

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter provides findings and the discussion of the study about freshmen perception toward language skill subjects and the syllabus of language skill subjects. The findings presented are regarding to the research question:

- a. What is the freshmen perception toward language skill subjects (English for Interpersonal Communication, English for Interpersonal and Social Communication, and Diction in Discourse) offered by English Department of UNJ?
- b. What is the freshmen perception toward the syllabus of the language skill subjects (English for Interpersonal Communication, English Grammar for Interpersonal and Social Communication, and Diction in Discourse) in English Department of UNJ?

#### **4.1. Data Description**

The data of this study were gathered through two instruments which are questionnaire and interview. The questionnaire was administered to 37 freshmen English Department of UNJ. It consisted of five major parts; part I, II, III, and IV were list of statements with rating scale Likert and part V was open-ended questions. The Likert scales with 1-to-5 rating scales were used in the questionnaire which have

meaning: (1) strongly disagree; (2) disagree; (3) somewhat disagree; (4) agree; (5) strongly agree.

The questionnaire consisted of 43 statements and 8 questions which described freshmen perception toward the language skill subjects and the four components of the syllabus, which are: (1) the aims and objectives; (2) lesson materials; (3) teaching and learning activities; (4) assessment.

Meanwhile, the data of interview with four freshmen, two freshmen from Education study program and two freshmen from Literature study program were used to confirm, add, and support the information from questionnaire.

#### **4.2. Findings and Discussion of the Study**

The syllabus of *English for Interpersonal Communication*, *English Grammar for Interpersonal and Social Communication*, and *Diction in Discourse* in English Department UNJ consists of several components, which are:

<b><i>English for Interpersonal Communication</i> course syllabus components</b>
1. Name of Course
2. Course Credit & Code
3. Prerequisites
4. Course status
5. Level of CEFR
6. Course Description

7. Learning Objectives
8. Course Learning Outcomes
9. Course Materials
10. Assessment and Evaluation
11. Source and References
12. Course Policies
13. Weekly Teaching and Learning Activities

Table 4.1 Components in the *EFI* syllabus

<b><i>English Grammar for Interpersonal and Social Communication course</i></b> <b>syllabus components</b>
1. Name of Course
2. Course Credit & Code
3. Prerequisites
4. Course status
5. Level of CEFR
6. Course Description
7. Learning Objectives
8. Course Learning Outcomes
9. Course Materials
10. Assessment and Evaluation

11. Source and References
12. Course Policies

Table 4.2 Components in the *GRAFIC* syllabus

<b><i>Diction in Discourse</i> course syllabus components</b>
1. Name of Course
2. Course Credit & Code
3. Prerequisites
4. Course Description
5. Learning Objectives
6. Course Learning Outcomes
7. Course Materials
8. Assessment and Evaluation
9. Weekly Teaching and Learning Activities

Table 4.3 Components of the *DID* syllabuses

Based on the table above, it can be seen that the components of the courses syllabus is quite the same with the syllabus components that proposed by Altman & Cashin (1992). The difference is in all subjects syllabuses does not include instructor information and available support service components.

The four main components of the syllabus, which are aims and objectives, learning materials, teaching and learning activities, and assessment and evaluation also explained explicitly in the syllabus of *English for Interpersonal Communication*, *English Grammar for Interpersonal and Social Communication* and *Diction in Discourse* courses.

The type of the syllabus of *English for Interpersonal Communication* course is Topical Syllabuses in terms that the syllabus is organized based on the topics or themes' importance for the students. It can be seen as follows:

Week/Meeting	Topics/Sub-Topics
1/1	Theme 1:  It's pleasure to meet you!  Introducing themselves and others
1/2	Exchanging personal information
2/3	Greeting and Introducing themselves and others, exchanging personal information and express parting/closing
2/4	Theme 2:  Are you busy, today?  Talking about Jobs and routines
3/5	Talking about Jobs and routines
	Etc

Table 4.4 Topics in the *EFIC* syllabus

The type of syllabus of *English Grammar for Interpersonal and Social Communication* course is Structural Syllabus in terms that the syllabus is focus on grammatical forms. It can be seen as follows:

Week/Meeting	Topics/Sub-Topics
1/1	Study guide and code of conducts in Grammar for Interpersonal and social communication.
1/2 1/3	Tenses: past continuous, past simple, present continuous, present continuous for future, present perfect.
2/3	Wh-questions, tag questions.
2/4	Modals: can, could, be able to, should, ought to, had better.
3/5 3/6	Adjective vs adverb Comparative and superlative
	Etc

#### 4.5 Topics in the *GRAFIC* syllabus

The type of syllabus of *Diction in Discourse* course is Task-based Syllabus in terms that the syllabus are organized based on various tasks that might be needed by the students to perform in the language. It can be seen as follows:

Week/Meeting	Topics/Sub-Topics
1/1	HFW test
1/2	AW test
2/3	HFW list, texts with HFW highlighted

2/4	Strategies for knowing words.
3/5	Word knowledge: form, meaning, use.
3/6	Word form: spoken, written, word parts, dictionary, exercises on pronouncing words and word parts (root, affixation).
	Etc

#### 4.6 Topics in the *DID* syllabus

#### **4.2.1 Freshmen perception toward language skills subjects and the syllabus of *English for Interpersonal Communication (EFIC)*, *English Grammar for Interpersonal Communication (GRAFIC)*, and *Diction in Discourse (DID)* courses in ED of UNJ**

The following are the findings of freshmen perception toward language skills subjects and the syllabuses which divided based on the four main components in the syllabus of *EFIC*, *GRAFIC*, *DID* course, which are the aims, goals, objectives; the learning materials; the teaching and learning activities; and the assessment and evaluation.

