



THE STUDENTS' PERCEPTION TOWARD THEIR ENGLISH ACHIEVEMENT IN INTERNATIONAL CLASS PROGRAM

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ABSTRACT

This study highlights the students' perception of their English achievement through bilingual programs. The aims of this study were (1) explore the students' perception of their English achievement on ICP (International Class Program) as a bilingual program, and (2) distinguish the students' English achievement between bilingual (ICP) and monolingual (regular class) program. This study was navigated by a descriptive qualitative method. To collect the data, this study applied interview and document study. The data were taken purposively from 16 of mathematics students on ICP and regular class as the sample of the study. It was analyzed by data recording, selecting, transcribing, coding, interpreting, and reporting. Data recording was transformed into transcript. The transcription was coded to obtain the extract to be interpreted to find out the main sense of students' perception on their English achievement. The result of this study exposed that ICP influenced English understanding of mathematics students. Students' English achievement on ICP is also improved which is proved by their English subject score which is higher than the regular class. It was concluded that the English achievement of mathematics students were inclined by ICP. However, giving English instruction in the classroom should be continued frequently in every semester because it helps the students to remember and maintain their English as students of ICP.

Keywords: bilingual, English achievement, international class program.

INTRODUCTION

In Indonesia, English is taught as a foreign language for students. However, it is a compulsory subject during their six years of study in high school and the number of words they should acquire is specified in the English curricula. Nurweni and Read (1999) exposed that in junior high school (SMP), the updated 1975 curriculum states that the students are expected to learn 1500 words, while the 1984 curriculum for senior high schools (SMA) sets a figure of 4000 words, which includes the 1500 learned in SMP. Thus, the official learning objectives would seem to bring high school graduates within range of the 4000–5000 English words that they minimally require at the tertiary level, but the question is whether the students actually achieve that vocabulary size by the time they enter university. A research result from Nurweni and Read (1999) carried out in a single provincial university in Sumatra showed that most of the students are still likely to find academic texts frustrating to read even after they have taken English classes for one or two more semesters in the university since they faced unfamiliar words. It means that the students still lack English vocabulary so that their English ability will be inhibited. This

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case indicates the condition of low level of students' proficiency in using English. Their study explored the implications of the results in which the students' vocabulary knowledge could be improved. One of the efforts made by the government to guide and develop students' English proficiency is to create a bilingual program.

Generally, bilingual is a person who uses at least two languages with some degree of proficiency (Richard, 2014). It is presented in every country of the world, in every social class and in all age groups (Baker, 2006). Richards and Schmidt (2002) stated that a bilingual is a person who uses at least two languages with some degree of proficiency. Generally, bilingualism means a person who speaks or understands two languages equally well (a balanced bilingual), but in Indonesian context a bilingual person usually has a better knowledge of one language than another. Santos (2006) in his research showed that applications of bilingual education in Indonesia's context improves the quality of the language learning. One of them is that the role of English enhances students' understanding in the multilingual society in multi discipline of study.

Bilingualism is the ability to communicate in two different languages. Therefore, a bilingual education program refers to the process of using two different languages as material instruction in a classroom context. In Indonesia, it guides the students to master English even if they are not English students. Bilingual program has recently been a prestige for a number of educational institutions in Indonesia. One of the institutions in Indonesia that has a bilingual education program is the Faculty of Mathematics and Science of State University of Makassar. It is named as ICP (International Class Program). In this program, beside Indonesian language, English is also the instructional language for certain subjects such as Mathematics and Science. Lecturer uses two languages in delivering materials to develop students' English language skill and science simultaneously. By viewing the implementation of the bilingual class program in this university, the writers are interested in conducting study to explore the students' perception in persisting international class programs and their English achievement between ICP and regular class.

In this regard, achievement test measures the current status of individual with respect to proficiency in given areas of knowledge or skill (Gay, Millis, and Airasian, 2006). Brown (2007) defines that an achievement test is related directly to classroom lessons, units or even a total curriculum. Achievement tests are limited to particular material covered in a curriculum within a particular time frame, and are offered to cover the objectives in question. Achievement tests can also serve as indicators of features that a student needs to work on in the future, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction.

Based on the definitions above, the writers conclude that students' achievement refers to students' proficiency which is grade average in given areas of knowledge and skill. Therefore, the students' English achievement refers to the student's grade score from the test result of the English subject. In this case, it refers to students' English subject scores for both mathematics regular class and mathematics ICP.

