CHAPTER I
INTRODUCTION

This chapter reveals the background of the study, problem identification, the research questions, the purpose of the study, the scope of the study and the significance of the study.

1.1   Background of The Study

Larsen-Freeman and Long (1991) stated, "English, a second language for most of the people of the world, has increasingly become the international language for business and commerce, science and technology, and international relations and diplomacy (p. 1)." Crystal (2000) estimated that 1.5 billion (or one in four) of the world.

Unfortunately, in the contemporary world of second and foreign language teaching, most professionals largely take it for granted that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading, and writing, and usually arranged in this order. The continual separation of the four skills lies at the core of research and testing in speaking, listening, reading, and writing. In example, the primacy of speaking skills has remained unquestioned, for almost the entire past century, since the rise and preeminence of structural linguistics in second and foreign language teaching (Hinkel, 2007).

As Larsen-Freeman (2000) suggests "There is no single acceptable way to go about teaching language today." However, it is goc

suitable one that best reflects current practices. This means language lecturers

should always employ the up to date method of language teaching. They should base their practice on the nature of language and the purpose of language teaching. That is to say language is learnt through practice and the purpose of language teaching is to make the learner communicatively competent. For example, nowadays integrated skills practice is an effective and the most widely used practice. With regard to this, it is possible to integrate the main language skills, traditionally listed, (listening, speaking, reading and writing) and language elements (vocabulary and grammar) Atkins, Hailom, and Nuru (1996); Davis and Pearse (2000); Widdowson (1978) and McDonough and Shaw (1993).

The concept of integrated skills teaching is defined in a number of different ways in the perspective of English as a second or as a foreign language teaching. But according to Richards, Plat and Weber (1985: 144) cited in McDonough and Shaw (1993) "it is the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing." This implies that it is good to create conducive classroom environment where all language skills are practiced at a time within a common topic. Integrated skills teaching is the linking of the language skills (listening, speaking, reading and writing) to the purpose of real communication. As Harmer (1991) states, when we use one skill there is a need to use another skill because one cannot speak if he or she does not listen carefully in conversation. He further explains that the use of one skill leads to the use of many different skills. A teacher may focus on one particular skill and at a

certain stage he or she may want students to shift to one or more of the other skills.

In Indonesia, the government has placed the teaching and learning of English high on its agenda due to the fact that English plays an important role in international business, communication, technology, education, and travel. Improving the population's English competency is seen as a key component in the government's campaign to transform Indonesia into an international business destination. Students who learn English as a second language will be able to take part in international affairs and join international organizations Indonesian government through *DinasPendidikanTinggi* (*DIKTI*) had announced a policy named*Kerangka Kualifikasi Nasional Indonesia (KKNI).KKNI* contains stages framework of competencies that is used as a reference for curriculum development in higher education (Solikhah, 2015).Indonesian higher educations designed their curriculum to fit with *KKNI*. It is assumed can help the higher education to produce the quality of their graduates. In order to produce the quality graduates, English Language study programs follow the policy.

As the implementation of the policy in language teaching, English Language Education Study Program and English Language Literature Study Program in Universitas Negeri Jakarta transformed their curriculumespecially by integrating discrete skill subjectsto integrated skills subjects. In few years ago, many skills were taught separately or discretely, such as Reading, Listening, Writing, Speaking and Grammar has beenreplaced into some integrated skills subjects. There are eleven subjects utilize integrated skills learning. These

subjects are required to be taken by students in various semesters.These subjects not only integrate four skills as known as the macro skill but also the micro skills such as; pragmatic, grammar, phonetic, etc in the various themes. It means lecturers should give the real situation in the class and blends all the skills in the one. In example, *English in Academic Discourse*which using skills integration approachlearning contains macro skills and the micro skills in academic theme.

In fact, the implementation of the integrated language skills learning is an interesting topic to be investigated.There are many studies have investigated the related topic:Jing (2006) notes that a combination of activities involving different skills enhances the focus on realistic communication, which makes the students be more motivated and more involved and engaged enthusiastically in classroom activities. Moghadam & Adel (2011) conclude that integrated language skills learning in teaching language whereby all variables work together helps learners develop communicative competence and through the developing of competences, and it reduces their level of stress and anxiety by engaging them in real communication of ideas rather than mechanical practice of skills and components (Tajzad & Namaghi, 2014). Then, it was revealed that the integrated language skills learning promote the use of authentic language to English language learners and challenges the learners to interact naturally in the language (Aydogan & Akbarov, 2014) and it encourages simultaneous use of all the language skills (Tajzad & Namaghi, 2014).

Moreover, Drivoka (2015) recently added the perception towards the implementation of integrated learning in *UNJ*. It investigated the lecturers and

students' perceptions in several theme-based course: bussines, interpersonal and social in ELE-SP in *UNJ*. Integrated language skills learning gain some positive responses in helping them in better understanding related to the course. Despite of those studies, there are still many uncovered areas related to the topic, especially lecturers' perception in academic course.

1.2   Problem Identification.

Lecturers are directly responsible for teaching and learning processes. They are also responsible in the implementation of skill subject. The implementation means they also have to design the skill subjects, including RPKPS, material, assesment, evaluation. Those are shorten into a term of "teaching". Since the implementation will replace the previous learning, lecturers' perception is important in leading the teaching practices of those skills subjects.Based on the background, this study will be focused on the lecturers' perception towards the implementation of integrated language skills learning on teaching practices of *English in Academic Discourse* at *English Language Education* and *English Language Literature Study Programs* of *Universitas Negeri Jakarta*.

1.3   Research Questions

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

1.3.1 How are the lecturers'perceptions towards the implementations of integrated language skills are represented on teaching of *English in Academic*

Discourse at English Department, Faculty of Language and Art, Universitas Negeri Jakarta?

In order to help the researcher collect the answer from research questions clearly, the researcher splits it down into subquestions:

a. What are lecturers'perception toward the implementation of integrated language learning skills on method applied in EAD classroom?

b. What are lecturers'perception toward the implementation of integrated language learning skills on classroom activity applied in EAD classroom?

c. What are lecturers'perception toward the implementation of integrated language learning skills material applied in EAD classroom?

d. What are lecturers'perception toward the implementation of integrated language learning skills evaluation applied in EAD classroom?