##### **4.2.1.1. Freshmen perception toward the aims, goals, and objectives in the syllabus of *EFIC*, *GRAFIC*, *DID* courses in ED of UNJ**

The following chart and its explanation are the data interpretation related to the findings of freshmen perception toward the aims, goals, and objectives in the syllabus.

### A. *English for Interpersonal Communication course*

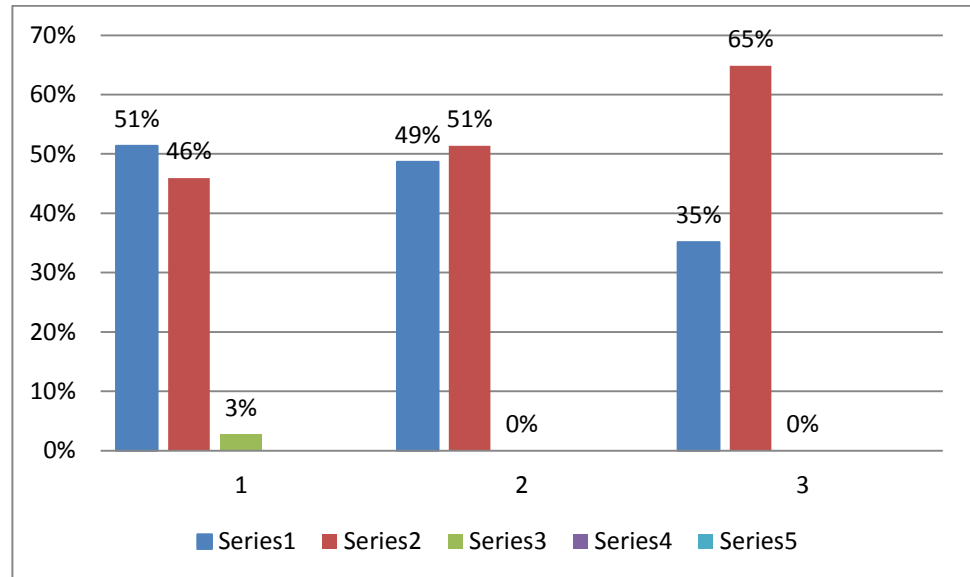


Figure 4.1 Data percentage of Part I (EFIC)

Based on data percentage above, it can be seen in statement “the aims of *English for Interpersonal Communication* are students have the ability to equip themselves with skills and strategies to build interpersonal relationship with their immediate environment confidently and accurately.” (statement1), that 97% of freshmen agreed about it and 3% of freshmen somewhat disagree about it.

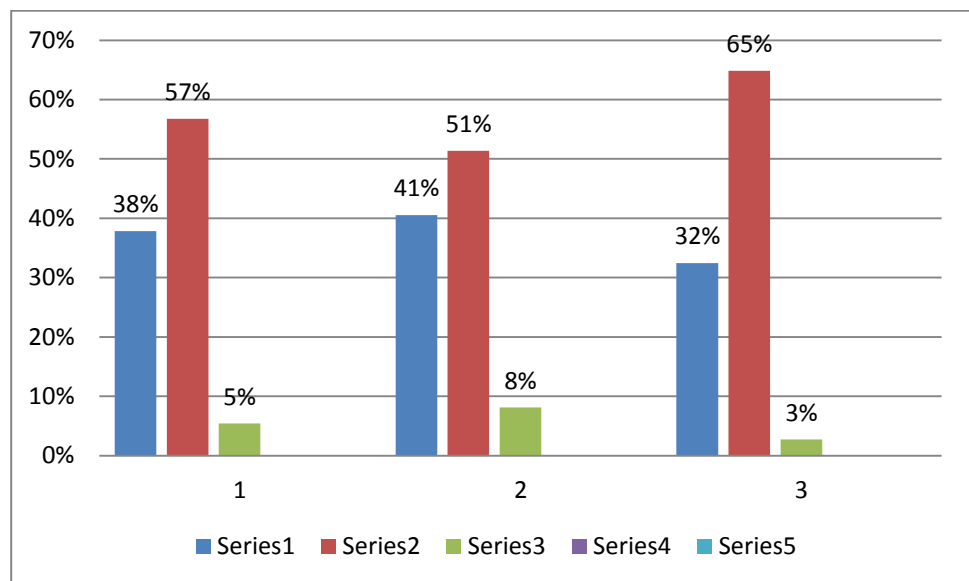
The freshmen perception about the aims and objectives can be seen in statements 2. 100% of them also agreed that “the objective of *English for Interpersonal Communication* is to equip the freshmen to gain students’ language skill to oral and written interpersonal communication.”

100% of them also agreed to the statement 3 that “the learning outcomes of the course are students introduce oneself and exchange personal



information in a simple formal and informal situation, describe routines and responsibilities, talk about personal interests, talk about experiences, recounting events and expressing feelings: empathy and sympathy, talk about family, family members, and family relationships, describe their immediate neighborhood and environment, talk about sport, exercise and health related matters and simple procedures.” It showed that the aims and objectives in the syllabus has been explained by the lecturer of *English for Interpersonal Communication* course and can be understood well by the students.

