CHAPTER IV

FINDINGS

In this chapter, the results of the study are presented. The chapter is divided into three main sections. The first section presents the data description, followed by findings to answer research questions about lecturers' perception of implementation of "English for Social Communication" and "English in Social Discourse" and lastly discussion on findings from the questionnaire, document analysis and interviews.

4.1. Data Description

The data were gained through two instruments which are questionnaire and deep interview. The participants of this study were 7 lecturers who are teaching and ever taught "English for Social Communication" and "English in Social Discourse".

The questionnaire was written in Indonesian in order to avoid misunderstanding and misinterpretation. Below the description of each statement in the questionnaire:

Part	Aspects	Number of question
Part 1	Identity of the respondent	1
The general questions	Name of the subjects skill	2
Part 2	RPKPS	3, 4
About the subjects	Teaching and learning activity	5,6,7,8,9,10,14, 23
	Material	11,12,13,24,25, 26, 27
	Assessment	15, 16, 17, 18, 19, 20, 21, 22
Lecturers opinion	Statement/ opinion towards the subjects	28, 29

Table 3.5.1 Questionnaire Form

But, for statement number 29 was dropped out. Because it was not valid after it had been checked out by the expert judgment.

The finding was described based on the content in the questionnaires, interview, and document analysis. The answered of the questionnaires also was attached with the interview data.

4.2. Findings

Findings of this study are divided into four parts which answer the main research question and each sub-research questions. The results are shown in percentage that have been tabulated and calculated (see Appendix) using simple frequency analysis. The data will divided in each subject "English for Social Communication" and "English in Social Discourse". There are five lecturers for "English for Social Communication" and two lecturers for "English in Social Discourse".

4.2.1 Lecturers' perception towards name of "English for Social Communication" and "English in Social Discourse"

The following chart below answered the sub-main research question of this study which is *"What is the lecturers' perception towards name of "English for Social Communication" and "English in Social Discourse" "?".*

No.	Subject Skill	Aspect	Question	Question's Answer
1.	English For Social Communication	Name	*Dari nama mata kuliah yang saya ajar, menurut saya, metode pengajaran mata kuliah tersebut adalah*	*Terintegrasi: 80% Terpisah: 20%*
2.	English In Social Discourse			*Terintegrasi: 100% Terpisah: 0%*

Table 4.2.1 Findings of Lecturers' perception towards name of "English for Social Communication" and "English in Social Discourse"

4.2.2 Lecturers' perception towards *RPKPS* of "English for Social Communication" and "English in Social Discourse"

The following chart below answered the sub-main research question of this study which is *"What is the lecturers' perception towards RPKPS of "English for Social Communication" and "English in Social Discourse" "?".*

No.	Subject Skill	Aspect	Question	Question's Answer
1.	English For Social Communication	*RPKPS*	*RPKPS Mata Kuliah Keterampilan yang Saya Ajar Memuat Diskripsi Metode Pengajaran Mata Kuliah Tersebut Secara*	*Terintegrasi: 100% Terpisah: 0%*
2.	English in Social Discourse			*Terintegrasi: 50% Terpisah: 50%*
3.	English For Social Communication		*Mata Kuliah Keterampilan yang Saya Ajar Memiliki RPKPS*	*Ya: 100% Tidak:0%*
4.	English in Social Discourse			*Ya: 100% Tidak:0%*

Table 4.2.2 Findings of Lecturers' perception towards *RPKPS* of "English for Social Communication" and "English in Social Discourse"

Based on the Table 4.2.2 respondents in "English for Social Communication" chose they have *RPKPS* (study guide) for their teaching and chose on the statements integration language skill is written on the *RPKPS.* It was proved by the statements;

> *"Kalau saya mengajar lebih menggabungkan dua skill seperti reading dengan writing atau listening-writing, bisa seperti itu. Kalau mengajar memang tidak bisa satu skill saja misal reading aja pasti ada unsure speakingnya juga." (Interviewee 2)*

Based on the table 4.2.2, 2 respondents in "English in Social Discourse" have RPKPS for their teaching and one of them chose integration language skill is seen on the *RPKPS* but another one chose discrete is seen in *RPKPS.*

