

**EXPLORING THE ROLE OF INTERNATIONAL CLASS PROGRAM
(ICP) IN SHAPING STUDENTS' COMMUNICATIVE COMPETENCE IN
INDONESIAN STATE HIGH SCHOOLS**

THESIS

Presented in partial fulfillment of the requirements for the Bachelor degree of
English Education Department



By:

JIAN A'YUNI KARTIKO WENI

22332078

**ENGLISH EDUCATIONAL DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MUHAMMADIYAH PONOROGO**

2026

**EXPLORING THE ROLE OF INTERNATIONAL CLASS PROGRAM
(ICP) IN SHAPING STUDENTS' COMMUNICATIVE COMPETENCE IN
INDONESIAN STATE HIGH SCHOOLS**

THESIS

Presented in partial fulfillment of the requirements for the Bachelor degree of
English Education Department



**ENGLISH EDUCATIONAL DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MUHAMMADIYAH PONOROGO**

2026

ABSTRACT

Jian A'yuni Kartiko Weni. Exploring The Role of International Class Program in Shaping Students' Communicative Competence in Indonesian State High Schools. Thesis. Department of English Education. Muhammadiyah University of Ponorogo. Advisor 1: Dr. Elok Putri Nimasari S. Pd., M. Pd., Advisor 2: Dr. Ana Maghfiroh S. Pd., M. Pd. B.I.

This study aimed to explore how students experience the use of English after participating in an International Class Program and how they respond, adapt, and negotiate meaning in communication. The research employed a qualitative phenomenological approach involving five graduates of an International Class Program in an Indonesian state high school. Data were collected through semi-structured online text-based interviews and analyzed using Braun and Clarke's thematic coding analysis. The findings were interpreted through Bakhtin's theory of dialogism and Canale and Swain's concept of communicative competence.

The research revealed that students experience English as a socially situated and meaning-oriented communicative practice rather than merely an academic subject. English was used flexibly according to communicative needs, often alongside Indonesian to sustain interaction and negotiate meaning. Supportive classroom environments, repeated communicative exposure, and peer interaction contributed to the development of students' confidence and willingness to communicate. This study concludes that communicative competence is shaped not only by institutional exposure to English but also by students' interactional experiences, social participation, and personal engagement with language. It highlights the importance of viewing English communication as a dynamic, dialogic, and socially constructed process, providing implications for the implementation of International Class Programs and communicative language teaching in multilingual educational contexts.

Keywords: International Class Program, Communicative Competence, Dialogism, lived experience, phenomenology, English communication.

AGREEMENT PAGE

Thesis by : Jian A'yuni Kartiko Weni
NIM : 22332078
Title : "Exploring the Role of International Class Program (ICP) in Shaping Students' Communicative Competence in Indonesian State High Schools" this thesis has been approved and declare eligible to be submitted for the thesis examination by advisor

Ponorogo, 02 July 2026

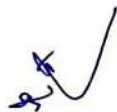
1st Advisor



Dr. Elok Putri Nimasari S.Pd., M.Pd..

NIK. 19910505 201609 13

2nd Advisor



Dr. Ana Maghfiroh S.Pd., M.Pd.B.I

NIK. 19821127 202109 12

APPROVAL PAGE

Thesis by : Jian A'yuni Kartiko Weni
NIM : 22332078
Title : Exploring the Role of International Class Program (ICP) in
Shaping Students' Communicative Competence in Indonesian State High Schools.
This thesis has been examined and approved by examiners in Ponorogo, Thursday
16th July 2026

Examiner Boards

Examiner 1

Dr. Diyah Atiek Mustikawati, M. Hum
NIK. 19790325 202109 12



Examiner 2

Dr. Elok Putri Nimasari, S.Pd., M. Pd
NIK. 19910505 202109 12



Examiner 3

Dr. Ana Maghfiroh, S.Pd., M.Pd.B.I.
NIK. 19821127 202109 12



Acknowledged by,
Dean of Teacher Training and Education
Faculty



Dr. Sutrisno, S.Pd., M. Pd
NIK. 19901217 202109 12

Approved by,
Chief of English Education
Department



Dr. Elok Putri Nimasari, S.Pd., M. Pd
NIK. 19910505 202109 12

THESIS STATEMENT

I am the student with following identity:

Name : Jian A'yuni Kartiko Weni
Student Number : 22332078
Department : English Educational Department

Certify that this thesis is definitely my own work. I am completely responsible for the content of my thesis. Other researchers' opinions on findings included in the final project are cited or quoted in accordance with ethical standards.