**B. *English Grammar for Interpersonal and Social Communication* course**



4.2 Data percentage of part I (GRAFIC)

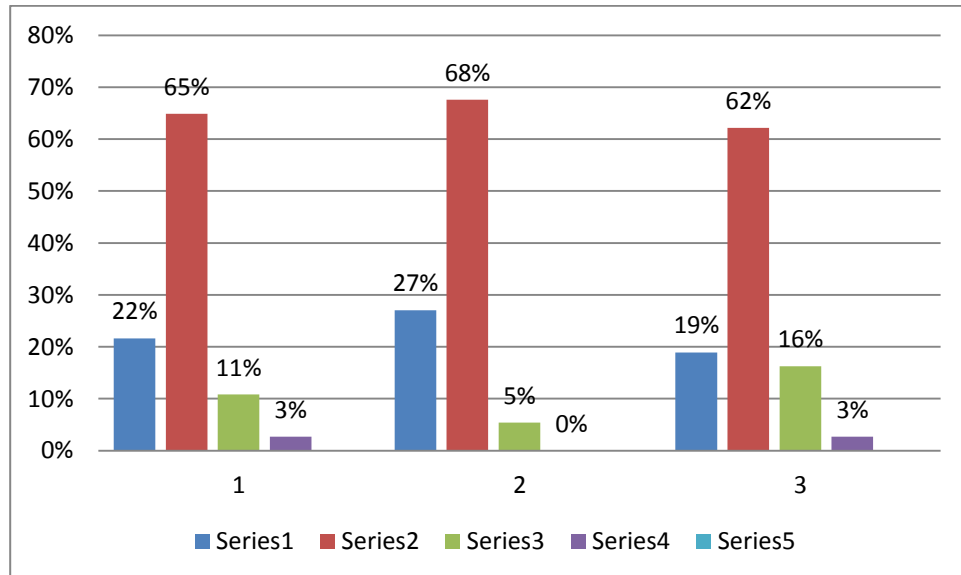
From the data above, that 95% freshmen agreed that “the aims of *English Grammar for Interpersonal and Social Communication* is

students have to apply grammatical phrases and sentences, link words and phrases with connector such as and, but, because. Students have to control on the use of grammatical phrases and sentences to have interpersonal and social communication.” (statement4) and 5% somewhat disagreed about it.

For statement 5, 92% of them also agreed that “the objective of *English Grammar for Interpersonal and Social Communication* is to equip the student to gain their language skills to oral and written interpersonal and social communication with simple grammatical phrases and sentences.” 8% of them are somewhat disagreed to it.

97% of them also agreed to the statement 6 “the learning outcomes of *English Grammar for Interpersonal and Social Communication* are students will be able to identify and correct grammatical mistakes in texts used for interpersonal and social communication, use simple grammatical phrases and sentences for interpersonal and social communication, link words and phrases with connectors such as and, but, because, then.” 3% of them are somewhat disagreed about it.

### C. *Diction in Discourse* course



4.3 Data percentage of part I (DID)

For statement 7, there are 87% of the freshmen agreed, 11% somewhat disagreed, and 3% disagreed. “The aims of *Diction in Discourse* is to helps students understand the importance of word knowledge through the analysis of lexical choices pervasive in any genre which are essential to having fluent meaning-making interaction.”

95% freshmen agreed to statement 8 “The objectives of *Diction in Discourse* is equip students to gain their language skills to oral and written in improving their vocabulary.” 5% of them are somewhat disagreed.

Statement 9, there are 81% freshmen agreed “the learning outcomes of *Diction in Discourse* are will be able to identify lexical

choices in written and spoken texts, analyze lexical choices in written and spoken texts, infer meaning from lexical choices in written and spoken texts, use their repertoire of their lexical choices to structure their sentences and utterances.” 16% somewhat disagreed to it and 3% disagreed to it.

#### 4.2.1.2. Freshmen perception toward the learning materials in the syllabus of *EFIC*, *GRAFIC*, *DID* courses in ED UNJ

The following are the data interpretation related to the findings of freshmen perception toward language skills subjects and the learning materials in the syllabus.

##### *A. English for Interpersonal Communication*

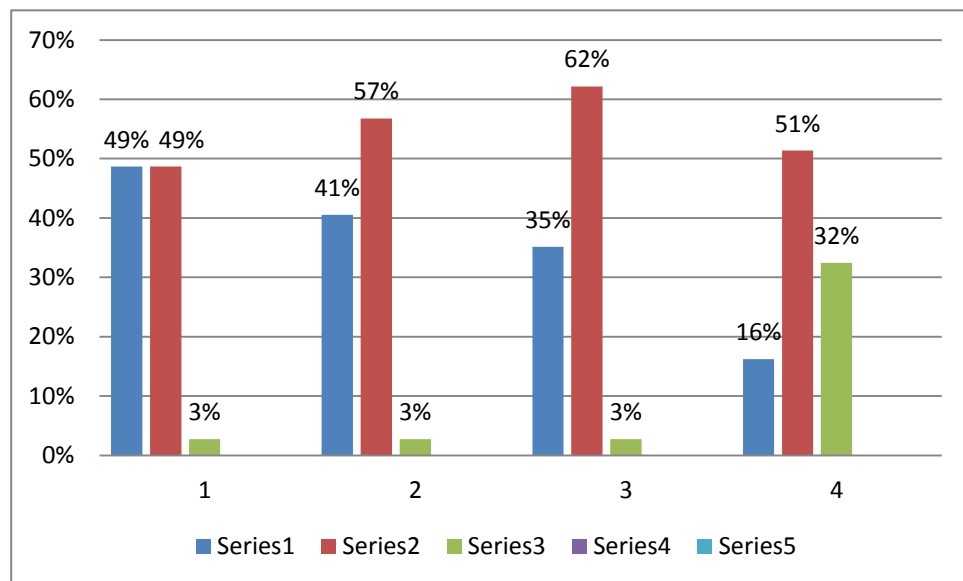


Figure 4.4 Data percentage of Part II (EFIC)

From the data above, it can be seen in statement 10 “Several topics which are studied in the course are 1.Greetings and Introducing Interpersonal Communication; 2.Talking about routines and experiences; 3.Expressing feelings; reflections, sympathy, and empathy in context.” mostly freshmen agreed to the statement and 3% freshmen somewhat disagreed to the statement. The learning materials (topics/sub-topics) that were given by the lecturers of *English for Interpersonal Communication* course were based on the syllabus. Because almost of the respondents agreed with the statement.