> *"Iya, dari awal sudah terintegrasi empat skill."(Interviewee 3)*

4.2.3 Lecturers' perception towards material of "English for Social Communication" and "English in Social Discourse"

The following table below answered the sub-main research question of this study which is *"What is the lecturers' perception towards material of "English for Social Communication" and "English in Social Discourse"?*

No.	Subject Skill	Aspect	Question	Question's Answer
1.	English For Social Communication	Material	*Saya memilih materi teks tertulis dan lisan melalui teks autentik dari sumber autentik*	*Ya: 100% Tidak: 0%*
2.	English in Social Discourse			*Ya: 100% Tidak:0%*
3.	English For Social Communication		*Saya memilih materi teks tertulis dan lisan dari buku teks pelajaran bahasa Inggris*	*Ya: 20% Tidak:60% Tidak Menjawab:20%*
4.	English in Social Discourse			*Ya: 0% Tidak: 100%*
5.	English For Social Communication		*Saya memilih materi teks tertulis dan lisan dari sumber digital (website, youtube, news, VCD pembelajaran bahasa Inggris, dll*	*Ya: 100% Tidak:0%*
6.	English in Social Discourse			*Ya: 100% Tidak:0%*
7.	English For Social Communication		*Kelebihan dari pembelajaran bahasa Inggris secara descrete adalah siswa menguasai bentuk-bentuk bahasa*	*Ya: 60% Tidak: 40%*
8.	English in Social Discourse			*Ya: 100% Tidak:0%*
9.	English For Social Communication		*Pola keterampilan descrete menekankan pada akurasi bentuk (contoh, bisa menggunakan article sesuai dengan penggunaanya)*	*Ya: 40% Tidak:40% Tidak Menjawab:20%*
10.	English in Social Discourse			*Ya: 100% Tidak:0%*
11.	English For Social Communication		*Pola keterampilan Terintegrasi menekankan pada akurasi dari makna(contoh: Mahasiswa dapat mengetahui, mengingat, dan menggunakan Receptive Skills dan menganalisa,*	*Ya: 40% Tidak:20% Tidak Menjawab:40%*
12.	English in Social			*Ya: 100% Tidak:0%*

	Discourse		*mengevaluasi, dan membuat Productive skils dengan menggunakan tata bahasa yang sesuai dengan konteks penggunaanya)*	
13.	English For Social Communication		*Saya menemukan topik atau materi yang sama antara mata kuliah keterampilan satu dengan yang lain.*	*Ya: 80% Tidak:0% Tidak Menjawab:20%*
14.	English in Social Discourse			*Ya: 100% Tidak:0%*
15.	English For Social Communication		*Meskipun saya mengajarkan topik yang sama pada dua mata kuliah yang mirip, namun saya memilih teks yang berbeda sesuai dengan tingkat kesulitan bahasa, fungsi dan struktur*	*Ya: 80% Tidak:0% Tidak Menjawab:20%*
16.	English in Social Discourse			*Ya: 100% Tidak:0%*

Table 4.2.3 Findings of Lecturers' perception towards material of "English for Social Communication" and "English in Social Discourse"

Based on the table, 5 respondents of "English for Social Communication" have various answers for the materials in their subject. But, all of respondents chose took the materials (written and unwritten) from website, YouTube, and even CD of English learning. It was proved by the statement from one respondent.

"Paling misalnya tidak semua pakai listening yang menggunakan kaset tapi ada sih yang pakai youtube."(Interviewee 2)
"..... tapi saya juga menambahkan dari internet disamping itu juga bisa dari saya atau mahasiswa"(Interviewee 3)

Based on the table, 2 respondents of "English in Social Discourse" have various answers for the materials in their subject. But all of respondents chose took the materials (written and unwritten) from website, YouTube, and even CD of English learning.

"Saya mengambil dari youtube"(Interviewee 3)

Also the respondents in "English in Social Discourse" found the same topic for the material in the differences subjects' skills.