The following table is the indicator of the students' achievement in term of subject grading adapted from grading format of undergraduate of State University of Makassar (2017):

Table 1. The indicator of the students' achievement

Score		Category	
Range of Mastery	Scale	Grade	Quality
91-100	4.00	A	Pass
86-90	3.75	A-	Pass
81-85	3.25	B+	Pass
76-80	3.00	B	Pass

71-75	2.75	B-	Pass
66-70	2.25	C+	Pass
61-65	2.00	C	Pass
56-60	1.75	C-	Fail
51-55	1.25	D+	Fail
46-50	1.00	D	Fail
41-45	0.75	D-	Fail
< 41	0.00	E	Fail

Adapted from grading format of undergraduate of State University of Makassar (2017)

METHODS

This study employed a descriptive qualitative method. The participants of this study are students of undergraduate programs at the State University of Makassar. This study took two classes as sample purposively that are students who joined 5th semester in mathematics ICP (bilingual program) and mathematics regular (monolingual program) at Faculty of Mathematics and Science. There were 16 students in the sample. It consists of 8 students in ICP class and 8 students in regular class.

In collecting data, the writers collected students' documents from both ICP and regular class in terms of English subject score, then analyzed the percentage of it. Besides, the writers also collected data in terms of interview (semi-structured interview) to the only ICP students by using an audio recorder to obtain their perception about their English ability during study in ICP then analyze the percentage of their scores and perceptions. The analysis of these perceptions is based on the framework of discourse analysis adapted from Wood and Kroger (2000) which relies on data recording, data selecting, data transcribing, coding, interpreting, and reporting. Data recording was transformed into transcript. The transcription was coded to obtain the extract to be interpreted to find out the main sense of students' perception on their English achievement. After that, the result is reported.

FINDINGS AND DISCUSSION

After transcribing data recording, the writers analyzed and interpreted the utterances of interviewees (students) given by interviewers (writers). Those were divided into two parts namely students' perception of Mathematics bilingual education program and students' English subject achievement.

The Students' Perception of Bilingual Mathematics Education Program

The following are some students' perceptions toward a bilingual education program uttered by interviewers (writers) which are symbolized as 'I' and interviewee (students) which are symbolized as their initial.

Extract 1: students' perception about mathematics ICP as a bilingual education program.

- | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I | : Well, saya mau tanyaki dek, sebenarnya di sini ada dua pertanyaan. Pertanyaan pertama, apa alasan memilih jurusan matematika ICP ? |
| YU | : emm... alasan saya masuk di kelas ICP itu karena pertama saya suka matematika dan pelajaran bahasa inggris dan juga karena eee.. matematika itu tidak perlu menghafal. Saya tidak suka hafalan. |
| I | : trus, bahasa inggrisnya? Emm.. ICP kan kelas itu yang bahasa inggris kan. Trus bagaimana alasan tentang bahasa inggrisnya. Kan ini matematika khusus bahasa inggris. |
| YU | : Emm... karena saya suka sekali bahasa inggris, jadi saya ingin bahasa inggris saya meningkat. |

In **extract 1**, the student explained his reason why choose bilingual program. The student said “*Emm... karena saya suka sekali bahasa inggris, jadi saya ingin bahasa inggris saya meningkat*” (***Emm... because I like English very much. So I would like to improve my English***). It means that she wants to learn more about English, not only about mathematics. She is interested in knowing more about English.

Extract 2: Student' perception about mathematics ICP as a bilingual education program.

I : ehh... *begini dek, yang pertama saya mau tanyakan itu e apa alasanta, kenapa pilih program studi matematika ICP?*
RA : ***Oke, emm... alasan saya emm... memilih matematika ICP itu, pertama memang saya tertantang dan menyukai pelajaran matematika eeee..... dan juga karena saya juga menyukai bahasa inggris sehingga eeee...saya berfikirnya kenapa tidak memilih matematika dengan eeee...status bilingual sehingga memungkinkan saya juga untuk... eee.. apalagi namanya..eee... keluar di jenjang internasional untuk eee... berkarir disana atau menempuh pendidikan karena di barengi juga dengan modal atau predikat status ICP yang dari s1nya dan itu juga saran..eee dukungan dari orang tua dan juga merupakan suatu program yang baru dan lagi nge hitsnya, nge-trend dikalangan mahasiswa sehingga banyak juga yg berminat masuk di yang ada bilingualnya begitu.***
I : *oh.. berarti memang lebih tertarik ke bilingualnya, ICPnya, berarti selain mendapatkan ilmu matematika, bahasa inggrisnya juga, jadi seperti itu dapat dua keuntungan yah?*
RA : ***iye kak.***

Extract 3: Students' perception about mathematics ICP as a bilingual education program.