1.4   Purpose of the Study

This study is intended to gain the empirical data of lecturers' perception towards the implementation of integrated language skills learning on teaching of *English in Academic Discourse,* in *English Language Education* and *English Literature Study Programs.*This study is conducted to identify lecturers' perception about the integrated language skills learning.It emphasized on gathering information about how the lecturers under the study integrate the four macro skills (listening, speaking, reading and writing) and to what extent the lecturers employ the practice in their classes. Furthermore, this research are specifically purposed to find out:

a. Lecturers' perception toward the implementation of integrated language skills learning on method applied in EAD Classroom.

b. Lecturers' perception toward the implementation of integrated language skills learning on classroom activity applied in EAD classroom.

c. Lecturers' perception toward the implementation of integrated language skills learning on material applied in EAD classroom.

d. Lecturers' perception toward the implementation of integrated language skills learning on evaluation applied in EAD classroom.

1.5 Scope of The Study

This study will be specified on finding lecturers' perceptions towards the implementation of integrated language skills learning on teahing of *English in Academic Discourse* at *English Language Education and English Language Literature Study Programs of Universitas Negeri Jakarta*. It means that this study is going to assess whether the method, activity, material and evaluation used on teaching by lecturers promote integrate language skills learning.

In other hand, the researcher is not intended to assess the integration of language elements (vocabulary, grammar and pronunciation). The researcher also does not investigate the integration of the context or content of language (CLIL). Furthermore, the study was limited to one subject. So, its results may not reflect other subjects.

1.6   Significance of the Study

The result of this study is theoritically expected as the enrichment information in the language teaching field. The information itself is specified into the lecturers' perception toward the implementation of integrated language skills learning on English language skills subjects. The study serves to indicate how *English in Academic Discourse* lecturers implement integrated language skills on course planning and teaching practice in their respective classrooms. The study helps to provide feedback for the teachers either to revise their methodology or strengthen it further. On the other side, researchers in the future can also find it useful due to the provided information for other similar issues. In addition, the result of this study is practically expected as a clear recommendation to be applied in the classroom of the subject.

CHAPTER II

LITERATURE REVIEW

This chapter reveals some discussions related to the topic of this study, includes: theory of perception, integrated language skills approach, segregated language skills approach, higher education curriculum policy in Indonesia, English in Academic Discourse, the previous study, and conceptual framework.

2.1   Perception

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). A person's awareness and acceptance of the stimuli play an important role in the perception process. Receptiveness to the stimuli is highly selective and may be limited by a person's existing beliefs, attitude, motivation, and personality (Assael, 1995).

Perceptions formation is a result of learning, modeling others, and our direct experiences with people and situations (pickens, 2005). Perceptions come in different strengths, and like most things that are learned or influenced through experience, they can be measured and they can be changed. Perception as the awareness of things that you have by means of your senses, especially the sense of sight, refers to the cognitive psychological movement. Learning is than described as a simple information processing model.

The starting process of perception formation is by sensing; receiving stimulus by individuals using human sensory organs (Bimo Walgito, 2010) for instance, human have eyes, ears, skin, nose, and tongue to receive stimuli to feel the sensation. Sensing is formed by selectively detecting, receiving, and translating messages in sensuously ,complex, and continuous, it is called as the process of sensation selection (Lahey, 2009). The selection made by sensory organ is organized in individual brain as Santrock argued that sensation and perception are explained as a continuous system of information process to organize and are virtually inseparable (Santrock 2005). Furthermore, the brain receives information, it automatically interprets and responds to the information. Because of this, the psychologists refer to sensation and perception as a unified information-processing system (Bimo Walgito, 2010).

As Tynjälä stated that people are trying to make sense of their surrounding world, not just by cognitive logical thinking and reasoning, also by emotional and affective feeling, social sharing and motivational engagement, in which their biological and cultural self, their former experiences and their social environment have an important influence on what is truly meaningful. In this movement of constructivism, perception is more than an observation, much more than the awareness of things by means of the senses (Tynjälä, 1997).

Entwistle analogized to the processing of information by a computer, short term working memory sorts out incoming perceptions and relates them to previous knowledge, and the long term memory stores experiences and conceptual knowledge. In this way, information processing conceptual hierarchies are

developed. Memory involves logically ordered sets of concepts, stored in terms of increasing generality. This emphasis applied to everyday objects whose defining features are readily deducted, but abstract concepts, or those which have no agreed formal definitions cannot be stored in this way. They are built up from sets of experiences which are only partially shared with others. Learning thus becomes a matter of personal construction of meaning (Entwistle, 1997). Central to the vision of constructivism is the notion of the organism as 'active'- not just responding to stimuli, as the behaviourist rubric, but engaging, grappling and seeking to make sense of things. In particular, learners do not just take in and store up given information. They make tentative interpretations of experience and go on to elaborate and test those interpretations (Perkins, 1992).

In conclusion, perception lead us when defining how we *see* situations, as well as define how we *behave* toward the situation or object. perceptions may simply be an enduring evaluation of a person or object including feelings, thoughts and actions. Perceptions also provide us with internal *cognitions* or beliefs and thoughts about people and objects. Perceptions cause us to behave in a particular way toward an object or person. Although the feeling and belief components of attitudes are internal to a person, we can *view* a person's attitude from his or her resulting behavior. To percept, to interpret, to reflect and to concept are all acts through which people give 'meaning' to their surrounding world. In the literature on lecturers' perceptions about learning, all these concepts are used to identify lecturers' ideas, beliefs, opinions, images, and preferences about their educational context and their educational activities. Afterthat, it can be

known to indicate perception by selection, organization and interpretation. Overall, this research concludes that perception is the process of understanding of lecturers toward the implementation of language skills learning specifically on teaching of *English in Academic Discourse.*

2.2   English Language Learning and Teaching

Biggs (1996) argues that learning is best achieved if there is a constructive alignment between the learning goals, teaching approaches, and assessment techniques. The three of them should be arranged and composed systematically. Learning goals are what teachers plan and arrange in their syllabus design with certain teaching approach that is reflected on the classroom activities. These activities, at the same time, will be used as assessment tools for the students' development during the language learning process.

Biggs (2003) defined the constructive alignment refers to what the learner does, which is to construct meaning through relevant learning activities. The "alignment" aspect refers to what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is that the components in the teaching system, especially the teaching methods used and the assessment tasks are aligned to the learning activities assumed in the intended outcomes. The learner is "trapped", and cannot escape without learning what is intended.

Brown (2001) notes that activity may refer to virtually anything that learners do in the classroom such as role plays, drills, games, peer-editing small

group information and many more. In Communicative Language Teaching the classroom activity is promoted to interactive and authentic communication (Brown H. D., 2001) (Bortolin, 2014). It stimulates active student interaction using role play, games, and information gaps focusing on students' real life communication. As learners interact with each other through oral and written communication, their communicative abilities will improve. Brown (2001) notes that the communicative purpose of language compels teachers to create opportunities or activities to promote genuine interaction in the classroom. An interactive course or technique will provide for such negotiation: doing a significant amount of pair work and group work, receiving authentic input in real world contexts, producing language for genuine, meaningful communication, performing classroom tasks that prepare them for actual language use "out there", practicing oral communication through the give and take and spontaneity of actual conversation, writing to and for real audiences, not contrived one.