In statements “topics of the course are appropriate for students needs in interpersonal communication.” (statement11) and “topics of the course can help students to gain students’ language skills to oral and written for interpersonal communication.” (statement12). From the percentage above, their responds show that most of them agreed to the statements. However, 3% of freshmen stated that they somewhat disagreed to the topics appropriate for their needs and help them to gain their language skills.

For the thirteenth statement “the learning materials derived from relevant and up-to-date sources”, it can be seen in the percentage above that 67% of freshmen agreed to it. Based on the syllabus, there are a lot of sources and book references for the learning materials in. In contrast, 32% of freshmen stated that they somewhat disagreed with the statement.

## B. English Grammar for Interpersonal and Social Communication

### course

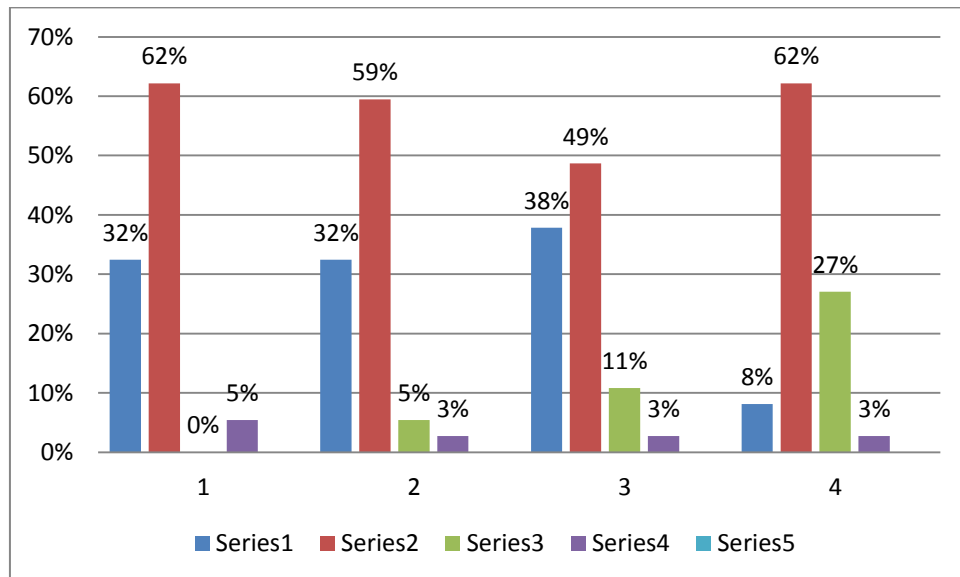


Figure 4.5 Data percentage of part II (GRAFIC)

For statement 14 “Several topics which are studied in the course are; tenses: past continuous, past simple, present continuous, present continuous for future, present perfect; Wh-questions, tag questions; modals; comparative and superlative adjectives; articles: with countable and uncountable nouns.”, mostly freshmen agreed to the statements. 5% disagreed to the statements.

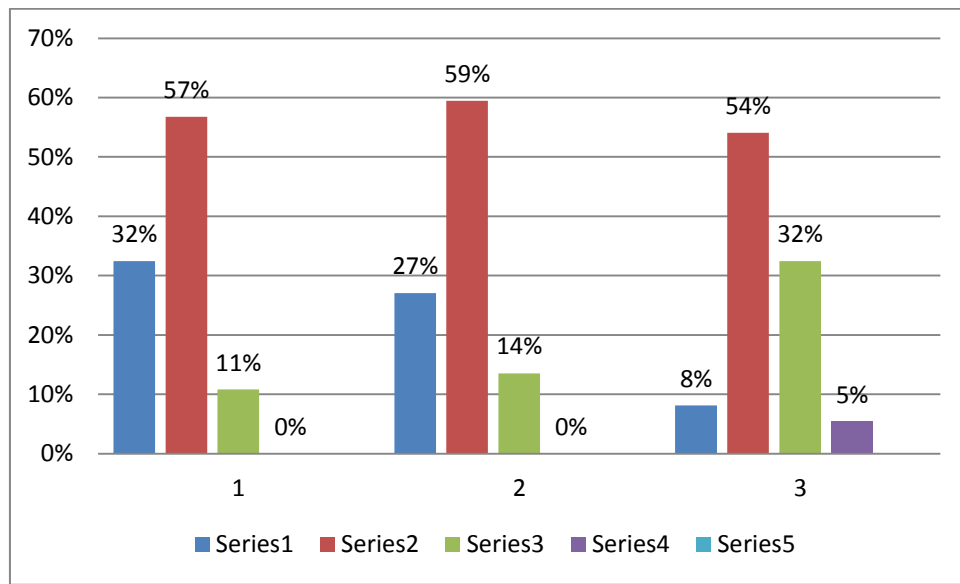
“Topics of the course are appropriate for students needs in applying grammar for interpersonal and social communication.” (statement15) 91% of them agreed, 5% somewhat disagreed, and 3% disagreed to the statement.