I : *kenapa adek pilih jurusan ICP matematika?*
RA : ***menurut saya program ICP itu difokuskan untuk belajar bahasa inggris***
I : *apakah belajar bahasa inggris jadi salah satu alasanta pilih program ini?*
RA : ***iye kak, mauka tau bahasa inggris, dan bahasa inggris itu sangat penting apa lagi untuk jurusan matematika, lebih gampang dapat pekerjaan. Karna mauka improve bahasa inggrisku tapi sukaka matematika. Jadi ku pilihlah matematika ICP.***

Both extract 2 and extract 3 indicated that the students choose mathematics ICP as bilingual education program because they realized that English can enhance their opportunity in getting good job. Based on the student's answer “*dan juga karena saya juga menyukai bahasa inggris sehingga eeee...saya berfikirnya kenapa tidak memilih matematika dengan eeee...status bilingual sehingga memungkinkan saya juga untuk... eee.. apalagi namanya..eee... keluar di jenjang internasional untuk eee... berkarir di sana atau menempuh pendidikan karena dibarengi juga dengan modal atau predikat status ICP yang dari s1nya dan itu juga saran..eee dukungan dari orang tua dan juga merupakan suatu program yang baru dan lagi nge hitsnya, ngetren dikalangan mahasiswa sehingga banyak juga yg berminat masuk di yang ada bilingualnya begitu*” (***because I like to learn English e.. and then I think about why I do not choose mathematics that has bilingual aspect. Then, it might possible for me to go to international area that has good prospect to have a good career and study there. It I because ICP program that I got***). He believes that English has a power to enhance students' capacity in language level. Knowing English can help the student to go abroad to employing good career or conducting his study. He regards that English is a part of global era in which in modern era they should to know English because it really need and also can improve the status in his environment. So, English is really profitable. It is related with the extract 3, Based on the student's answer “*menurut saya program ICP itu difokuskan untuk belajar bahasa inggris*” (***I think program ICP is focused on English language***), and “*iyekak, mauka tau*

bahasa inggris, dan bahasa inggris itu sangat penting apalagi untuk jurusan matematika, lebih gampang dapat pekerjaan karena mauka improve bahasa inggrisku tapi suka matematika. Jadi kupilihlah matematika ICP” (yes, I want to know about the English language and English is really important to improve my English language. Moreover, in a mathematics program, it is easier to get a job. That’s why I chose mathematics ICP). The researchers indicated that the student chose mathematics ICP to learn more about English. She realized that English is really important to getting a job after finish it her study.

Extract 4: Students’ perception about mathematics ICP as a bilingual education program.

I	: kenapa adek pilih jurusan ICP matematika?
IN	: karena kebetulan sepupuku jurusan pendidikan matematika ICP juga, terus pas pilih jurusanka narekomendasikan ma’ bilang “ambil-mo juga matematika ICP”. Karena mudahka terhasut dan kayak mauka juga ujiki bahasa inggrisku, jadi kupilihmi.
I	: kenapa mau lebih tau tentang bahasa inggris?
IN	: menurutku bahasa inggris juga itu menarik.

Extract 5: Students’ perception about mathematics ICP as a bilingual education program.

I	: kenapa adek pilih jurusan ICP matematika?
IC	: itu merupakan saran dari tentor saya yang mengatakan bahwa program ICP matematika kurang peminat karna menggunakan bahasa inggris dalam pembelajaran.
I	: apakah belajar bahasa inggris jadi salah satu alasan pilih program ini?
IC	: iya kak jadi salah satu pertimbangan ki itu kak.

Extract 6: Students’ perception about mathematics ICP as a bilingual education program

I	: kenapa ki ikut program ICP matematika?
RE	: alasanku toh kak, sebenarnya ini matematika memang saya suka dari SMA tapi ini sebenarnya pilihan kedua ICPnya, tapi banggaja bisa masuk di program ini. Iya karna bisaki juga saya tingkatan bahasa kemampuan inggrisku kak
I	: berarti pilihan sendiri di’, walaupun pilihan ke dua
RE	: iye’

Extract 4, extract 5, and extract 6 above indicated that the students choose mathematics ICP as a bilingual education program because they realized that ICP has a certain value than the other programs. It is proof by the students’ answer. In extract 5, the student answered “*menurutku bahasa inggris juga itu menarik*” (***I think English language is interesting***). It means that mathematics ICP is an interesting program that has a value to engage the students especially in English language. In another hand, the extract 6 indicated that the student regards that English as a consideration to take her study. It is proved by the student's answer “*iya kak jadi salah satu pertimbangan ki itu kak*” (***yes, that is one of the considerations***). The last extract, the student answered “*tapi bangga-ja bisa masuk di program ini. Iya karena bisaki juga saya tingkatan bahasa kemampuan inggrisku kak*” (***but I am proud joined this program. Yes because I can improve my English ability***). It designated the student proud and became one of the students in mathematics ICP. It showed that mathematics ICP has recently been a prestige value.

The Students’ achievement based on English subject

The following are some students’ achievements toward a bilingual education program uttered by interviewers (writers) which are symbolized as ‘I’ and interviewee (students) which are symbolized as their initial.

Extract 7: The student's achievement in speaking ability.

I : oke... trus bagaimana peningkatan bahasa inggrista selama ikutki kelas ICP?
YU : **menurut saya peningkatan bahasa inggris saya sedikit meningkatlah karena pertama, pelajaran kami menggunakan referensi-referensi bahasa inggris dan itu sangat membantu dalam penambahan kosakata saya. Eee... dan juga kita sering presentasi jadi untuk skill speaking kita itu lebih meningkat lah.**

Extract 8: The student's achievement in writing ability.

