, the course coordinator has to make sure that all materials are presented in the order of presentation that has been determined. In this case, a mechanism should be established to anticipate a teacher who might not come to
teach. Swapping and assigning a substitute teacher are two examples of the mechanism.

At State University of Gorontalo, the form of the management of English Intensive Course Program is chaired by the head of Intensive Course, assisted by secretaries and some staff is divided into four departments as follows: department of regular class and pronunciation practice, department of outdoor activities, department of language laboratory, and department of independent learning. Staff in the department is also assistant on-call at any time replace instructors who is unable to attend. Assistant on-call is a graduate of English S1 deemed capable of teaching well and recruited to assist the implementation of the IC program.

However, in the implementation of English IC Program there are some factors that pay attention by the instructors. The instructors become the facilitator for their students. They provide may be good planning, implementing meaningful, and the provision of learning contexts that provide motivation. According to Hassanas cited in Zulkairnain (2012) states that teaching is to create a conducive atmosphere, which is fun so that students are stimulated to learn. So, creating a pleasant atmosphere is the most vital and integral part of the teacher in the learning task.

**Evaluation of English Intensive Course Program**

Sax (1980, p.18) as cited in Zainal (2012, p.9) states that evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator. It means that evaluation is a process to analyze and interpret the information about changes of
students’ behavior. The purpose of evaluation is to improve or to develop the result study of students.

At the end of the implementation of English IC program, the students also have evaluation. As far as the purpose of the evaluation is concerned, several types of tests are given to the students. To evaluate the effectiveness of the IC program, the students are given a post test. This test used materials that is taught at the students during one semester and covered tests of listening comprehension, reading comprehension, writing, and speaking.

**Independent study and outdoor activity**

Djiwandono (2008, p.i) in the preface to the 2008 edition in handbook of IC Program states that independent study is conducted as either required or for enjoyment which is optional the scores of which are both accounted for in the final computation of students’ achievement. While, Syamsurizal (2012) in data of implementation of English IC program at State University of Gorontalo writes that Independent class which is students learn independently with the guidance of instructor who use the resources and materials provided by Self Access Center (SAC). This activity was expecting to allow students to organize their study time and space itself. Instructors are only instructing to the students to build up the effectiveness of independent study itself.

In addition, English IC program also applies the outdoor activity. Outdoors activity is outside of class meetings in which conducted activities such as games, and semi-controlled speaking practice under the guidance of instructors. This activity provides students with the opportunities for interdisciplinary study,
developing concepts through concrete experiences, allowing for self-expression, encouraging students to investigate topics that fit their interest and ability, and interacting with people to solve problems.