In statements “topics of the course is to help students to gain their language skills to oral and written in interpersonal and social

communication.” (statement16) 87% of them agreed, 11% somewhat disagreed, and 3% of them disagreed to the statement.

“The learning materials derived from relevant and up-to-date sources.” (statement17) 70% agreed, 27% somewhat disagreed, and 3% disagreed to the statement.

### *C. Diction in Discourse course*



4.6 Data percentage of part II (DID)

For statement 18 “Several topics which are studied in the course are high-frequency words, academic words, strategies for knowing words, word knowledge, collocations, chunks.” 89% freshmen agreed to the statements. 11% somewhat disagreed to the statements.

In statements 20 “topics of the course is to help students to gain students language skills to improving vocabulary.” 86% agreed, and 14% somewhat disagreed to the statement.

“The learning materials derived from relevant and up-to-date sources.” (statement21) 63% agreed, 32% somewhat disagreed, and 5% disagreed to the statement.

To conclude, even though mostly of freshmen agreed that the learning materials is aligned with the syllabus, some of them did not agree with the statement which said “learning materials is from various relevant and up-to-date sources”. It is proved by the statement below:

*“.....aku dapat dosen yang udah tua gitu, jadi beliau kaya udah ga up-to-date gitu perkembangan bahasa. Misalnya cool itu kan bisa dingin, bisa keren, nah beliau itu hanya tahu dingin itu doang, gat ahu ada kerennya... jadi pas kita pake itu maksudnya keren itu tuh dianggap salah sam abelau.” (Students 4)*

And some of them unlikely agreed with the listed sub-topics because of the class sessions lackness. It is provided by the students statement below:

*“...kebetulan di mata kuliah itu dosennya juga kelihatan beliau bingung karna materi yang harus diberikan ke mahasiswa itu banyak sedangkan pertemuannya itu satu kali seminggu, cuma dua kali.” (Student 3)*

#### **4.2.1.3. Freshmen perception toward the teaching and learning activities in the syllabus of EFIC, GRAFIC, DID courses in ED of UNJ**

The following are the data interpretation related to the findings of freshmen perception toward language skills subjects and the teaching and learning activities in the syllabus.



### A. *English for Interpersonal Communication* course

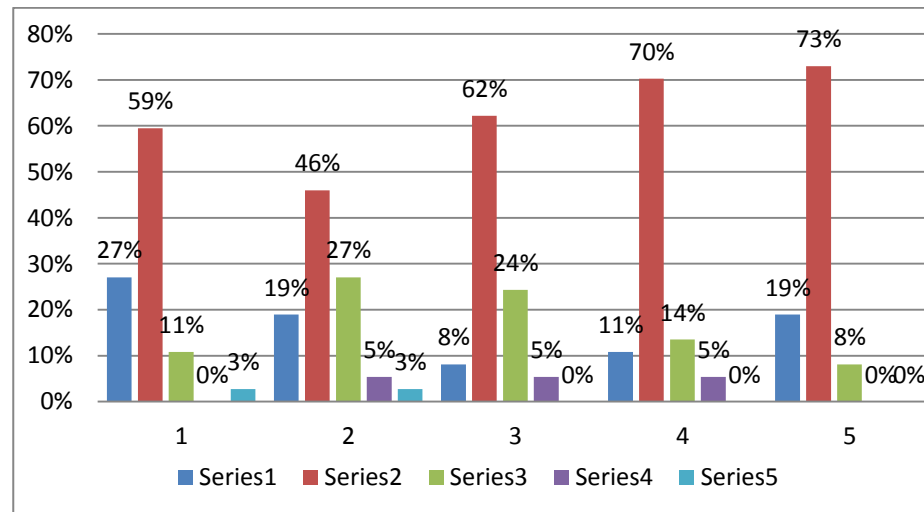


Figure 4.7 Data percentage of part III (EFIC)

For statement 22 “the teaching and learning activities of *English for Interpersonal Communication* course consist of lecturing, classroom discussion and group, observing, analyzing, evaluating, creating, associating, experimenting, and communicating in groups.” based on the chart percentage, 86% of students agreed to it. In contrast, 11% of students did not really agree with the statement.

For statement 25, “the teaching and learning activities are dominated by lecturing”, 65% of freshmen agreed to the statement. In contrast, 27% freshmen somewhat disagreed, 5% disagreed, 3% strongly disagreed to the statement. Statement 26, “students were actively involved in the teaching and learning activities”, 70% of freshmen responded positively to the statement. However, 24% of freshmen somewhat disagreed and 5% students disagreed with the statement.

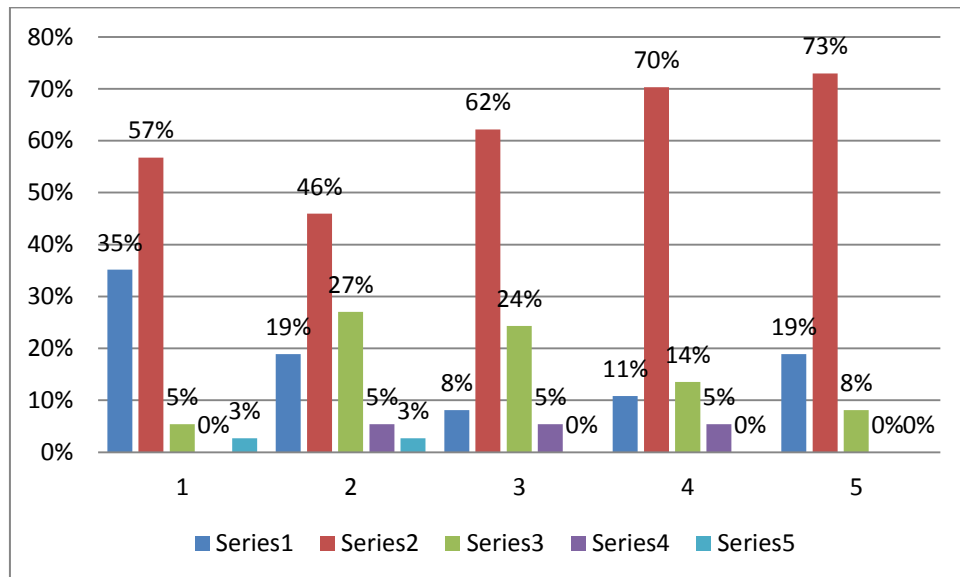
In the statement “teaching and learning activities have accommodated the learning styles of the students” (statement27), based on the data percentage, 81% of freshmen responded positively to the statement. However, 14% of freshmen somewhat disagreed and 5% freshmen disagreed with the statement.