I : oh, ya...Jadi sudah ada peningkatan di speaking. Bagaimana dengan peningkatan writing,reading atau mungkin pronunciation?
YU : **Kalau pronunciation sih meningkat karena itu juga presentasi, setiap ee....setiap semester kami di.. ada dua kelas tutorial dan di situ kami diajar untuk presentasi dalam bahasa inggris trus untuk writing itu dalam pembuatan seperti makalah-makalah selalu berbahasa inggris, di situlah diuji ehh.. ditingkatkan bahasa inggris dalam skill writing.**

Based on the extract 7 and 8 above, it showed that the student was aware of her achievement in studying English especially in speaking and writing abilities. It is based on her statements, "**menurut saya, bahasa inggris saya sedikit meningkat lah karena pertama pelajaran kami menggunakan referensi-referensi bahasa inggris dan itu sangat membantu dalam penambahan kosakata saya. Eee... dan juga kita sering presentasi jadi untuk skill speaking kita itu lebih meningkat lah**" (**I think, my English is a little bit improved because the subject books (textbooks) use English references and it helps me increasing my vocabularies. Eee... we always do presentation as well so English speaking ability has quite increase**) and "**setiap semester kami di.. ada dua kelas tutorial dan distu kami diajar untuk presentasi dalam bahasa inggris terus untuk writing itu dalam pembuatan seperti makalah-makalah selalu berbahasa inggris,disitulah di uji ehh.. ditingkatkan bahasa inggris dalam skill writing**" (**My pronunciation has improved because we do presentation. Every semester we are... There are two class tutorials and we are taught how to present the materials and write papers in English, it is tested ehh improving our English through writing skill**). YU said that her speaking ability improved because she studied by using some references that help her increase her vocabulary and also every semester the students of ICP asked to do presentations by using English so that her speaking ability improved. Then, she realized her writing ability improved too when she asked to do papers in English which she would check by her lecturer.

Extract 9: English improved in the 2nd Semester.

I : setelah semester lima itu, ee.. bagaimana menurutta perubahan yang kita rasa dari perubahan bahasa inggrista setelah ikut di program ICP?
RA : **eeee.... awalnya selama 1 tahun, lebih tepatnya 2 semester itu s ada peningkatan pada bahasa inggris saya khususnya.. kan itu ee..... dalam matematika... bahasa inggris dalam matematika itu berbeda tidak seperti dengan bahasa inggris biasanya sehingga banyak ilmu yang di dapat dan banyak peningkatan namun setelah semester 3 sampai sekarang agak menurun..menurun karena eee.... dibarengi juga dari lingkungan, dosen juga, eeeee..... dan juga apa namanya....agak menurunlah kayak ketertarikan untuk belajar bahasa inggrisnya ee.. khususnya yang terkait dengan matematika itu sendiri.**
I : ohh..sama. itu yah...Tapi anda merasa meningkat bahasa inggrista dibandingkan dari awal dan sekarang, meningkat?
RA : **kalau diawal meningkat tapi sekarang menurun.**

The extract 9 indicated that English of student improved when he at 2nd semester. It proved by saying “*eeee.... awalnya selama 1 tahun, lebih tepatnya 2 semester itu ada peningkatan pada bahasa inggris saya khususnya.. kan itu ee.... dalam matematika... bahasa inggris dalam matematika itu berbeda tidak seperti dengan bahasa inggris biasanya sehingga banyak ilmu yang di dapat dan banyak peningkatan namun setelah semester 3 sampai sekarang agak menurun..menurun karena eee.... dibarengi juga dari lingkungan, dosen juga, eeeee..... dan juga apa namanya....agak menurun lah kayak ketertarikan untuk belajar bahasa inggrisnya ee.. khususnya yang terkait dengan matematika itu sendiri” (eeee... the first during 1 years, exactly the 2nd semester, there was improvement on my English especially.. kan.. thatee... in mathematics.. English in Mathematics was different with English in general so that I found muck knowledge and achievement but in 3rd semester until now, it is decrease decrease because eee... it follows with the environment, lecturer too, eee... and there are namely... it is decrease. It seems like the interesting to study English ee... especially related to Mathematics itself). Based on his statement, it shows that at 2nd semester his English was improving especially his English on Mathematics because ICP is one kind of English for specific purposes which English is for mathematics. He claimed that English that he is studying is different with English that other majors studying. But when he was at 3rd semester he felt that his English was decrease because of his environment including the lecturer so that he was not motivated to study more especially English for Mathematics itself. And he feels it until now, he is 5th semester, he still feel it by restate his statement by saying at the first, it was increase but now it is decrease when I asked him to compare his English.*

Extract 10: The student was motivated.