Ponorogo, 16th July 2026



Jian A'yuni Kartiko Weni
NIM. 22332078

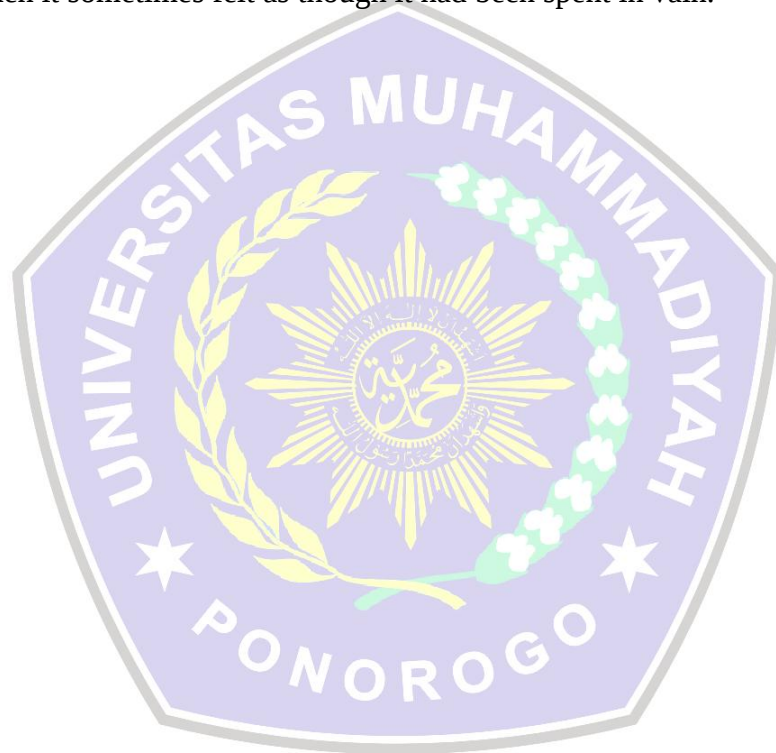
DEDICATION

With heartfelt gratitude, I praise Allah SWT, the Most Compassionate and the Most Merciful, for His endless blessings, guidance, and mercy, which have enabled me to complete this thesis. I dedicate this thesis as a sincere expression of love, respect, and appreciation to those who have continuously prayed for, supported, and encouraged me throughout this journey:

1. To my beloved family, Ibu, Bapak, and my sister Arum, thank you for accompanying me through both the joyful and difficult moments of my eight semesters of higher education. I am deeply grateful for your unwavering support, whether through your prayers, emotional encouragement, or financial assistance. Thank you for always accepting me as I am, understanding the demands of my academic journey, and patiently sacrificing the precious moments we could have spent together.
2. My deepest appreciation goes to my supervisors: Dr. Elok Putri Nimasari, S.Pd., M.Pd., Dr. Ana Maghfiroh, S.Pd., M.Pd.B.I.; and Almh. Siti Asiyah, S.Pd., M.Pd. Thank you for your valuable guidance, encouragement, constructive advice, and support throughout the completion of this thesis. I would also like to extend my sincere gratitude to all lecturers in the English Education Department for their dedication to teaching, mentoring, and inspiring me throughout my academic journey. Thank you for the knowledge, wisdom, and life lessons you have generously shared.
3. My heartfelt thanks also go to my dearest friends, Yufira Adelia Wardhana, Siti Nurhidayah, Zuhrotul Murtafi'ah, and Anisa Oktaviani. Thank you for always being there during my most difficult times, offering comfort, encouragement, and staunch companionship whenever I needed it most.
4. To my fellow English Education classmates, especially Putriana Devi, Septian, Erlina, Dinda, Angel, Khansa, and Aisyah, thank you for supporting me during the early stages of writing my thesis proposal. When I lost the motivation to continue this research, you patiently guided me, encouraged me, answered my countless questions, and never hesitated to lend a helping

hand. Your kindness and support have meant more to me than words can express.

5. The author would also like to express heartfelt gratitude to a man with student number 22332072 and also, herself. For completing every stage of this educational journey and for remaining committed to seeing everything through to the end. Although, along the way, laughter sometimes turned into tears, helping hands became sources of pain, and good intentions were often misunderstood, she persevered. Thank you for your resilience, for the moments of respite you sacrificed, and for the liveliness you gave, even when it sometimes felt as though it had been spent in vain.



MOTTO

“It’s better to live a life full of ‘oh wells’ than ‘what ifs’.”



ACKNOWLEDGEMENTS

In the name of Allah, the Most Compassionate, the Most Merciful. All praise and gratitude are due to Allah SWT for His endless blessings, mercy, guidance, and strength, which have enabled the writer to complete this thesis. May peace and blessings be upon Prophet Muhammad SAW, whose teachings continue to inspire patience, perseverance, and sincerity.

