

## CHAPTER I

### INTRODUCTION

This chapter describes the background of the study, the problem identification, the research question, the purpose of the study, the scope and the significance of the study.

#### 1.1 Background of Study

The change of curriculum that happened to University in Indonesia in 2012 as adaption in *Kerangka Kualifikasi Nasional Indonesia (KKNI)* is produced by DIKTI that influences English Department in State University of Jakarta to make the change in the subjects' skill in English Department, State University of Jakarta. Whereas, for the last three years, the skill' subject was thought as separately/discrete, such as Reading, Listening, Writing, Speaking and Grammar which are merged as integrated skill. In English Department, State University of Jakarta, there are eleven subjects in integrated skill forms, two of all are 'English in Social Discourse and 'English for Social Communication' has been teaching since 2013.

The implementation of 'English for Social Communication' and 'English in Social Discourse' are hoped as the subjects of language skills which are contain macro skills (reading, listening, writing, speaking) and the micro skills (grammar, pragmatic, phonetic, etc) can make the learners rapidly gain a true picture of the richness and complexity of the English

Language as employed for communication (Oxford, 2001). Moreover, integrated language skill in learning process is making English becomes a real means of interaction and sharing among people and allows teachers to track students' progress in multiple skills at the same time (Oxford, 2001).

Integrated language skill is not only relate about the four skills as known as the macro skill but also the micro skills such as; pragmatic, grammar, phonetic, etc. It means lecturers should give the real situation in the class and blends all the skills in the one. For instance, teacher blends the listening skills with speaking skills or combines reading skills with writing skills. As cited in Akram & Malik (2010), Jing (2006) stated that the integration of four macro skills in once brings more advantages since in reality, there might be possibility for students to use those four language skill in once (Wulandari, 2015).

Segregated language skill is reflected in traditional ESL/ EFL programs that offer classes focusing on teaching language skill separately. Segregated language skills are the old style in learning language skills which separate the skills. It transforms into the subjects skills such as; Reading Skills, Listening skills, Speaking skills, and Writing skills. The instructors is focused and concentrated only in one skill. Moreover, it is hoped the learner mastered in one skill.

English for Social Communication as the one of transformation of integrated language skill subject that applied in English Department, State

University of Jakarta, is learned to understand and how to apply the English language as the tool for communication in society. It should be some skills are thought not only the macro skills but also the micro skills. The implement of this skill' subject is hoped to enlarge the students' skill in more than two skills in one time. Based on Canagarajah, 2005 and Jenkins, 2000 in an age when English has become a primary medium for international communication, most cross-cultural interactions take place between non-native speakers of English rather than between native and nonnative speakers. Then, the teaching two skills; speaking and listening as the way to communication or as representative skills is merged with the micro skills (grammar, pragmatic, phonetic, etc). It happens to English in Social Discourse whereas the students understand and analyze the discourse in the social by how to analyse the text. For the goal, the students have some abilities in some skills and also have the ability of communicative competence.

But, on the implementation in the field, these subjects that could be fulfilment of the specific requirements on the skills is still have many different perceptions between the lectures. The skills methods between integrated or discrete that should be primary target in teaching and learning process is still discussing between the lecturers. Then, there are some arguments of equal proportion of the skills that is taught by the lecturers for the students in the class. Because, the lecturers don't have any equal proportion in each skills in *RPKPS* on "English for Social Communication" and "English in social Discourse. The

other problem also appeared in materials that the lectures used in both of the subjects skill was same and overlapping with the subjects skill.

If the problem is continuously, the goal of English Department to get profile of graduates which have spoken and written English as their competencies will be difficult to achieve. Therefore, it is needed evaluation of the implementation of those skills subjects to increase the quality of teaching in English Department.

### **1.2 Problems Identification**

The research is to know the perceptions from the lecturers of English for Social Communication and English in Social Discourse of the implementations' those skills' subjects. The knowledge and lecturers' perception influence of learning process (*the syllabus, content, context, and evaluation*) is happened in the class. Based on Hinkel (Integrating The Four Skills: Current Perspective on Teaching the four skill, 2006) many L2 teachers and curriculum designers believe that integrated FL/L2 instruction can increase learners' opportunities for L2 purposeful communication, interaction, real-life language use, and diverse types of contextualized discourse and linguistic features, all of which have the goal of developing students' language proficiency and skills.

### **1.3 Research Question**

Based on the background of the study above, this study limited the discussion by stating the following research questions:

**1.3.1** What are the lecturers' perception towards implementation of "English for Social Communication" and "English in Social Discourse" at English Department, Faculty of Art and Language, State University of Jakarta?

- a. What is the lecturers' perception towards name of "English for Social Communication" and "English in Social Discourse"?
- b. What is the lecturers' perception towards *RPKPS* of "English for Social Communication" and "English in Social Discourse"?
- c. What is the lecturers' perception towards material of "English for Social Communication" and "English in Social Discourse"?
- d. What is the lecturers' perception towards teaching process of "English for Social Communication" and "English in Social Discourse"?
- e. What is the lecturers' perception towards evaluation of "English for Social Communication" and "English in Social Discourse"?

#### **1.4 The Purposes of The Study**

The research is purpose to get empirical data to evaluate the implementation of "English for Social Communication" and "English in Social Discourse" in English Department, State University of Jakarta. There are;

- a. To find out the lecturers' perception towards the use of name of "English for Social Communication" and "English Social Discourse".

- b. To find out the lecturers' perception towards the use of RPKPS of "English for Social Communication" and "English Social Discourse".
- c. To find out the lecturers' perception toward the use of material of "English for Social Communication" and "English in Social Discourse".
- d. To find out the lecturers' perception on teaching process of "English for Social Communication" and "English in Social Discourse".
- e. To find out the lecturers' perception on the evaluating process of "English for Social Communication" and "English in Social Discourse".

### **1.5 The Scope of The Study**

This study will be limited on finding lecturers' perception toward implementation "English for Social Communication" and "English in Social Discourse" at English Department, State University of Jakarta who were teaching and ever taught the subjects of "English for Social Communication" and "English in Social Discourse".

### **1.6 The Significance of The Study**

This study is expected to enrich the research finding perception toward implementation of "English for Social Communication" and "English in Social Discourse". In addition, the result of this study will give information about lecturers' perception toward implementation of

“English for Social Communication” and “English in Social Discourse” at English Department, State University of Jakarta. The different perception from lecture may reflected on the implementation of “English for Social Communication” and “English in Social Discourse” and the teaching and learning process during in the class.