"Hm, hm dengan English for Media. Itu pun itu sudah tumpang tindih kayak advertisement. Di English in Social Discourse dengan English for Media menggunakan teks yang sama. Dan kita tidak menyadari itu baru menyadari setelah mata kuliah berlangasung."(Interviewee 1)

4.2.4 Lecturers' perception towards teaching and learning process of "English for Social Communication" and "English in Social Discourse"

The following chart below answered the sub-main research question of this study which is *"What is the lecturers' perception towards teaching process of "English for Social Communication" and "English in Social Discourse"?"*

No.	Subject Skill	Aspect	Question	Question's Answer
1.	English For Social Communication	Teaching-Learning Process	*Saya mengajar mata kuliah keterampilan tersebut secara terintegrasi*	*Ya: 100%* *Tidak: 0%*
2.	English in Social Discourse			*Ya: 100%* *Tidak:0%*
3.	English For Social Communication		*Jika menjawab 'ya' pada no.5, keterampilan yang saya integrasikan adalah*	*Reading dan Writing:0% Speaking dan Listening: 0% Keduanya: 100%*
4.	English in Social Discourse			*Reading dan Writing:0% Speaking dan Listening: 0% Keduanya:100%*
5.	English For Social Communication		*Menurut saya, penyampaian mata kuliah keterampilan dengan metode Terpisah (Discrete) sesuai dengan kondisi kelas dan lebih mudah untuk kegiatan belajar dan mengajar dibandingkan dengan metode keterampilan Terintegrasi.*	*Ya: 40%* *Tidak:60%*
6.	English in Social Discourse			*Ya: 0%* *Tidak: 100%*
7.	English For Social Communication		*Menurut saya, penyampaian mata kuliah keterampilan dengan metode Terintegrasi sesuai dengan kondisi kelas dan lebih mudah untuk kegiatan belajar dan mengajar dibandingkan dengan metode keterampilan Terpisah (discrete).*	*Ya: 60%* *Tidak: 40%*
8.	English in Social Discourse			*Ya: 100%* *Tidak:0%*
9.	English For Social Communication		*Saya mengajar mata kuliah keterampilan dengan menggunakan konteks sesuai dengan nama mata kuliahnya (contoh: English Bussiness communication konteksnya adalah bisnis)*	*Ya: 100%* *Tidak: 0%*
10.	English in Social Discourse			*Ya: 100%* *Tidak:0%*
11.	English For Social		*Saya mengajarkan keterampilan bahasa Inggris secara…..*	*Individual:0% Berpasangan:0%*

	Communication			Berkelompok:0% Ketiganya:100%
12.	English in Social Discourse			Individual:0% Berpasangan:0% Berkelompok:50% Ketiganya:50%
13.	English For Social Communication		Saya mengajarkan mata kuliah keterampilan dengan mengintegrasikan subjek lain (cth. ELTM, Vocabulary, Grammar, ESP)	Ya: 80% Tidak:0% Tidak Menjawab:20%
14.	English in Social Discourse			Ya: 100% Tidak:0%

Table 4.2.4 Findings of Lecturers' perception towards teaching and learning process of "English for Social Communication" and "English in Social Discourse"

Based on the charts, 5 respondents of "English for Social Communication" have various answers for the teaching process in their subject. But, all of the lecturers in this subject have chosen opinion for integrated language skill in their teaching process. It was proved by the interview data;

> *"Kalau saya mengajar lebih menggabungkan dua skill seperti reading dengan writing atau listening-writing, bisa seperti itu. Kalau mengajar memang tidak bisa satu skill saja misal reading aja pasti ada unsure speakingnya juga."(Interviewee 2)*

The lecturers also taught the subject as on the context on the subject skill.

It was appropriate with the interview data;

> *"Kalau saya. begini awalannnya kenapa namanya ESC. Sebenanarnya bukan keterampilan reading saja, for the sake of reading bukan speaking, for the sake of speaking. Tapi,itu lebih dikaitkan kepada bagaimana mereka bersosialisasi. Misalnya; reading, reading apa? Reading hmm announcement. Jadi lebih pada membaca tapi ada fungsinya. Jadi, bukan keterampilan membaca saja tapi keterampilan apa yang bisa digunakan mahasiswa itu bersosialisasi bisa speaking, reading, writing, listening pada saat bersaamaan."(Interviewee 2)*

Based on the charts, 2 respondents of "English in Social Discourse" chose taught the subject skill as integrated language skill. They link the other skill with the other examples; reading-writing or speaking-listening. The lecturer also explained;