For statement 28 “the teaching and learning activities appropriate to support students in understanding and applying the learning materials”, 92% of freshmen agreed to it. In contrast, 8% of freshmen stated that they somewhat disagreed with the statement.

From the chart percentage it can be conclude that most of the teaching and learning methods were used in *English for Interpersonal Communication* course based on the syllabus are discussion method (classroom discussion), assignment method (presentation) and explanation method (lecturing). However, based on the findings, it’s also shows that several lecturers only did several methods in the syllabus that is explanation and discussion method without assignment method. And the teaching learning activities in *English for Interpersonal Communication* course not too student-centered and also not too teacher-centered. The activities involved both of the students and lecturer, in terms that students have their chance to have the presentation of the topic and lecturer also play important role in explaining the topic to the students.

## B. English Grammar for Interpersonal and Social Communication

### course



4.8 Data percentage of part III (GRAFIC)

Statement 23 “the teaching and learning activities of *English Grammar for Interpersonal and Social Communication* course consist of observing, asking and responding to questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar.”, based on the chart percentage, 93% of freshmen agreed to it. In contrast, 5% of freshmen are somewhat disagree with the statement.

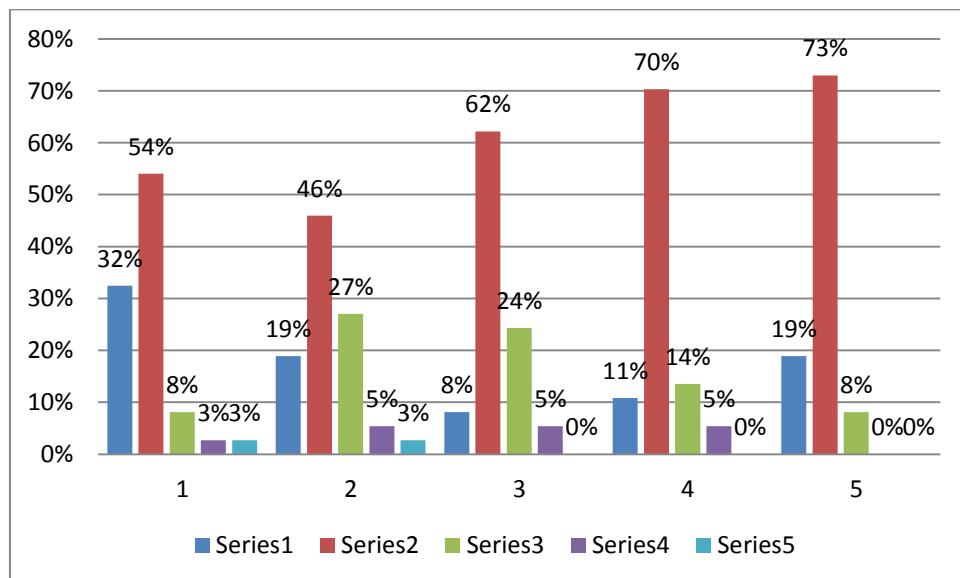
For statement 25, “the teaching and learning activities are dominated by lecturing”, 65% of freshmen agreed to the statement. In contrast, 27% freshmen somewhat disagreed, 5% disagreed, 3% strongly disagreed to the statement. Statement 26, “students were actively involved in the teaching and learning activities”, 70% of freshmen responded positively to the

statement. However, 24% of freshmen somewhat disagreed and 5% students disagreed with the statement.

In the statement “teaching and learning activities have accommodated the learning styles of the students” (statement27), based on the data percentage, 81% of freshmen responded positively to the statement. However, 14% of freshmen somewhat disagreed and 5% freshmen disagreed with the statement.

For statement 28 “the teaching and learning activities appropriate to support students in understanding and applying the learning materials”, 92% of freshmen agreed to it. In contrast, 8% of freshmen stated that they somewhat disagreed with the statement.

### *C. Diction in Discourse course*



4.9 Data percentage of part III (DID)

For the next statement that “the teaching and learning activities of *Diction in Discourse* course consist of lecturing, class discussion (analyzing and identifying), individual assignment (presentation).“(statement24) 76% of freshmen agreed to the statement. In contrast, 8% somewhat disagreed, 3% disagreed, and 3% strongly disagreed to the statement.