As described by Pineda (2001), most EFL or ESL teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic materials based not only on their teaching experience, but also on their expertise in the cognitive and learning processes needed by learners. Freeman (2000) states that one of the characteristics of communicative language teaching is using authentic materials. The use of authentic materials in EFL classes is not new as teachers started using them in the 1970s as a result of the spread of the Communicative Language Teaching Approach (Al-Rashdi & Al Azri, 2014). Kilickaya (2004) defines authentic

materials as an "exposure to real language and use in its own community."
Kramsch (2000) notes that *Whether they are texts of information or works of literature, language is the stuff they (texts) are made of"*. In line with Kramsch, Little et al (1995) in Johansson (2006) define authentic texts as a text that was created to fulfil some social purpose in the language community in which it was produced. Thus novels, poems, newspaper and magazine articles, handbooks and manuals, recipes and telephone directories are all examples of authentic texts; and so too are radio and television broadcasts and computer programs."

Some teachers use the provided books at the library and some of them develop their own materials by using texts, pictures, magazines, presentations, and many others that connect to the real life situation. Berardo (2006) states that variety and presentation are two important things to be paid attention to when using authentic texts. Berardo (2006) emphasizes that using different types of texts helps to make the reading tasks more interesting and presenting the materials in an authentic context is a key element to attract learners' attention and interest. Bacon and Finnemann (1990) claim that teachers need to "find ways and means of exploiting authentic materials in classroom instructions" as many studies have present the effect of using authentic materials in EFL classroom.

In line with Bacon and Finneman, Richards (2001) states that the language which the learners are engaged with in classroom, must represent the language used in the real world and preparing students for real life situations is the biggest concern for English language teachers, especially in EFL classes (Al-Rashdi & Al Azri, 2014). Al Rashdi & Al Azri (2014) claim that teaching materials are a very

essential part of teaching and learning a foreign language. The resources for teaching materials are available for everybody through Internet. That is why the internet is regarded as a very important and rich source for authentic materials. Genhard (1996)in Al Rashdi & Al Azri (2014) classified authentic materials into three categories as follows: authentic listening materials, such as radio news, cartoons, songs, etc.Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

Other important part of the classroom activities is to know the effect of the ongoing process of certain classroom activities. Whether the activity can promote the students' comprehension can be unveiled by giving assessment towards students' performance. Brown (2004) notes that assessment, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. As cited in Ramsden (2003), Boud (1995) argues that assessment is most effective and leads to learning when broader consequences of a given assessment are considered, it should not be seen in terms of the immediate results, but in terms of how they impact students' study habits and how they relate to deeper approaches of learning). Davidso (2007) notes the assessment that is carried out during the learning process as an intervention that is designed to encourage further learning and change is addressed as formative assessment such as peer assessment, self-assessment, and feedback (peer, pair, group, and individual feedback.

By the mid-1980s the communicative language teaching proponents began to focus on designing communicative language testing task (Brown H. D., 2004). Brown (2004) claims that instead of just offering paper-and-pencil selective response tests of a plethora of separate items, performance based assessment involves oral production written production, open-ended responses, integrated performance (across skill areas), group performance, and other interactive tasks. Student performance by constructing a respond orally or in writing (Feuer & Fulton, 1993; Herman, Aschbacher, and Winters, 1992; in O' Malley & Pierce, 1996) is evaluated on the basis of clearly defined performance indicators, criteria, or standards that emphasize students' strengths instead of highlighting their weaknesses (Tedick, 2002).

Rea-Dickins and Germain (1992) define evaluation as a process of making judgments towards certain matters that can be carried out through formal or informal situation, explicitly or implicitly, and even conscious unconsciously. Evaluation in educational context have some major effect on an individual's life. Rea-Dickins and Germain (1992) argue that the result of a test may determine whether a learner moves into a higher class, or repeats a year, or whether a teacher will or will not be promoted. Rea-Dickins and Germain (1992) note the differences between evaluation and assessment. Evaluation has a different overall focus and several different purposes from student assessment. While evaluation may be seen as 'means' analysis (it is intended to serve the learning process), students assessment has a much more limited perspective with a focus on the 'ends' of learning in terms of what the learner has achieved at particular points"

Rea-Dickins and Germain (1992) stress the word 'ends' as a sign of the critical limitation between assessment and evaluation. It can be concluded that assessment is a part of evaluation process that focuses on the students and what the student can do or achieve in certain period or even at the end of a course. To follow up the latter argument, the researcher will focus on learner outcomes evaluation at the end of a course. The specific term of the mentioned part of evaluation is summative assessment that holds the summative function "grading" at the end of a course (Crooks, 1988).

Constructed response:	Students construct a response, provide an expanded response, engage in performance, or create a product.
Higher-order Thinking	The students typically use the higher levels of thinking in construction responses to open ended questions.
Authenticity	Tasks are meaningful, challenging, and engaging activities that mirror good instruction or other real world contexts where the students is expected to perform.
Integrative	The tasks call for integration of language skills, and, in some cases, for integration of knowledge across content areas.
Process and Product	Procedures and strategies for deriving the correct response for exploring multiple solutions to complex tasks are often assessed as well (as or sometime instead of) the product or the 'correct' answer.
Depth versus Breadth	Performance assessments provide information in depth about a student's skills or mastery as contrasted with the breadth of coverage more typical of multiple choice tests.
Table 2.2.1. Assessment Criteria	

In assessing the four skills of English Language O' Malley & Pierce (1996) and Brown (2004) summarize the forms of performance-based assessments as follows: Portfolio, Journals, Conference and Interviews, Observation, and Self and Peer Assessments. In line with those researchers, Tedick (2002) proposed the use of rubric and checklist for assessing (grading and scoring) the students' performances mentioned above. A checklist simply provides an indication of whether a specific criterion, characteristic, or behavior is present, while a rubric

provides a measurement of quality of performance on the basis of established criteria (Tedick, 2002). The table 2.1 is the characteristics of performance assessment as adapted by O' Malley & Pierce (1996) from the works of Aschbacher (1991) and Herman, Asbacher, and Winters (1992).