I	:bagaimana menurut anda kemampuan bahasa inggrista setelah ikut di program ICP?
RA	: sebenarnya ada sedikit peningkatan tapi untuk kurun waktu 2 tahun lebih terbilang sedikitji yang berkembang.
I	:hal apa yang menurut kita ada peningkatannya?
RA	: bahasa inggris saya kak yang awalnya tau yes no ji, adami perubahan kakak apalagi motivasiku untuk belajar bahasa inggris semakin meningkat. Dari segi vocab bahasa inggris semakin meningkat olehnya itu rajinma menghafal kak, yang dulunya nda sukaka karena bahasa inggris lain tulisannya, lain bacanya. Sehingga bias-bisamaka bicara karna banyakmi vocabku dan belajarmaka juga menulis karena diaiarki iuaa structure.

On extract 10, it showed the interaction was talking about an ICP program which the interviewer asked RA by saying “bagaimana menurut anda kemampuan bahasa Inggris setelah ikut di program ICP?”, RA answered by saying “*sebenarnya ada sedikit peningkatan tapi untuk kurun waktu 2 tahun lebih terbilangs edikitji yang berkembang*” (**Actually there is a little bit progress but for 2 years only a little has been improved**) then interviewer continued asking her “*hal apa yang menurut kita ada peningkatannya?*”, RA answered “*Bahasa Inggris saya kak yang awalnya tau yes no ji, adami perubahan kakak apalagi motivasiku untuk belajar bahasa inggris semakin meningkat. Dari segi vocab bahasa inggris semakin meningkat. Olehnya itu rajinma menghafal kak, yang dulunya nda sukaka karna bahasa inggris lain tulisannya, lain bacanya. Sehingga bisa bisamaka bicara karna banyakmi vocabku dan belajarmaka juga menulis karna diajarki juga structure*” (**in My English which at the first, I only know “yes” and “No” but now I am motivated to study English. My vocabularies are increased because I am diligent to memorize. At the past, I did not like to study English because the written is different with the pronunciation so that I can speak English and try to write in English although my English is still low**). On her statements, it means that she was motivated studying English which at the first she only knew “yes” and “no” she had a lot of

vocabularies because she were diligent to memorize vocabularies and she tried to write because her lecturer had her structure. Therefore, she was able to speak English.

Extract 11: The student's achievement in comprehension.

I	: <i>bagaimana menurut anda kemampuan bahasa inggrista setelah ikut di program ICP?</i>
IN	: <i>awalnya memang ndak ada sekali kutau nda bisa sekaligus bicara bahsa inggris malu malu sekaligus karna nda ada sekali kutau, nah setelah ikut program ICP adami sedikit perubahan, bisamaka mengerti apa nabilang dosenku walaupun masih susah buat bicara pakai bahasa inggris. Adaji diotakku apa yang mau saya bilang tapi tidak tauka susunki dan bahasa inggriskanki.</i>
I	: <i>jadi adami perubahan kita dapat dih?</i>
IN	: <i>iyeye kak pastimi itu.</i>

Based on the extract 11 above, it talked about the student's ability after joining ICP. Interviewer asked IN By saying "*bagaimana menurut anda kemampuan bahasa inggrista setelah ikut di program ICP?*" then IN responded question by saying "*awalnya memang ndak ada sekali kutau nda bisa sekaligus bicara bahsa inggris malu malu sekaligus karna nda ada sekali kutau, nah setelah ikut program ICP adami sedikit perubahan bisamaka mengerti apa nabilang dosenku walaupun masih susah buat bicara pakai bahasa inggris. Adaji diotakku apa yang mau saya bilang tapi tidak tauka susunki dan bahasa inggriskanki*" (**At first I did not know anything I could not speak English so I was shy. Then, after joining the ICP program, I feel the achievement. I already know what my lecturer means even though it is hard to speak English. I have in my mind what I am going to say but I can say it because I still do not know how to make sentences**). It indicated that before joining ICP she knew nothing and felt shy to speak English but after joining ICP she is able to comprehend what the people say including her lecturer when teaching the learning process although she has been hard to respond or speak English yet. She is aware that she knows what she wants to say but it is hard to say because she does not know how to make sentences in English. Then interviewer made sure about the achievement by asking "*jadi adami perubahan kita dapat dih?*" (**So, have you felt the achievement?**). Therefore I proudly answered "*iyeye kak pastimi itu*" (**Yes. Absolutely I have**).

Extract 12: The student's achievement through tasks.

I	: <i>bagaimana kemampuan bahasa inggrista setelah ikut di program ICP?</i>
IC	: <i>kemampuan meningkat seiring dengan intensnya pemberian tugas berbahasa inggris, kemampuan speaking juga lumayan meningkat karena sering presentasi.</i>
I	: <i>bagaimana dari segi skillta?</i>
IC	: <i>strukturenya juga kak banyakmi saya tau, adami peningkatan kak taumaka penggunaan tenses.</i>

On the extract 12 indicated that they were discussing student's achievement after joining ICP. IC stated "*kemampuan meningkat seiring dengan intensnya pemberian tugas berbahasa inggris, kemampuan speaking juga lumayan meningkat karena sering presentasi*" (**The achievement is through tasks in English, my ability to speak English is increased because we always do presentation**). In this case, the lecturer asked the student to do a presentation in English. By doing the presentation the students' speaking ability improved because he presented her materials in English. In line with this statement, IC said "*strukturenya juga kak banyakmi saya tau, adami peningkatan kak taumaka penggunaan tenses*" (**My structure increased too, I have known some**).

kind of tenses). It means that the students are able to make sentences and know how to differentiate the use of tenses. Hence, the students' achievement is through tasks.

