

CHAPTER ONE

INTRODUCTION

1.1. Background of the Project

Concerning the technological development recently, people need higher education to survive in the more competitive world. That is the reason why, more and more educational institutions spring up as a good business. They provide a lot of information and knowledge services for their students. It needs remembering, that not all of the institutions are good enough so the customers must be careful with those which concern only in the profit without performing the education quality.

It is proved that the need of language education is increasing every year because people are entering the globalization era when English language plays an important role universally. There are only several good languages educational institutions in Bandung, one of them is the Faculty of Letters Maranatha Christian University as the market leader in the English Language field, which has the accreditation status, and suitable to be analyzed. Besides, I am interested in knowing the lifestyle of students in

Maranatha Christian University, especially in the English department, because they have unique lifestyle that is different from the other faculties.

Lately Maranatha Christian University has opened a new department, named D3 (3 year Diploma) in English Programme, which can be continued to S1 degree of English for Business Professionals. It is certainly not to make a competition with the S1 English Letters which has existed before. There are slight differences in the teaching method, curriculum / academic difficulties level, and social interaction among peers in D3 and S1 degree.

According to the explanation above, I want to make a comparative study which is entitled: "The Comparison of Students' Perceptions Based on Their Lifestyles in D3 English Programme and S1 English Letters at Maranatha Christian University".

1.2. Identification of the Problem

The existing S1 degree of English Letters still has bigger number of students in Maranatha Christian University compared to the D3 English Programme. It has been first well known in teaching English language. Since the students' lifestyle is different from each other, it will create different perception about D3 English Programme and S1 English Letters.

Perceiving that correlation, it is necessary to make a research about the students' lifestyles to know which factors that builds the students' perceptions. I formulate the identification of problem as follows:

1. What kinds of lifestyle do the students of D3 English Programme and S1 English Letters have?
2. What is the students' perception about D3 English Programme and S1 English Letters?
3. Does the students' lifestyle influence the students' perception?

1.3. Objectives and Benefits of the Study

Based on the background of the study and identification of the problem that has been explained before, the objectives of the research are to find out:

1. The comparison between the lifestyle of students from D3 English Programme and S1 English Letters.
2. The students' perception to D3 English Programme and S1 English Letters.
3. The students' lifestyles that influence the students' perception.

1.4. Limitation of the Study

This comparative study is about the students' lifestyle that influences the students' perception to their preference to D3 English Programme and S1 English Literature. The comparison will consider several factors like personal values and the needs that form students' perception in choosing the department especially in D3 English Programme and S1 English Letters.

In my comparative study I use the customer behavior approach and Rokeach value Survey (Simamora, 2002:144) to know what kind of the students' lifestyle that influences their perception in choosing the place where

they will study and considering the teaching method, curriculum, facilities, and social interaction.

1.5. Data Gathering Process

In the preliminary research, I observed the students behavior by interviewing 10 students. Five of them come from D3 English Programme and five others from S1 English Letters. I asked some related questions and designed the questionnaire from it. I spread 100 questionnaires to the students in D3 English Programme and S1 English Letters. Besides, I also collect and analyze data from the library and the Internet.

1.6. Concise History of the Organization

Maranatha Christian University (MCU) was founded on September 11, 1965 by Christian Science Community – Bandung Chapter) with the support of *Gereja Kristen Indonesia* and *Gereja Kristen Pasundan*. At first the university established only two faculties, Faculty of Medicine and Faculty of Psychology. In the year 1966, the Faculty of Engineering (Civil Engineering Department) and Faculty of Letters (English Department) were added into the university.

A year later, the Electrical Engineering Department was added. Not until 1985, the Faculty of Economics and the Department of Industrial Engineering were added into the university. By 1992 there were two study programmes established in Maranatha Christian University and was extended

by the D-3 Programme (three-year Diploma) for English and S1 Programme for Japanese Literature.

The aim of English Literature study is to produce graduates who are competent with the four basic skills of listening, speaking, writing and reading in the English language and capable of expanding the literature knowledge as to be able to appreciate, analyze and research English literatures. The aim of D-3 Programme for English is to produce students with the skills in listening, speaking, reading and writing English. The programme incorporates business, tourism, banking and other settings to augment students' value in the job market.

1.7. Layout of the Paper

This thesis starts with the Abstract, a concise summary of the entire paper in Indonesian. This Abstract is followed by the Preface, in which acknowledgements are given to those contributing and being involved in the work. After that is the Table of Contents and the Appendices, followed by its four chapters.

Chapter I	is the introduction to the analysis
Chapter II	contains the literary research
Chapter III	deals with the comparative analysis
Chapter IV	contains the concluding result and the present writer's suggestions.

In the final part, I present alphabetically the Bibliography.