For statement 25, “the teaching and learning activities are dominated by lecturing”, 65% of freshmen agreed to the statement. In contrast, 27% freshmen somewhat disagreed, 5% disagreed, 3% strongly disagreed to the statement. Statement 26, “students were actively involved in the teaching and learning activities”, 70% of freshmen responded positively to the statement. However, 24% of freshmen somewhat disagreed and 5% students disagreed with the statement

In the statement “teaching and learning activities have accommodated the learning styles of the students” (statement27), based on the data percentage, 81% of freshmen responded positively to the statement. However, 14% of freshmen somewhat disagreed and 5% freshmen disagreed with the statement

For statement 28 “the teaching and learning activities appropriate to support students in understanding and applying the learning materials”, 92% of freshmen agreed to it. In contrast, 8% of freshmen stated that they somewhat disagreed with the statement.

Thus, in other words, freshmen unlikely agreed with the statement which said that teaching and learning activities involve the students actively.

It is supported by the interview findings below:

*“lebih membuat mahasiswa lebih aktif dalam kelas, jadi ga Cuma dosen menjelaskan dan kita ditanya sudah mengerti atau engga. Jadi lebih ke praktik juga di kelas”. (Student 2)*

#### 4.2.1.4. Freshmen perception toward the assessment and evaluation in the syllabus of *EFIC*, *GRAFIC*, *DID* courses in ED of UNJ

The following are the data interpretation related to the findings of freshmen perception toward language skills subjects and the assessment in the syllabus.

##### **A. English for Interpersonal Communication course**

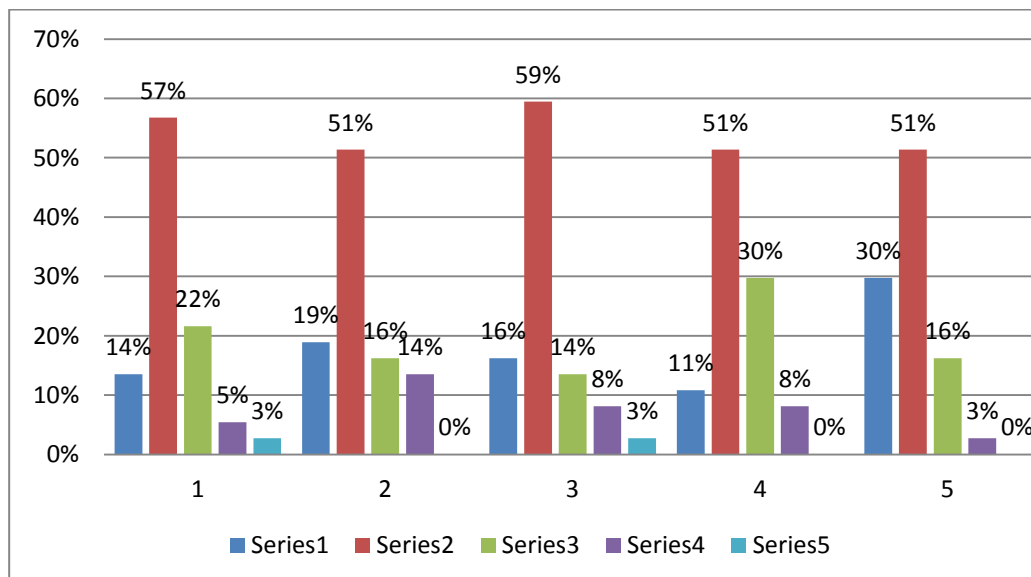


Figure 4.10 Data percentage of part IV (EFIC)

Based on the data percentage above, it can be seen that 71% of freshmen agreed with the twenty-ninth statement that “the test assessment conducted through multiple choice and essay questions (mid-term test) and quizzes which based on the syllabus.” However, 22% of freshmen somewhat disagreed, 5% freshmen disagreed, and 3% freshmen strongly disagreed with the statement.

70% of students agreed with the second statement that “the non-test assessment conducted through presentations, written assignment, and end-of-term academic paper.” (statement30) In contrast 16% of students stated that they did not really agree and 14% students did not agree with the statement.

For the next statement “presentations and written assignment are conducted to assessed students’ learning progress”, 75% of freshmen agreed to the statement. However, 14% of freshmen somewhat disagreed with the statement, 8% freshmen disagreed and 3% freshmen strongly disagreed with the statement.

For statement 32 “end-of-term academic paper is conducted to assessed students’ learning result”, 62% of students agreed with the statement. In contrast, 30% of freshmen somewhat disagreed and 8% freshmen disagreed with the statement.

For the 33 statement “the assessment methods are appropriate to assessed students’ learning progress and result”, 81% of students agreed to it. Meanwhile, 16% of students somewhat disagreed and 3% of students disagreed with the statement.

**B. English Grammar for Interpersonal and Social Communication course**

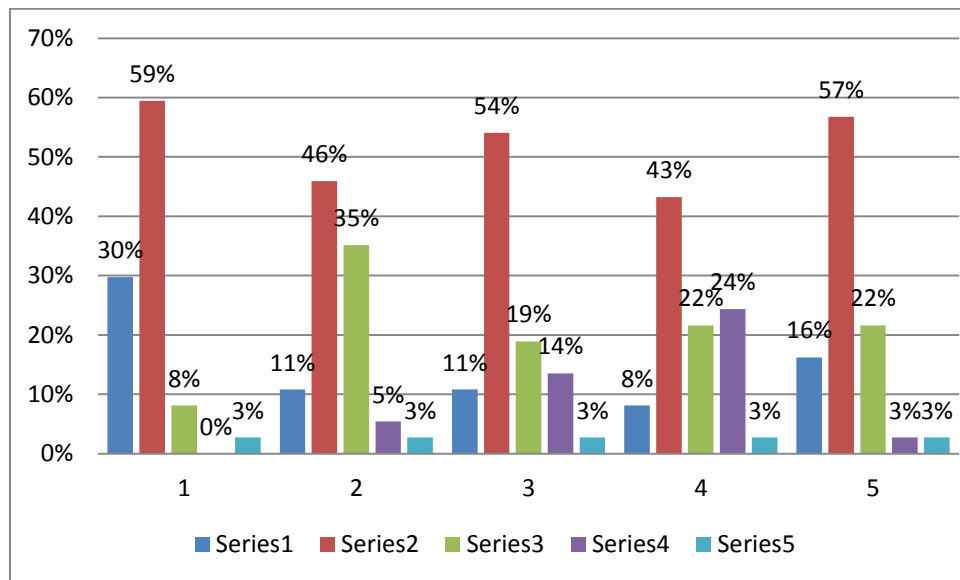


Figure 4.11 Data percentage of part IV (GRAFIC)