> *".... ada dua skillsnya bahkan mungkin beberapa skills. Kayak mereka pake representative in English jadi mereka udah pasti speaking dan semua anak pasti dapat karena mereka presentasi…... Kemudian listening tidak terlalu mereka hanya mendengarkan temannya berbicara namun tidak langsung from native speakers. Jadi ketika berbicara speking dan listening. Reading juga mereka otomatis membaca teks.*

Kemudian writing ketika mereka menulis analisis dalam bahasa Inggris. Semua skill itu main, masuk semuanya terintegrasi."(Interviewee 1)

Although the listening is not from the native speaker but the students also get the listening skill with hear and listen their friend speaking while they presentation and the lecturer explanation. Then, the lecturers are teaching the subject skill as the context. It was proved with the interview

"... kalo saya dan dosen parallel sekarang mengidentifikasi ESD itu berarti konteksnya yang bermain. Konteks dalam teks. Jadi, konteks misalnya social-sosial, seperti misalnya kita membicarakan tentang kenakalan remaja dalam argument teks jadi kita main kekonteksnya....."(Interviewee1)

But, from the teaching style that used both of the lecturers are different. Because the learning style is depend on the lecturers self. The another lecturer who choose making group while the teaching and learning process said;

"Itu (proses learning didalam kelas) pada kelompok, jika individu agak berat ya."(Interviewee 1)

4.2.5 Lecturers' perception towards evaluation of "English for Social Communication" and "English in Social Discourse"

The following chart below answered the sub-main research question of this study which is *"What is the lecturers' perception towards evaluation of "English for Social Communication" and "English in Social Discourse"?"*

No.	Subject Skill	Aspect	Question	Question's Answer
1.	English For Social Communication	Evaluation Process	*Saya memberikan penilaian (assessment) pada hasil belajar mahasiswa dilihat dari keterampilan mereka secara....*	*Ya: 100%* *Tidak: 0%*
2.	English in Social Discourse			*Ya: 50%* *Tidak:50%*
3.	English For Social Communication		*Saya dalam hal memberikan penilaian pada UTS mahasiswa sama dengan dosen kelas paralel lainnya*	*Ya: 80%* *Tidak: 20%*
4.	English in Social Discourse			*Ya: 0%* *Tidak: 100%*
5.	English For Social Communication		*Saya dalam hal memberikan penilaian pada quiz*	*Ya: 0%* *Tidak: 100%*

6.	English in Social Discourse		*mahasiswa sama dengan dosen kelas paralel lainnya*	*Ya: 50%* *Tidak:50%*
7.	English For Social Communication		*Saya dalam hal memberikan penilaian pada UAS*	*Ya: 100%* *Tidak:0%*
8.	English in Social Discourse		*mahasiswa sama dengan dosen kelas paralel lainnya*	*Ya: 100%* *Tidak:0%*
9.	English For Social Communication		*Jika ada jawaban 'tidak' pada poin 18-20, alasannya saya:*	*Tidak Ada Koordinasi:17%* *Waktu Yang Mendesak:17%* *Tidak Tercantum Bentuk Penilaian Didalam RPKPS:33%* *Alasan Lainnya:33%*
10.	English in Social Discourse			*Tidak Ada Koordinasi:34%* *Waktu Yang Mendesak:33%* *Tidak Tercantum Bentuk Penilaian Didalam RPKPS:33%* *Alasan Lainnya:0%*
11.	English For Social Communication		*Saya memberikan penilaian pada mahasiswa dengan cara*	*Pilihan Ganda:0%* *Benar-Salah:0%* *Memasangkan:0%* *Portofolio:40%* *Tidak Menjawab:60%*
12.	English in Social Discourse			*Pilihan Ganda:40%* *Benar-Salah:20%* *Memasangkan:20%* *Portofolio:20%*
13.	English For Social Communication		*Saya memberikan penilaian kepada mahasiswa dengan cara*	*Personal Feedback:25%* *Group Feedback:33%* *Pair Feedback:17%* *Public Feedback:25%*
14.	English in Social Discourse			*Personal Feedback:20%* *Group Feedback:40%* *Pair Feedback:20%* *Public Feedback::20%*
15.	English For Social Communication		*Sukses dalam pembelajaran bahasa Inggris dapat dicapai ketika pembelajar dapat berkomunikasi dengan bahasa Inggris di dalam dan di luar kelas*	*Ya: 100%* *Tidak: 0%*
16.	English in Social Discourse			*Ya: 100%* *Tidak:0%*