Extract 13: The student is motivated

I	: bagaimana menurut kemampuan bahasa inggrista setelah ikut di kelas ICP bahasa inggris?
RO	: ini toh setelah 2 tahun lebih berada di kelas ICP matematika menurutku adami perkembangan yang terjadi pada diriku kak seperti halnya pastikan orang di dalam kelas berinteraksinya pakai bahasa inggris jadi kaya adalah perkembangan. Kayak kosa katannya ada adami sedikit ditau dan bertambah kaya lebih termotivasimi sekarang begitu kak, nah sayakan berfikiran anak matematika bisa bahasa inggris kan cerdas sekalimi, jadi itumi tujuanku dan nyamanma juga di kelas dan bagusji kurasa ini program karna bisa mencerdaskan anak bangsa.
I	: bagaimana dengan skillta, bagaimana dari segi writing, listening, speaking dan reading?
RO	: kalau itu toh kak awalnya, . Awal lulus SMA kurang sekali tapi pasnya ikut kuliah setidaknya adamilah 20 persen.
I	: dari segi kemampuan kaya berbicara, writing?
RO	: kalau berbicara ndak pi kak, nda terlalupi, kalau reading mungkin adami. Writing yah adaji sedikit, kalau speak ndak terlalupi.
I	: di kelasta memang full English?
RO	: ndakji kak. Ndak terlaluji tergantung dosennya. Biasaji juga bahasa Indonesia. Nda terlaluji kak. Nakasi kayak berbicaraki pakai bahasa inggris otomatis haruski pahami apa yang mereka bilang, nah yang na ucapkan ini bukan berarti naucapkan satu dua kali. E... istilah dalam matematika yang awalnya kurang tahu menjadi tahu. Nah itumi kak jadi kayak adajilah ada tapi kalau misalnya andaikan lebih serius pastikan bukan hanya sekedar ada, tapi banyak.

The extract 13 showed the conversation between interviewer and student. Interviewer asked then student answered “*menurutku adami perkembangan yang terjadi pada diriku kak seperti halnya pastikan orang di dalam kelas berinteraksinya pakai bahasa inggris jadi kaya adalah perkembangan. Kayak kosakatannya ada adami sedikit ditau dan bertambah kaya lebih termotivasimi sekarang begitu kak, nah sayakan berfikiran anak matematika bisa bahasa inggris kan cerdas sekalimi, jadi itumi tujuanku dan nyamanma juga di kelas dan bagusji kurasa ini program karna bisa mencerdaskan anak bangsa*” (**After joining ICP program, I was felt a change in myself. I did interaction in English. My vocabularies were increased and I have got achievement in my motivation. Now, Mathematician who is able to speak English is brilliant and that is my goal. I think ICP is good program and I enjoy the class**). On her answer, it indicated that student was motivated studying English since she had been joined ICP. At her class, she did interaction in English and thought that it was brilliant if Mathematician was able to speak English well. In one hand, she felt that the program was good and enjoyable. In the other hand, she showed her achievement by comparing her English when she was senior high school and university by saying “*kalau itu toh kak awalnya, awal lulus SMA kurang sekali tapi pasnya ikut kuliah setidaknya adamilah 20 persen.*” (**At first, after graduating my senior high school, my skill in English was less but at university it has been changed 20%**). However, she was low in speaking ability but she was a little bit able to read and write in English. It was proved when she said “*kalau berbicara ndakpi kak, nda terlalupi kalau reading mungkin adami. Writing, yah adaji sedikit, kalau speak ndak terlalupi*” (**I still cannot speak English but I know a little bit how to read and write in English, and still less on speaking**). Thus, the student was motivated studying English and aware that if she studies hard, she will get more.

Extract 14: The students' achievement in speaking and reading

I	:bagaimana menurutta dari segi kemampuan berbahasa inggrista setelah ikut ICP matematika? (How is your English skill after joining Mathematics ICP?)
RE	:kemampuan bahasa inggrisku bisa dibilang meningkatki, tapi saya masih kurang di writing kak.
I	: bagaimana dengan skill lainnya?
RE	: kalau speaking bisami. Reading juga bisami. Sisa itu kak, writing.

The extract 14 showed that RH's achievement is in speaking and reading. It proved by looking at RH statement when I asked her by saying "kemampuan bahasa inggrisku bias dibilang meningkatki, tapi saya masih kurang di writing kak" (**My English skill increase but it is still low in writing**) and "kalau speaking bisami. Reading juga bisami. Sisa itu kak, writing" (**I can speak and read but my writing is low**). Based on the statements, it indicates that RH is able to speak English and Read in English after joining ICP although she is still low in reading.