2.3   Integrated Language Skills Learning

Skill is one of those social science words in common parlance with many meanings, numerous synonyms such as ability, competence, knack, aptitude and talent‖, and varied imprecise translations in other languages (Green, 2011). Language skills in simple definition mean the ability to use language.When it comes up to English Language Skills, the four skills such as listening, speaking, reading, and writing are readily come to mind. The four language skills are related and connected to each other in two ways; which is the direction of communication (in or out) and the method of communication (spoken and written) (Helen, 2013). According to Helen (2013), this four language skills or sometime called the "macro-skills" are very important and necessity in towards learning a second language. This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling. Harmer (1999, p. 16) cited speaking and writing involve language production, and are therefore, often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills.

Widdowson (1978) was one of the supporters of communicative language teaching and the first linguists to call for integrated four language skills in

instruction to raise learners' proficiency levels and enable advanced language learning. In his proposal for integrated and communicative language teaching in general and in particular in English for specific purposes, Widdowson emphasized that virtually all language uses take place in the form of discourse and in specific social contexts.

The term integrated means language learning where all four skills take place at the same time and with teacher, learner, and setting as playing their roles in the learning (Hungyo & Kijai, 2009). All these four skills are integrated for the development of communicative skills in a coherent way, and practiced together, with a distinction of the importance of one upon the other(Hungyo & Kijai, 2009).The skill strand ofthe tapestry leads to optimal ESL/EFL communication when theskills are interwoven during instruction(Oxford, 2001). Based on Brown (2000) integration is designing a curriculum to teach many aspects of a whole language approach whereby reading is treated as one of two or more interrelated skills. Then, the reading will also deal with related listening, speaking, and writing skill in a lesson in so-called reading class (Brown, 2000). Integrated language teaching and various integrated pedagogical paradigms are usually associated with outgrowths of communicative teaching(Hinkel, 2006)

As cited in Corder (1971, 1978), Kaplan (1970), and Stern (1992) the early of 1970s, many researchers and methodologists noted that the teaching of language skills cannot be conducted through isolable and discrete structural elements (Hinkel, 2006). In reality, it is rare for language skills to be used in isolation; e.g., both speaking and listening comprehension are needed in a

conversation and, in some contexts, reading or listening and making notes is likely to be almost as common as having a conversation (Hinkel, 2006). Integration of the four skills is the only plausible approach within a communicative, interactive framework (Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, 2000). The central innovative characteristic of the communicative approach in second or foreign language teaching was the integration of the four macro-skills and their components.(Hinkel, 2006).

The whole-language theoreticians strongly imply that all aspects of language interrelate and intertwine (Aydogan, 2014). Brown(2000) said the real world of language use in whole language not only the integration of one or more skills, but connections between languages.According to Richards and Rodgers (2001: 165), integrated language instruction that engages learners in meaningful communication and enables them to attain their learning objectivescan be found in an "unlimited" array of models, teaching materials and techniques (Kecira & Shllaku, 2014). Besides, the learning and use of any one skill can trigger cognitive and communicative associations with others.(Kumaravadivelu, 1994) Krashen (1989) said reading exposure alone, for instance, may be "the primary means ofdeveloping reading comprehension, writing style, and more sophisticated vocabulary and grammar".(Kumaravadivelu, 1994).

2.3.1. Method Of Integrated Language Skills Learning

As far as the integration of the four macro skills is concerned, Brown (2001) noted there are three models of integration are commonly applied. These are content-

based and task based language integration. Both of them supported the meaningful purposes in language use by elaborating skills in classroom.

2.3.1.1.   Content-Based Instruction

Kumaravadivelu (2003) regarding the beginning of skills integration and the use of content to teach language said that as the language acquisition movement was spreading in Britain, a similar effort was undertaken in the United States under the label whole language movement. It was aimed at providing rich language experience for school-children byintegrating the four language skills of listening, speaking, reading, and writing, and by introducing language related activities in content areas across the school curriculum.

Although content has a number of definitions in different language teaching methods, accordingto Cunningsworth (1995) and Atkins, Hailom and Nuru (1996) content is considered as functionsor the communicative purposes for which learners use language (for example requesting,advising). Also, according to Richards (2006) "content refers to the information or subject matterthat we learn or communicate through language rather than the language used to convey it." It can be used as a vehicle which holds the lesson or the exercise together. Therefore in content based language teaching, language skills are integrated around a common topic or theme. This allows for the complete integration of skills as Richards (2006) stated Content based instruction views language use as involving several skills together.In content based class, students are often involved in activities that link the skills,because this is how the skills are generally involved

in the real world. Hence students might read and take notes, listen and write a summary, or respond orally to things they have read or written Richards (2006).

Content-based instruction emphasizes learning content through language. It acts as a driving force to link classroom activities. And it is the most valuable form of integration at all levels ofproficiency although the nature of the content might differ. This is because unless contents in text books are related to learners' real life it will be incompatible. As one of the most important modes of skill integration, content based integration allows learners learn language through subject matter such as Math, and science. In this regard Mohan in Field (2000) implied a language is a system which relates what is being talked about (content) and the means used to talk about (Expression). Linguistic content is inseparable from linguistic expression. In subject matter learning we overlook the role of languageas a medium of learning. In language learning we overlook the fact that content is being communicated.

There are three types of content based instruction. These are theme, adjunct and sheltered based instruction. But the most widely used types of content based instruction are theme-based instruction and sheltered content instruction. The former refers to topics which provide thecontext for language learning. According to Atkins, Hailom and Nuru (1996) and Cunningsworth(1984) language skills can be structured around a common topic such as environment,globalization, technology, and so on. In this case the language operates as the subject matter.This provides learners with meaningful input. The later refers to the

learning of language througha subject matter course taught to a segregated or separated class of learners taught by a contentarea specialist.

2.3.1.2. Task-Based Instruction

According to Nunan (1989), tasks are activities that require language learners comprehend, produce, manipulate or interact in authentic language while attention is paid to meaning rather than form. The task based model is applied as a measurement of learning strategies, not just the teaching of English as a second or foreign language. Language skills can be integrated using tasks. For example, students may be asked to write a summary after reading a particular text ordiscuss the main ideas orally. Tasks provide opportunities for language learners to engage withthe language in different ways. It is likely that activity before during and after reading will lead to an extended speaking, listening and writing Ur (1991) and Nunan (1989).

Task-based is probably the most widely adopted model of integrated language teaching today, and it is often considered to be the closest classroom simulation of real-life interaction. In task based instruction, students are engaged in communicative tasks in English. For example, in this type of integration students are asked to listen to authentic texts and then do tasks such as (retell a story, fill in a table, take notes and so on). In this case, they get opportunities to practiceother skills. Therefore, it is the process they go through to solve the task that matters most than understanding the whole text Usó-Juan and Martínez-Flor (2006).Moreover, Nunan (1989) concerning the integration of the four macro

skills in most tasks said that in real life as in the classroom, most tasks of any complexity involve more than one skill. There are occasions certainly, when one is simply listening, specking, reading and writing to the exclusion of the other skills examplesmight be watching a soap opera on TV, reading a novel, giving a lecture, orwriting a letter to a friend. But there are many other examples where anumber of skills are interwoven into a complex language activity.