Table 4.2.5 Findings of Lecturers' perception towards evaluation of "English for Social Communication" and "English in Social Discourse"

For the assessment all respondents of "English for Social Communication" chose for giving assessment as integrated language skill. It was appropriate with the interview data;

> *"Assessmentnya itu empat-empatnya bisa. Eh, paling tiga ya…. Kalo listening susah sekali, paling tiga. Misalnya reading, writing, speaking."(Interviewee 2)*

For assessment on the Quiz (daily test) test the lecturers don't do together with the other lecturers. Based on the interview data, the lecturer said;

> *"Disini saya tidak memberikan kuis tapi saya memberikan tugas presentasi dengan melihat struktur teks, isi teks itu pun ada yang… masih.. sebenarnya separo matang untuk memahami isi teks macam-macam."(Interviewee 3)*

But, the data for UTS (mid-term test) and UAS (final test) was deferent. The lecturer who chosen *YA* for UTS (mid-term test) said;

> *"Iya kerjasama dengan dosen. Keseluruhannya dari mulai UTS sampai UAS sama kami menggunakan soal yang sama"(Interviewee 3)*

So, time for doing UTS (mid-term test) and UAS (final test) is the one of some factors and reasons why the lecturers have the same way for assessment on UTS (mid-term test) and UAS (final test).

Based on the table, 2 respondents of "English in Social Discourse" have different perception about giving assessment. The another lecturer who chose segregated language skill for giving the assessment said;

> *"Assessment itu saya dsicrete jatuhnya itu yang saya bingung. Jadi dikelas kita integrated didalam sehari-hari tapi ketika ujian/assessment itu discrete karena mau nggak mau ujiannya tertulis." (Interviewee 1)*

For giving assessment on Quiz (daily test) the lecturers have different perception. But on UTS (mid-term test) they have same chosen, they didn't work together on giving assessment on UTS (mid-term test). And, they arranged together the assessment for UAS (final test). Then, the interview data said;

> *"Iya kerjasama dengan dosen. Keseluruhannya dari mulai UTS sampai UAS sama kami menggunakan soal yang sama." (Interviewee 3)*

4.2.6 The condition of lecturers during the teaching-learning process

In here, the lectures showed the condition on teaching-learning process in "English for Social Communication" and "English in Social Discourse"

Pernyataan berikut sesuai dengan kondisi saya	Lecturers' Responses	
	English for Social Communication	English in Social Discourse
Saya mempelajari cara atau teknik mengintegrasikan keterampilan di kelas (cth: content based, task-based, atau kombinasi keduanya)	31.3%	25.0%
Saya merefleksikan pendekatan terkini dan mengevaluasi keterampilan secara terintegrasi	25.0%	12.5%
Saya memilih materi intruksional, buku teks dan teknologi yang mendukung integrasi keterampilan mendengar, membaca, berbicara dan menulis, syntax, perbendaharaan kata, dsb.	18.8%	25.0%
Meskipun nama mata kuliah yang saya ajar hanya mengacu pada satu jenis keterampilan, namun memungkinkan bagi saya untuk mengintegrasikannya dengan keterampilan lain melalui latihan yang tepat.	6.3%	25.0%
Saya mengajar strategi pembelajaran bahasa dan menekankan bahwa strategi tersebut dapat memperkuat performa dalam berbagai keterampilan bahasa.	18.8%	12.5%
Total	100.0%	100.0%

Table 4.2.6 The condition of lecturers during the teaching-learning process in English for Social Communication and English in Social Discourse

4.2.7 Findings on in-depth interview

Some lecturers have been agreed as the interviewee for data needed in this research have various perceptions about the subjects' skill. Some different perceptions also appeared during the interview. It is because they had different background.

During interview the researcher found some perceptions on "English for Social Communication" and "English in Social Discourse". The first, on the

macro skill or micro skill that the lecturers teach is needed to have the proportion.

So, the lecturers know towards macro skill or micro skill that the lecturers should

teach.