Based on the data percentage above, it can be seen that 89% of students agreed with the thirty fourth statement that “the test assessment conducted through multiple choice and essay questions (mid-term test) and quizzes which based on the syllabus”. However, 8% of students somewhat disagreed with the statement.

57% of students agreed with the thirty-fifth statement that “the non-test assessment conducted through presentations, written assignment, and



end-of-term academic paper”. In contrast 35% of students stated that they did not really agree, 5% students did not agree with the statement, and 3% freshmen strongly disagreed to the statement.

For the next statement “presentations and written assignment are conducted to assessed students’ learning progress”, 65% of students agreed to the statement. However, 19% of students somewhat disagreed with the statement, 14% freshmen disagreed and 3% strongly disagreed to the statement.

For statement 37 “end-of-term academic paper is conducted to assessed students’ learning result”, 51% of students agreed with the statement. In contrast, 22% of freshmen somewhat disagreed, 24% freshmen disagreed, and 3% freshmen strongly disagreed with the statement.

For the thirty-eight statement “the assessment methods are appropriate to assessed students’ learning progress and result”, 73% of students agreed to it. Meanwhile, 22% of students somewhat disagreed, 3% of students disagreed, 3% freshmen strongly disagreed with the statement.

### C. Diction in Discourse course

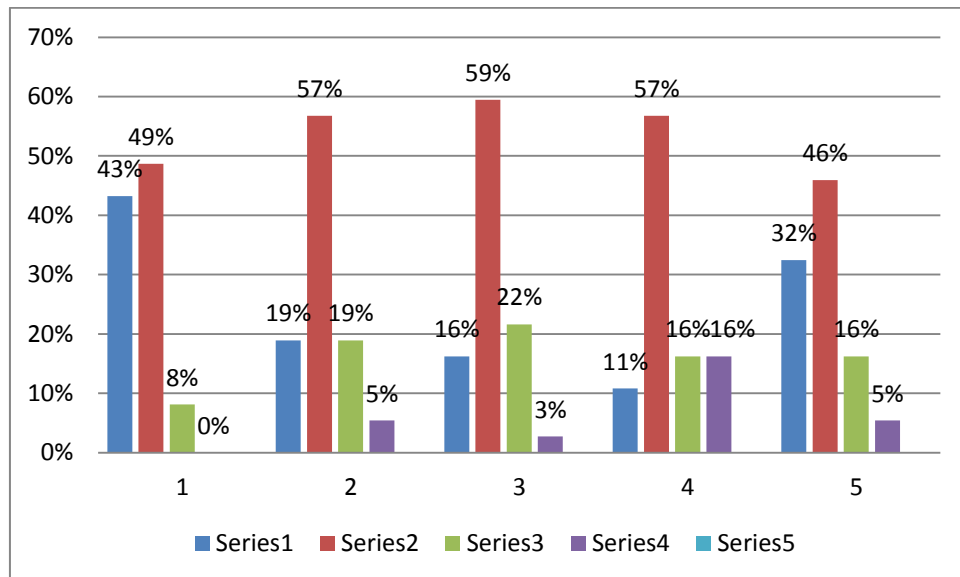


Figure 4.12 Data percentage of part IV (DID)

Based on the data percentage above, it can be seen that 92% of students agreed with the 39 statement that “the test assessment conducted through multiple choice and essay questions (mid-term test) and quizzes which based on the syllabus”. However, 8% of students somewhat disagreed with the statement.

76% of students agreed with the second statement that “the non-test assessment conducted through presentations, written assignment, and end-of-term academic paper”. In contrast 19% of students stated that they did not really agree and 5% students did not agree with the statement.

For the next statement “presentations and written assignment are conducted to assessed students’ learning progress”, 75% of students agreed

to the statement. However, 22% of students somewhat disagreed with the statement, and 3% freshmen disagreed.

For statement 42 “end-of-term academic paper is conducted to assessed students’ learning result”, 68% of students agreed with the statement. In contrast, 16% of freshmen somewhat disagreed and 16% freshmen disagreed with the statement.

For the last statement “the assessment methods are appropriate to assessed students’ learning progress and result”, 78% of students agreed to it, 16% of the freshmen somewhat disagreed, and 5% of freshmen disagreed with the statement.

From the three charts result above, students do not really agree with the statement which said “ the assessment methods are appropriate to assessed students’ learning progress and result”. As can be proved by interview findings:

*“ya harusnya lebih keterampilan selain... kan itu Cuma jawab-jawab soal, melatih knowledge nya doang. Competence skillnya itu harus ditingkatkan lagi, kaya mempergunakan grammar secara langsung kan itu untuk benar-bener interpersonal kan, berarti bagaimana menggunakannya sama orang lain harus benar-bener dipraktikin.” (Student 4)*

*“...pas saya belajar, kurangnya latihannya..” (Student 1)*