2.3.1.3.   Discourse-Based Instruction

Discourse-based approaches to instruction afford learners an opportunity to focus on the linguistic and sociocultural features of organizing and presenting information in particular contexts in Kaplan (2005). Teaching the language with a discourse focus also greatly facilitates an integration of a broad range of skills when incremental skills can be transferred from one aspect of language to another. For example, learning to organize and explain one's ideas in writing can prove to be highly useful in structuring oral presentations. Similarly, the language features -- e.g., vocabulary and grammar, associated with the formal register in speech -- can also be applicable to constructing semi-formal written text, such as an email to a colleague. McCarthy (2001: 54) comments that transferability of skills from one type of discourse to another provides for "a greater integration of the traditional four skills in language teaching, where writing tasks might be 'spoken' in their mode, and vice versa…."

2.3.2. Assessment In Integrated Language Skills Learning

According to Campbell and Kryszewska (1992) all tasks are interdependent and the activities are integrated with one topic. The aim of integrated skills activities is to developlearners` general ability to the target language. There are at least two types of tasks in integrated skills teaching Ambaw (2015). These are pedagogical and realworld tasks.

2.3.2.1. Pedagogical Task

Brown (2001) stated that this type are specially designed classroom tasks that are intended to require the use of specific interaction strategies and may also require use of specific types of language (skills, grammar or vocabulary). A task in which two learners have to try to find the number of differences between two similar pictures is an example of a pedagogical task. The task itself is not something one would normally encounter in the real world. However the interactional processes it requires provides useful input to language development.

Ellis (2003) defined a pedagogical task as work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

2.3.2.2.   Real World Task

Brown (2001) argued Real-world tasks are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks. These types of tasks are achieved through language in the world outside the classroom. A role play in which students practice a job interview and writing an application letter would be a task of this kind. With this regard, Long cited in Nunan (2004) provides the definition of real world tasks as a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient etc. in other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between.

2.3.3. Technique In Integrated Language Skills Learning

As Harmer (1991) says whatever techniques are used in the classroom the aim of language teaching is to improve students` communicative ability. So in order to help learners with communication difficulties and help them use the target language teachers should use specific techniques and familiar activities to present language skills in combination. With respect to this, McDonough and Shaw (1993) point out, that teachers can use a variety of ways of integrating the language skills and unify them around a common topic or tasks in the classroom.

Thus as Atkins, Hailom and Nuru (1996) and Byrne cited in Johnson and Morrow (1981) indicate the easiest form of integration is from receptive to

productive skills. In doing so, according to Krashen's (1982) input hypothesis, by integrating skills in such a way we areproviding a certain input that becomes a basis for further output. Similarly, we can integrate the four skills in terms of oral medium (listening to speaking) and written medium (reading towriting). We call such types of integration simple integration. Skills integration can be achieved through the practice of receptive skills (listening and reading) followed by the practice of productive skills (speaking and writing). The body of information obtained from listening and reading could be a prerequisite to the learner to produce language in speaking and writing. Edge (1993) puts 'the most common ways ELT involve some kind of information input, followed by an exchange of information or a discussion, followed by some kind of language output. This pattern could be:

Figure 2.3.1. Information Pattern

Receptive   Discussion   Productive
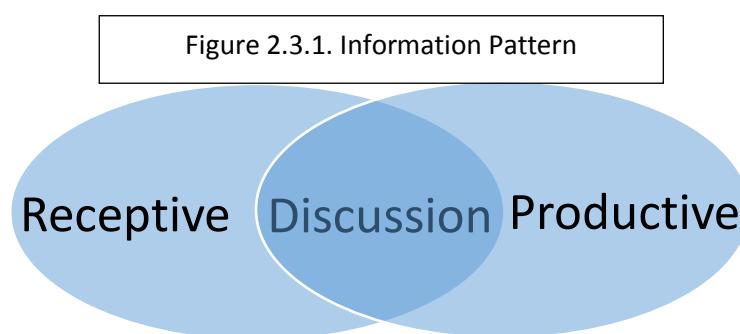
The implication of this for teaching is that the information from listening could be a model for speaking and/or writing and the information learners get from reading may function as the basis for speaking and writing practice.

The other technique of integrating the skills is a complex one. This demands the integration of all the four skills at a time. Although many textbooks have some

integration of the four skills, we may still need to make some changes to the contents. This means language teachers are supposed to make modifications such as adjusting timetable and changing the activities in the textbooks in order to create conducive atmosphere for skills integration. This could be done using various resources and channels of communication such as newspapers, TV, radio and the internet. This implies that integrated skills practice requires the use of instructional materials and equipment Kumaravadivelu (2003).

Furthermore, Brown (2001) provided several important aspect in technique of integrating skills that can be combined to support language learner in a language class. Firstly, both receptive and productive skill are inseparable sides of a coin. It means that they have a causal effect in daily interaction and reinforce each other in language learning. Second, human natural performance involves not only integrate skills, but also relates to the other languages. Then, by serving the purpose of a language than only focus on learning its form motivates student to be focus in the classroom.

In addition to the above techniques, McDonough and Shaw (1993) recommend different techniques of integrating the four language skills in the classroom. Firstly, preparing learners to give short oral presentations in class to the rest of the group is another useful way of achieving skills integration in the classroom. Then, projects with integrated 'themes' that entail integrated skills can provide a pertinent way of giving learners an effective forum in which to develop these skills. After that, role play and simulation activities are often thought to be

one of the most effective ways of integrating language skills in the language classroom.

Moreover, Lubelska and Matthews in McDonough and Shaw (1993) suggest several ideas relating to integrated skills for language teachers. Firstly, integrating skills involves using some or all of Listening, Speaking, Reading and Writing to practice new material (vocabulary, pronunciation, grammar, text/ discourse). then, all four skills must be practiced in every lesson.As listening and speaking naturally go together, it is always desirable to integrate these two skills.The sequence hear-speak-read-write is the most appropriate for integrated skills work.Next,a common topic, such as holidays or pets, is a device linking the separate activities in integrated skills lessons.In addition to that if we want to develop specific sub skills (reading for the gist, guessing unknown words etc.), it is necessary to focus on individual skills in some lessons. Beside, integrated skills may be fine with a small group of adults. It is difficult to do with large classes and in lessons lasting only 35 minutes.