> *"Nah itu dia saya miss itu. Disini saya lebih menekan pada membaca dan menulis. Untuk listening nya masih sedikit. Speakingnya pun hanya pada saat mereka presentasi Jadi tidak ada micro skill yang lebih rinci diangkat."(Interviewee 3)*
> *"..... cuma jika ditanya untuk tahu fokusnya dimana itu agak sulit sih. Maksud saya begini ketika berbicara focus berarti kita berbicara tentang apa yang ditekankan artinya prosi yang paling banyak. Nah, sampai saat ini saya belum menghitung-hitung. Misalnya reading berapa kali pertemuan, berapa kali jam, listening juga berapa kali itu tidak bisa seperti itu."(Interviewee 2)*
> *"Jadi pertama kan saya terbiasa discrete dan sekarang integrasi yang jadi kesulitan adalah menentukan porsi mana yang harus menjadi dominan untuk penentu akhir."(Interviewee 2)*

The next, although some lecturers doesn't have a problem with the naming

of these subjects but there is a different perception came out from a lecture;

> *"Yang jadi permasalahannya adalah apa ya? Ya social communicatin itu penamaan social communication. Karena gini Bahasa Inggris kan tidak dipisah-pisah begitu. Maksudnya bahasa inggris social Memang sih ada bukunya bahwa kita bisa belajar bahasa inggris untuk social. Cuma maksud saya begini, maksud yang ingin saya katakn gini kalian kan belajar dalam tingkat S1 yang harusnya pandai berbaasa dong berbahasa Inggris artinya yang ditekankan itu bahasa Inggrisnya. Nanti kalo sudah paham bahasa inggrisn mau ditempatkan disosial mana kek, mana kek harusnya bisa."(Interviewee 2)*

Even though there is a different perception between the lectures about the

naming of the subjects' skill but most of them don't have any problem with the

integrated method or segregated/discrete method.

> *"Masing-masing punya kekuatannya ya.. Jadi memang kalau menurut saya, kita tidak usah terlalu fanatik terhadap discrete atau integrated. Tapi porsinnya dimainkan secara balancenya.dimana discrete itu perlu jika memang diperlukan jadi kalau misalnya tdak ada masalah pada discrete kenapa kita harus menekankan pada discrete lagi."(Interviewee 3)*
> *"Cuma kalau saya gini kita mempermasalahkan discrete sih? Kenapa kita mempermasalahkan discrete sama integrasi. Discrete saja kan kita membacakan tidak hanya membaca saja tok tapi kan ada speaking disitu kadang ada writing juga bener gak ketika diajarkan discrete misalnya reading one, reading two pasti ada gitu-gitunya juga kan? Jadi maksud saya disitu justru bisa kita ngukur jadi readingnya dimana, speaking dimana? Speaking juga nggak speaking ngomong mulu speaking juga ada bacanya. Bagaimana kita bisa ngomong kalau nggak baca dulu. Kalau saya sih tidak permasalahkan integrated dan juga discrete."(Interviewee 2)*

There is the perception from a lecture for the using same material or topic

that taught on the class.

"Jadi kalo kita menggunakan teks berita nanti akan tumpang tindih dengan English for Media. Cara menganalisis dari social function, generic structurenya apa sama language featurenya apa. Kalau teksnya selalu sama. Nah, pada akhirnya menimbulkan kebosanan karena selalu menggunakan jenis teks yang sama. Selama 24 kali meetings menggunakan teks yang berulang-ulang, jenis teks yang berulang-ulang. Itu sih kendalanya."(Interviewee 1)

But, there is a difference perception between the lectures.

"Kalau ngomongin tumpeng tindih di pelajaran Bahasa. Itu perlu. Tumpang tindih nggak terlalu masalah itu mungkin justru menguatkan lagi, menguatkan lagi."(Interviewee 2)

Then, a lecture also explained about the factors in the differences on the out-come of students.

"Iya padahal ini dari RPKPS yang sama. Karena memang background knowledge dari masing-masing dosen parallel pun berbeda. Dan juga experience, saya disini baru pertama kali dalam mengajar mata kuliah ini. Termasuk kondisi kelas satu sama lain berbeda. Kelas satu saya tanyain diam padahal saya sudah banyak sendiri. Ada kelas yang tanpa saya pandu sudah ramai (bertanya)." (Interviewee 1)

4.2.8 Findings towards Analysis of *RPKPS*

Unfortunately, the writer could not find *RPKPS* "English for Social Communication".