Extract 15: Student's achievement in vocabulary and pronunciation

I	:bagaimana dengan kemampuan bahasa inggrista ikut ICP matematika?
NU	:perkembangannya. Jelas itu sangat melonjak tinggi perkembangannya. Sangat berbeda pas sekolah dengan kuliah kenapa? Dari segi cara belajarnya saja sudah pakai bahasa Inggris. Bahasanya itu bahasa inggris dan tidak semua. Mungkin juga di sekolah lain adaji juga pakai yang sekolah unggul yang internasional, yang SBI dulu cuman sekolah saya dulu bukan sekolah SBI jadi kalau menurut saya itu, dari pengalamanku berkembang pesat bahasa inggrisku dari sumber belajar. Itu yang pertama. Terus yang kedua juga dari pengajarnya, pengajarnya itu semester satu banyak yang menggunakan bahasa inggris, terus juga banyakmi saya tau kosakata dari sumber belajar itu. Kan banyak itu bahasa inggris yang tidak sama, jadi di situmi kosakata yang saya tau. Terus juga dari segi pronouncionnya juga, kan saya jarang mendengar guru waktu sekolah berbahasa inggris secara keseluruhan. Kan ada dosennya dari luar negeri, jadi bagus juga pronouncionnya, jadi ditau oh begini ternyata cara pengucapannya. Ada juga kesalahan yang bisa diubah jadi benar. Kalau yang peling besar perkembangan bahasaku itu kalau dari segi kosa kata sama pronouncionnya.
I	:kalau speaking bagaimana?
NU	:kalau speaking kan. Hmm ada sebenanrnya tutorial di ICP, kalau di ICP kalau mengajar dari segi matematikanya sudah ada juga perkembangan karna didasariki tutorial beda dari jurusan yang lainnya.

In extract 15, the conversation was about the NA's achievement in studying English. NA said that her English achievement was in vocabulary and pronunciation. In vocabulary, NA was studying by using a lot of references, there she got much knowledge. She compared her senior high school and her university. When she was at senior high school she seldom found the teacher taught by using English while at ICP in the teaching learning process, the lecturer was using English because some of the lecturers were foreigners. She could study good pronunciation and collect her pronunciation when she made mistakes. After that the interviewer continued asking by saying, "kalau speaking bagaimana?", NA answered, "Kalau speaking kan. Hmm ada sebenanrnya tutorial di ICP, kalau di ICP kalau mengajar dari segi matematikanya sudah ada juga perkembangan karna didasariki tutorial beda dari jurusan yang lainnya" (**if speaking hmm actually there is tutorial in ICP, if teaching in ICP teaching mathematics has increased because it based on different tutorial from other majors**). Based on NA's answer it shows that

she is able to speak English now because teaching at ICP there is a tutorial that is different from other majors.

Extract 16: Student's motivated to study English

I :***kalau hal yang lebih spesifik seperti listeningta, writing, speaking?***
 AN :***kalau yang kudapat selama kuliah ini perubahannya menonjol di speaking karna ada salah satu, apa di tutorial, di ICP. Nah tutorial di ICP diwajibkan presentasi dan presentasinya itu bahasa inggris. Forumnya itu bahasa inggris to, full English dan pada saat presentasi salah salah penyebutan kak kan diatuh dikoreksi "oh salahka di sini", "salahka di penuliskan" power pointnya juga oh seharusnya begini kalau diinggriskan.***
 I : *kalau dari segi vocabta bagaimana?*
 AN : *kalau vocab saya nda yakin kak.*
 I : *tapi setidaknya dari beberapa skill sudah ada peningkatan*

The extract 16 showed that at first student joined ICP because it is a must but when she was facing, she was motivated because the environment, lecturer, the interaction in the class are about English. She could not answer the test if she did not studying so that she forced herself studying English to do her test. And when interviewer asked "***kalau hal yang lebih spesifik seperti listeningta, writing, speaking?***" (***how is the specific case, like your listening, writing, speaking?***) she answered by saying "***kalau yang kudapat selama kuliah ini perubahannya menonjol di speaking karna ada salah satu, apa di tutorial di ICP. Nah tutorial di ICP diwajibkan presentasi dan presentasinya itu bahasa inggris. Forumnya itu bahasa inggris to, full English dan pada saat presentasi salah salah penyebutan kak kan diatuh dikoreksi "oh salahka di sini", "salahka di penuliskan" power pointnya juga oh seharusnya begini kalau diinggriskan***" (***When I am at university, the improvement is in speaking ability because there is tutorial in ICP. Nah in ICP the students have to present their materials by using English. The discussion is in English too. Full English, if there is any mistakes in pronunciation, it will be checked out "Oh this is my mistake", "my written is wrong", the power point is like this if we do it in English***). On the statements, it indicates that because of the motivation, she is able to present the materials in the class in English.