2.3.4. Role Of Lecturer In Integrated Language Skills Learning

Integration of the various aspects of language use requires some roles of the teacher. Alemayehu (2008); Campbell and Kryszewska (1992); Atkins, Hailom and Nuru (1996); Kumaravadivelu (2006) and Wright (1987) discuss roles of language teachers in the classroom. The English teacher should play an important role in preparing learners for the process of integrated skills teaching. Also teachers should teach learning strategies and encourage learners to use them in the

process of integrating the skills (O`Malley and Chamot, 1990). Some of the roles of English teachers during integrated skills teaching are: a helper and resource, monitor, organizer, facilitator and active participant

In conclusion, the integration of the four language skills requires the teacher to establish a positive atmosphere, plan appropriate activity, encourage learners and deal with problems sensitively (Davies and Pearse, 2000). In sum, the teacher is responsible to let learners practice all the skills at a time.

2.4   Higher Education Curriculum Policy In Indonesia

In 2013, English Department UNJ changed the curriculum to adjust to the Perpres No. 8 Tahun 2012 Pasal 1 Ayat (1) about Kerangka Kualifikasi Nasional Indonesia (KKNI). Skills subjects which had been taught discretely, transforms into integrated to make learning become meaningful. There are eleven skills subject in English Department UNJ which are implemented by combining the Language skills with the various theme to make the learning meaningful. English department uses four themes: interpersonal and social, academic, business, and literary.

The next thing which reflects the approach is the *RPKPS*. *RPKPS* have to be known by the lecturers which teach the subjects and students which take the subjects because *RPKPS* "… is a set design which teacher are to follow in the classroom" (Nunan, 2003). In addition, *RPKPS* consists three main sub-components: Syllabus design, methodology, and evaluation (Nunan, 2003). By

analyzing the three main subcomponents, the approach which is used in the classroom can be recognized. In addition, most of Indonesian higher education follow PERMENRISTEKDIKTI No. 44 Tahun 2015 in their *RPKPS*s

2.5 English In Academic Discourse

English In Academic Discourse is a three credits compulsory subjects which enables students to learn about communication practices in academic, both in oral communication and written communication. There are four competences covered in this course: understanding and reviewing, distinguishing, composing and writing research background and literature review. In addition to competences, it also provides students with knowledge on education culture, and cross cultural understanding in academic and research. The course engages students in activities of observing, questioning, gathering information, exploring and finally experimenting.

> *English in Academic Discourse merupakan mata kuliah keterampilan wajib pada prodi Pendidikan Bahasa Inggris yang mengeksplorasi penggunaan bahasa Inggris dalam teks-teks tulis dan lisan akademik dengan berbagai topik pendidikan dan pembelajaran Bahasa Inggris melalui kebiasaan (1) memahami dan mengulas; (2) membedakan; (3) menyusun; dan (4) menulis latar belakang dan kajian pustaka (background dan literature review) dalam bidang English Language Education yang bersumber dari antara lain English Teaching Forum dan ELT Journal.*

The term of discourse is a study of meaning and moves away from the structure (Halliday, 2014). Also, when dealing with discourse, the communication or the interaction among people have purpose in order to influence each other (Delahunty, 2010). Delahunty (2010) also added that some scholars argue that

because different discourse situations require different patterns of communicative practice, we must speak of discourses rather than of discourse (Gee 1992, 1996). We have, for instance, the discourse in which we are currently engaged—the discourse of linguistics, which differs from the discourse of literary study, which differs from the discourse of chemical engineering, which differs from the discourse of history, and so on. A student who aims to be a practitioner in a field must master the ways in which practitioners in that field communicate with each other about topics in the field.

Moreover, academic discourse is about how people communicate in organizations to get their work done. Thus, the communication is analyzed through applied linguistics contexts such as Sociolinguistics, Psycholinguistics, Text linguistics and Functional Styles, Pragmatics, Discourse studies, Cognitive and Communication Theory, Theory of Organization, Organizational Psychology and Organizational Communication, management Studies as well as in applied research of teaching and learning Language for Specific Purposes (Minodoraotilia, 2014).

2.6   Previous Study

Wan (1996) conducted research to investigate an integrative approach for teaching English as a second language to students in Hong Kong to develop their listening, speaking, reading, and writing skills in English to meet the challenge of an English curriculum. The integrative approach provided anauthentic language environment for learners to develop language skills in

a meaningful context by building on learners' prior knowledge on interesting andrelevant topics. In the result, Wan found that the integrative approach is incontrast to Hong Kong's conventional language teaching method. The teacherswere not ready yet to use integrative approach because they were still using traditional method in which only focus on memorization and routine practice. The teacher is crucial in creating an authentic learning environment, modeling language use rather than correcting errors, and avoiding Chinese for classroom translation.

Another research comes from Taiwan by Pei-ju Huang. Huang conducted a research about integrating the language skills by collaboration in a task-basedproject through a theme. Huang indicated from observation of the experimentalinstruction that the combination of tasked-based and theme-based modegenerates highly positive student attitudes and motivation. For that result, Huang suggested titles of many EFL courses should reflect the integration of skills thatactually takes place when communication occurs. Huang suggested that courses might be revised as speaking and listening, reading and writing, and grammar.

Furthermore, one other research is discussed here. Mekheimer & Aldosari from Saudi Arabia conducted a research about Evaluating an Integrated EFLTeaching Methodology in Saudi Universities: A Longitudinal Study. Their studyaimed to investigate the effectiveness and suitability of the integrated method forteaching EFL skills in an Oxford series of courses selected for study at thelower-to-upper intermediate levels of learning EFL, namely Open

Forum 3, WellRead 3 – Effective Academic Writing 2. The finding found that integrated skills teaching improved students overall communication proficiency in all the skills, especially writing.