In *RPKPS* of "English in Social Discourse" described the plan of study for this subject's skill. The integrated language skill was explained explicitly;

"....students are expected to have the ability to describe issues and situations, give facts, compare and contrast, express, personal opinions and thoughts, express interests, draw inferences, and summarize spoken and written texts in social contexts...."(RPKPS of English in Social Discourse)

The plan of this subjects' skill also described the aim of the subjects' skill, the material, CEFR level, materials, course learning outcomes, references, and the evaluation process.

4.3. Discussion

The answer for the first sub-main research question *What is the lecturers' perception towards name of "English for Social Communication" and "English in Social Discourse"?* is integrated language skill. 80% lecturers' "English for

Social Communication" and 100% lecturers' "English in Social Discourse" chose integrated language skill was seen on the name of those subjects skill.

The answer for the second sub main research question *What is the lecturers' perception towards RPKPS of "English for Social Communication" and "English in Social Discourse"?* The answer is integrated language skill. 100% the lectures' "English for Social Communication" and 100% lecturers' "English in Social Discourse" answer they have RPKPS and the integrated method is used in RPKPS. It is supported by the document analysis on RPKPS which the lecturers used;

> *"....students are expected to have the ability to describe issues and situations, give facts, compare and contrast, express, personal opinions and thoughts, express interests, draw inferences, and summarize spoken and written texts in social contexts...."(RPKPS of English in Social Discourse)*

The answer for the third sub-main research question *What is the lecturers' perception towards material of "English for Social Communication" and "English in Social Discourse"?* The answer is the authentic material was used during teaching and learning process. It is proved by the answers of questionnaire, interview, and, data analysis. Even though, the responses are various but 100% lecturers' "English for Social Communication" and "English in Social Discourse" chose the authentic material as the material which was used during teaching and learning process. It is appropriate with Oxford (2001) who said Integrating the language skills also promotes the learning of real content, not just the dissection of language forms.

The answer for the fourth sub-main research question *What is the lecturers' perception towards teaching-learning process of "English for Social*

Communication" and "English in Social Discourse"? The answer is integrated language skill was used in the classroom. It is proved by the answers of questionnaire, interview, and data analysis. 100% lecturers' "English for Social Communication" and "English in Social Discourse" was used integrated language skill while teaching and learning process. Then, the lecturers are teaching the students by making group, individually, and making pairs in "English for Social Communication"(100%) and "English in Social Discourse" (50%). The lecturer also gives statements during the interview;

> *IR: Menunurut ibu di dalam pengajaran mata kuliah ini. Theme based atau task based?*
> *IE: Saya task based*
>
> *(Interviewee 3)*

Because, integrated language skill, whether found in content-based or task-based language instruction or some hybrid form (Oxford, 2001).

The answer for the fifth sub-main research question *What is the lecturers' perception towards evaluation of "English for Social Communication" and "English in Social Discourse"?* The answer is integrated language skill was applied in the evaluation. It is proved by the answers of questionnaire, interview, and, data analysis. 100% lecturers' "English for Social Communication" and 50% "English in Social Discourse" chose integrated language skill in evaluation for the end the teaching and learning process. The lecturers also give assessment in multiple choice in "English for Social Communication" and portfolio in "English in Social Discourse". They also use group feedback in "English for Social Communication" and "English in Social Discourse". Then,

100% lecturers' "English for Social Communication" and "English in Social Discourse" chose in the statement the success in the English language learning can be got while the learners communicate using English language inside and outside the class room. Because the real world of language uses in whole language not only the integration of one or more skills, but connections between languages (Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, 2000).

As seen on the explanation of the answer of the sub-main questions research, the answer of the main research *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?* The answer is integrated language skill was used by the lecturers of English for Social Communication" and "English in Social Discourse" in the name, plan, and the whole of teaching and learning process, and evaluation. Also, the lecturers used authentic material during the teaching and learning in the classroom. The answer is based on the data from questionnaire and in-depth interview, and data analysis.