After analyzing the data, the writers found that the students have a certain perception choosing mathematics ICP and some various achievements in learning English between Mathematics ICP and Mathematics regular class.

The first is about students' perception. There were six extracts of conversations which presented as the samples of interview results which were interpreted from students' perception. Overall, the findings show various reasons for choosing mathematics ICP by the students. The extract 1 demonstrated the reason for choosing that program because she wants it to learn more about English, not only about mathematics. That reason is evidenced by Santos' research in Indonesia (2006) in terms of the benefits of bilingual education programs, especially in English language. In this case, English influences the students' understanding in multilingual society in a multi discipline of study. The extract 2, 3 and 4 showed that mathematics ICP as a bilingual education program can open more opportunities in getting a better job due to having two abilities simultaneously. In addition, extract 5, extract 6 and extract 7 indicated that the students choose mathematics ICP as a bilingual education program because they realized that ICP has a certain value than the other programs. All of the extract is related with the theory of Blanco (1977) noted that the consensus of experts in the field of bilingual education is that its primary goals are in the area of cognitive and affective development rather than linguistic and cultural realms.

The second is about students' achievement, there were ten extracts (extract 7-16) of conversations which presented as the samples of interview result which were interpreted from students' English achievement. Overall, the findings show various

reasons about students' English ability during study in mathematics ICP. There was a student who felt that his English had improved when he was only still in 1st – 3rd semester. Their lecturer at the time always introduces or gives instructions using English. However, in the 5th semester, the English instruction has decreased. It is because most of their lecturers only still use Indonesian language in the classroom. This case is confirmed by Nurweni and Read (1999) that the students have low English proficiency because they faced unfamiliar words (English) even though they were given English class for one or two semesters but it is not continued in the next semester. However, almost all of the extracts indicate that students during study in mathematics ICP have English development, either language skill or language elements. It is proved by their English subject grade. Students who are involved in mathematics ICP have higher grades than students of mathematics regular class. It can be seen from Table 2:

Table 2. The English subject score from the mathematics regular class:

No	Students' Name	Range of Mastery	Category	
			Grade	Quality
1	AF	71-75	B-	Pass
2	NU	81-85	B+	Pass
3	MI	61-65	C	Pass
4	NM	71-75	B-	Pass
5	AR	66-70	C+	Pass
6	AA	86-90	A-	Pass
7	DS	76-80	B	Pass
8	NT	81-85	B+	Pass

Based on table 2 above, it showed that the highest range of the students' English score was average 86-90 which is obtained by one (12.5%) students. The medium range of the students' English score was average 71-85 which is obtained by five (62.5%) students. The lowest range of their English score was average 61-70 which is obtained by two (25%) students. Considering the indicator of the subject scoring provided by the university itself, it indicates all of the students of mathematics regular class have passed on their English subject.

Table 3. The English subject score from the mathematics ICP

No	Students' Name	Range of Mastery	Category	
			Grade	Quality
1	AI	76-80	B	Pass
2	SH	76-80	B	Pass
3	RO	81- 85	B+	Pass
4	TS	91-100	A	Pass
5	NI	81- 85	B+	Pass
6	YA	91-100	A	Pass
7	RA	76-80	B	Pass
8	NA	91-100	A	Pass

Based on the table 3, it showed that the highest range of the students' English score was 91-100 which is obtained by three (37.5%) students. The lowest range of their English score was average 76-85 which is obtained by five (62.5%) students. Considering the indicator of the subject scoring provided by the university itself, it indicates all of the students of mathematics ICP have passed on their English subject.

Based on those tables above, it can be seen that the students' English subject achievement in Mathematics ICP is higher than Mathematics regular students. It is evidenced by the highest range score in ICP was average 91-100 which is obtained by 37.5% students and the lowest range score was average 76-85 which is obtained by 62.5% students. Different from regular class, the highest range score was average 86-90 which is obtained by only 12.5% students, the medium range score was average 71-85 which is obtained by 62.5% students and the lowest range score was average 61-70 which is obtained by 25% students.

CONCLUSION

This study reveals the students' perception of their English achievement through bilingual programs (ICP). Through ICP, students actually achieve English vocabulary size by the time they enter university even if they are not students of the English department. They can learn English and mathematics simultaneously, which makes them proud of themselves. Based on the interview result, ICP influenced the English understanding of mathematics students. Students' English achievement on ICP is also improved during study in ICP which is proved by their English subject score which is higher than the regular class. It was concluded that the English achievement of mathematics students were inclined by ICP. However, giving English instruction in the classroom should be continued frequently in every semester because it helps the students to remember and maintain their English as students of ICP. This finding can be a consideration for future researchers to learn more about international class programs in non-English majors. The intended targets for the future study are both in terms of curriculum, student learning strategies or teaching techniques of lecturers who can motivate and make students proficient in English.

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