Additionally, in 2017, nine ELE-SP of UNJ students conducted some research reports which is led by Drivoka. Those reports investigate the lecturers and students perceptions towards the implementation of integrated language skills in various thematic course: bussiness, interpersonal and social. They found that integrated language skills can help lecturers and students to gain learning outcomes more than segregated language skills approach. They also added that integrated langage skills aproach help them to have better understanding of each theme.
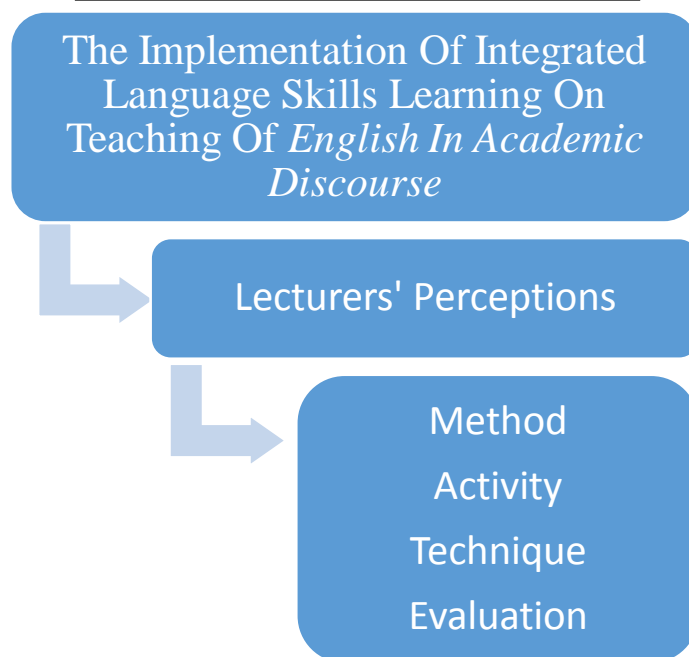
All the previous studies stated discussion and finding about segregated andintegrated approach. Based on Wan research, it stated that integrated approachstill had some lacks since the teachers still focus on segregated approach. So, the implementation of integrated approach was not appropriate as the expectation. Differently, Huang Mekheimer and Aldosari research results found that the implementation of integrated approach brings some advantages. It generated students' attitudes and motivations and also improved their skills. Recently, several reports by UNJ students showed the perception towards the integrated approach of their lecturers and students.

2.7 Conceptual Framework

This writing is done in order to obtain the description of the empirical data of lecturers' perception toward the implementation of integrated language skills on teaching of *English in Academic Discourse*. Lecturer as the instructor is the significant in teaching and learning of the subjects. Lecturer has the main role of the subjects to deliver the subjects to the students should be understand about the way of learning which lecturer applied in the classroom. To know the perceptions of lecturer are the bases to obtain the way they planning to evaluating a lesson.

This quantitative writing studies about the lecturers' perceptions toward the integrated language skills learning used in *English in Academic Discourse*. Then it is followed up by investigating the aspect of teaching within the subject. Based on the explanation above, a conceptual framework is developed to serve the purpose of this research.

Figure 2.7.1. Theoretical Framework

The Implementation Of Integrated Language Skills Learning On Teaching Of *English In Academic Discourse*

Lecturers' Perceptions

Method

Activity

Technique

Evaluation

CHAPTER III

METHODOLOGY

This chapter reveals the description of research design, data and data resource, the setting of the study, the instrument of the study data collection procedures, validity and reliability, data analysis procedures.

3.1   Research Design

This is a quantitative study. This study was aimed to get the lecturers's perception towards the implementation of integrated language skills learning on teaching and learning activities of *English in Academic Discourse* subject course conducted in English Language study programs, Universitas Negeri Jakarta.

The writer uses survey method to conduct this study. The survey method used in this study is specified into cross-sectional survey, where a set of information is gathered at one point in time from sample or entire population (Guyette, 1983). Cresswell elaborates " survey is used to sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population" (1997:61). In line with that, survey was conducted to gain data of lecturers' perception through questionnaire. The purposes of this study was to provide useful information to evaluate the programs (Creswell, 2012). Survey study method is used in this study in order to find depth description data towards the implementation of integrated skills approach on teaching and learning activities based on English In Academic subject lecturers'

perception. It is suitable since the main question of this study is "what are the lecturers' perceptions towards the implementation of integrated skill approach on teaching activities of English in Academic Discourse subject at English Language study programs, Faculty of Language and Arts, Universitas Negeri Jakarta?".

Three instruments, i.e.: questionnaire, in-depth interview and document analysis, are applied in this study in order to achieve more accurate data reflection (Salant and Dillman, 1994). Questionnaire is developed to seek the factual information in order to classify people and their circumstances and to look at the basic attitudes or opinions of a group of people related to a particullar issue. In-depth interview is necessary to obtain the detailed information from the lecturers' on a particular idea, program or situation towards the subject. Furthermore, this study also gathers administrative form for the document analysis as the additional data to get the useful amount of data.

3.2 Data and Data Resources

As the topic discusses of the lecturers' perception, the data resources of this study were lecturers and RPKPS related to *English in Academic Discourse*. Those lecturers are meant for the questionnaire and in-depth interview. Meanwhile, RPKPS of English in Academic Discourse are used for the document analysis. Meanwhile, data of this research are lecturers' perception from the interview and quetionnaire.

No	Instrument	Data resources	Data
1.	Questionnaire	Lecturers' who taught the skill subject *English in Academic Discourse*	Lecturers' answers from questionnaire
2.	In-depth interview	Lecturers' who taught the skill subject *English in Academic Discourse*	Lecturers' responses from in-depth interview
3.	Document analysis	RPKPS of *English in Academic Discourse*	The results of document analysis
Table 3.2.1. Details of Instrument			

3.3 Place and Time of Study

The study is conducted in English Language Education Study Program, Universitas Negeri Jakarta. The data are taken about within three months October 2015to January 2017 in 105th semester.

3.4 Instruments of the Study

Since this study is qualitative, this study uses threekinds of instruments. They are, questionnaire, in-depth interview, and document analysis.

3.4.1. Questionnaire

In this study, the researcher develops a questionnaire from the literature. The questionnaire, had also passed the reliability and validity test by experts

in the field to gain the information as it was expected. In this study, the questionnaire was using Bahasa Indonesia to avoid misinterpretation and misunderstanding when questioning and vice versa. It consisted of three main part parts and 40 questions. The table below explains detailed information of the questions.

PartNumber	Content	Total Questions.
Part 1: The general questions	Identity of the respondents	5 questions
Part 2: Perception about integrated language learning	Selection Organization Interpretation	15 questions
Part 3: The implementation of ntegrated language skills learning toward the subject	Identity of the subject Method Activity Material Evaluation	19 questions
Table 3.4.1. Questionnaire Content		

3.4.2. In-depth Interview

This study is also conducted by in-depth interview. Interview was aimed to dig further information and explanations according to the questionnaire. It was done by face-to-face among the researcher and lecturers.

3.4.3. Document analysis

This study investigates the administrative document to obtain the useful information. In this case, Rencana Program Kegiatan Pembelajaran Semester (RPKPS) of English in Academic Discourse. There was a table based on Drivoka & Widjayanti (2015) and Yumni (2016) to classify the RPKPS.