This thesis is submitted to the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Ponorogo, as partial fulfillment of the requirements for the degree of Bachelor of Education. The writer realizes that this thesis could not have been completed without the support, guidance, encouragement, and prayers of many individuals. Therefore, the writer would like to express her deepest gratitude and sincere appreciation to:

1. Dr. Elok Putri Nimasari, M.Pd., Head of the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Ponorogo also the first thesis advisor, for her leadership, support, and encouragement throughout the writer's academic journey.
2. Dr. Ana Maghfiroh S.Pd., M.Pd.B.I., as the second thesis advisor, for her invaluable guidance, constructive feedback, insightful suggestions, patience, and continuous encouragement throughout every stage of this research.
3. All lecturers of the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Ponorogo, for generously sharing their knowledge, experience, and guidance during the writer's years of study.
4. The participants of this research, especially the students for their willingness to participate in spontaneous video-call interactions and interviews. Their openness, cooperation, and valuable insights made this research possible.

5. The writer's beloved family, for their unconditional love, endless prayers, unwavering encouragement, and continuous emotional support throughout every stage of this academic journey.
6. The writer's friends, for their kindness, motivation, companionship, and support, especially during the challenging moments of completing this thesis.

The writer sincerely hopes that this thesis will provide meaningful contributions to the field of English language education, particularly in the area of speaking practice and communicative language learning. The writer also welcomes constructive suggestions and recommendations for the improvement of future research.

Ponorogo, 11 July 2026

A handwritten signature in black ink, appearing to read 'Jian A'yuni Kartiko Weni', with a stylized flourish at the end.

Jian A'yuni Kartiko Weni

TABLE OF CONTENT

ABSTRACT	i
AGREEMENT PAGE	iii
APPROVAL PAGE	iv
THESIS STATEMENT	v
DEDICATION	vi
MOTTO	viii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENT	xi
LIST OF A TABLE	xiii
LIST OF FIGURES	xiv
CHAPTER I INTRODUCTION	1
1.1 Background of The Study	1
1.2 Statement of Problem	3
1.3 Purpose of The Study	4
1.4 Significance of The Study	5
1.5 Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Dialogism	8
2.2 International Class Program (ICP)	9
2.3 Communicative Competence	11
2.4 Previous Research	12
2.5 Theoretical Framework	14
CHAPTER III RESEARCH METHODOLOGY	15
3.1 Research Design	15

3.2 Role of The Researcher	16
3.3 Research Setting and Time	17
3.4 Research Participant	18
3.5 Data Collection Technique	18
3.6 Research Instrument	24
3.7 Data Analysis Technique	25
3.8 Data Trustworthiness	26
 CHAPTER IV FINDING AND DISCUSSION	 29
4.1 Finding	29
4.1.1 Students Lived Experience of Using English in and Beyond the International Class Program	30
4.1.1.1 Flexible and Meaning-Oriented English Use	34
4.1.1.2 Confidence Development Through Supportive Interaction	37
4.1.1.3 English Internalization Beyond Formal Learning	39
4.1.1.4 ICP as Preparation for Real- World Communication	42
4.1.2 Students' Use of English in Interaction and Meaning-Making	44
4.1.2.1 Responding in Communication	46
4.1.2.2 Adapting Language Use in Communication	49
4.1.2.3 Negotiating Meaning Through Flexible Language Use	51
4.2 Discussion	54
4.2.1 English Use as A Dialogic and Meaning-Oriented Practice	56
4.2.2 Interaction and the Social Construction of Confidence	58
4.2.3 Communicative Competence Beyond Linguistic Accuracy	60
4.2.4 ICP Between Ideal Communicative Goals and Lived Realities	61
 CHAPTER V CONCLUSION AND SUGGESTION	 65
5.1 Conclusion	65
5.2 Suggestion	66
 REFERENCE	 68
 APPENDICES	 73

LIST OF A TABLE

Table 3.1 Trustworthiness Criteria.....	24
---	----



LIST OF FIGURES

Figure 2.1 Theoretical Framework of the Study.....	15
Figure 3.1 Related post to reach potential participants.....	20
Figure 3.1 Recruitment process through TikTok.....	21
Figure 3.3 Recruitment process through Instagram and WhatsApp.....	22
Figure 3.4 Thematic Analysis Process adapted from Braun and Clarke (2006) ...	26
Figure 4.1. Subthemes emerging from the participants lived experiences.....	27
Figure 4.2 English used within the ICP environment.....	28
Figure 4.3 English used as situational demand.....	29
Figure 4.4 flexible English Indonesian use to maintain interaction.....	30
Figure 4.5 ICP's speaking activities.....	31
Figure 4.6 students engage with English through SDL and IDLE.....	38
Figure 4.7 Integrated Interpretation of Students' Lived Experiences.....	52