3.5   Data Collection Procedures

The data were collected through questionnaires and interviews. In collecting the data needed in this study, the researcher conducted some steps:

Questionnaire	1. Constructing and Creating the questionnaire 2. Validating and reliabiliting the Questionnaire 3. Revising the questionnaire 4. Giving the questionnaire to the lecturers
In-depth interview	1. Constructing and Creating the questions 2. Conducting to the sample
Document analysis	1. Constructing and creating the checklist box based on Drivoka & Widjayanti (2015) and Yumni (2016)checklist box. 2. Comparing the RPKPS and the checklist box.
Table 3.5.1. Data Collection Procedure	

3.6   *Validity and Reliability*

Validity of the instrument is a method in a positivist tradition whose measures the truthful the research results are (Golafshani, 2003). In this research the validity of the questions used experts judgment to determine whether the questions objective enough to be answered by the respondents.

Reliability is used to measure the stability of research instrument in a period of time. This pilot study conducted two respondents then analyzed. This research uses Interrater Reliability: The Kappa Statistics by Mary L. McHugh (2012). The reason of using Interrater Reliability is because the data is the nominal data and only use two respondents as the pilot study, the data observe same phenomenon (implementation in the subjects), the response have the same variable (yes and no and integrated and discrete), the data from the respondents are independent, and the respondent are specifically selected in the study (Laerd Statistics, 2016). The formula to calculate the data which described by McHulgh (2012) as:

$$k = \frac{\Pr(a) - \Pr(e)}{1 - \Pr(e)}$$

Equation 3 6.1 Interrater Reliability: The Kappa Statistics

k   = Expected (chance) Agreement

Pr(a)   = Actual Observed Agreement

Pr(e)   = Change Agreement

The result is in range -1 to 1 and divided into 5 categories. If (k) < 0 indicating no agreement or poor. If the result $0.00 - 0.20$ is categorized as slight. When the result is in 0.21-0.40, the results indicates the fair agreement. The moderate level is when the result of the calculation in range between 0.41 and

0.60. The substantial level is when the result reaches 0.61-0.80. The highest level which is labeled as almost perfect is in range between 0.81-1.00 (Landis & Koch, 1977).

In this research, the calculation result is k = 0.628. The result is in substantial level. As Laerd Statistics (2016) argues the acceptable reliability is when the results reach moderate level. For that reason, the questionnaire is stable and valid enough to distribute to the respondents

3.7 Piloting The Instruments

Beside of the validity and reliability test, this study also conducted pilot study to ensure that the questionnaire was reliable and valid to collect the data. The pilot studies in this case were the data gathered by questionnaire from three random respondents and the same questionnaire which was used in the previous studies

3.8 Data Analysis procedures

The data were gained from questionnaires, interview, and document analysis. The researcher will conduct several steps:

3.8.1 Data Analysis Procedure for Questionnaire

1. Calculating the answers the answers using SPSS application
2. Tabulating the results
3. Coding the indentity of interviewee

4. Identifying the answer and the results, then categorize the results into

   five parts of the research question

3.8.2 Data Analysis Procedure for Interview

1. Creating the transcription of the interview

2. Coding the indentity of interviewee

3. Identifying and analyzing the transcription and categorize the into five

   parts of research question to support the questionnaire

3.8.3 Data Analysis Procedure for Document analysis

1. Identifying each of points in RPKPS by the document analysis form.

2. Analyzing points in RPKPS by the document analysis form

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. The chapter is divided into two sections. Those are data description and findings and discussion used to synthesize answer the research questions about lecturers' perceptions toward the implementation of language skills learning on teaching of *English in Academic Discourse*.

4.1. Data Description

The data was gained through three instruments which are questionnaire, interview and document analysis. The data resource of the questionnaire were three lecturers of English Department UNJ. Those three students claimed that they had enrolled and finished the *English in Academic Discourse* subject.

In order to avoid misunderstanding and misinterpretation, the questionnaire was written in Bahasa Indonesia. It consists of three parts. There are numbers of statements using multiple choice answer and multiple responses answer. In multiple choice statements, the respondents were asked to choose between the answer provided, while in multiple responses answer respondents were allowed to choose more than one answer based on their own preference and experience while enrolling *English in Academic Discourse*. The questionnaire was constructed based on theories as described in the following table

Aspect	Part	Theory	Question Number
Perception	Entire Part	Bimo Walgito (2010) Lahey (2009) Santrock (2005)	Entire Question
Integrated language skills	Entire parts	Kaplan (1970) Corder (1971) Stern (1992) Widowson (1978) Hinkel (2006)	Entire question and emphasized on part 3 question 7
Method	Entire parts	Brown (2001) Kumaravadivelu (2003) Richard (2006)	Entire question and part 3 question 8
Activity	2	Brown (2001) McDonough and Shaw (1993) Biggs (2006)	1, 6, 8, 12, 15
	3		5, 10, 13, 15
Material	2	Brown (2001) McDonough and Shaw (1993)	2, 5, 9, 10, 11
	3		11, 14, 19
Evaluation	2	Brown (2001)	3, 4, 7, 13, 14
	3		12, 16, 17, 18
Table 4.1.1. Details of Questionnaire			

Since the respondents also might respond differently to each of the statement that was influenced by their personal circumstance, the result of the questionnaire was considered not enough to show the lecturers' perception. For that reason, indepth interview was conducted to confirm, clarify, and complete the result and the information from the questionnaire. The interview protocol used was using the same aspects used in the questionnaire, yet the researcher added deeper and more specific questions related to the focus of the subject: *Academic Discourse*. The in-depth interview was also carried out to those the same participants. Lastly, the document analysis was also conducted to see the RPKPS item availability and re-confirm the result of the questionnaire and interview based on the syllabus of the subject.

4.2. Findings and Discussion

In the daily communication context, people interact by activating the four basic language skills. People listen or read to what others say, analyzing their response by digging up their previous knowledge about certain matter and produce theirresponses written or orally. The whole process of effective verbal communicationrequires the speaker's ability to integrate their macro and micro language skills to achieve the purpose of communication. Hence, Tajzad and Namaghi (2014) stated that learners may need to break the language into parts while studying the language, but to use it, the skills and components must be integrated.

Biggs (1996) argues that learning is best achieved if there is a constructive alignment between the learning goals, teaching approaches, and assessment techniques. Learning goals can be seen from what is stated on the syllabus of the course, with certain teaching approach that is reflected on the classroom activities. These activities, at the same time, will be used as assessment tools to measure the students' development and achievement during the learning process or even the evaluation at the end of the course. To follow up this argument, the researcher analyzed and elaborated the data from questionnaire, interview, and document analysis into a comprehensive result that reflects the lecturers' perception toward the implementation of Integrated Language skills learning on teaching of *English in Academic Discourse* at English Department Universitas Negeri Jakarta.

Chart 4.2.1: Part 2
Persepsi Pembelajaran Keterampilan Berbahasa Secara Terintegrasi
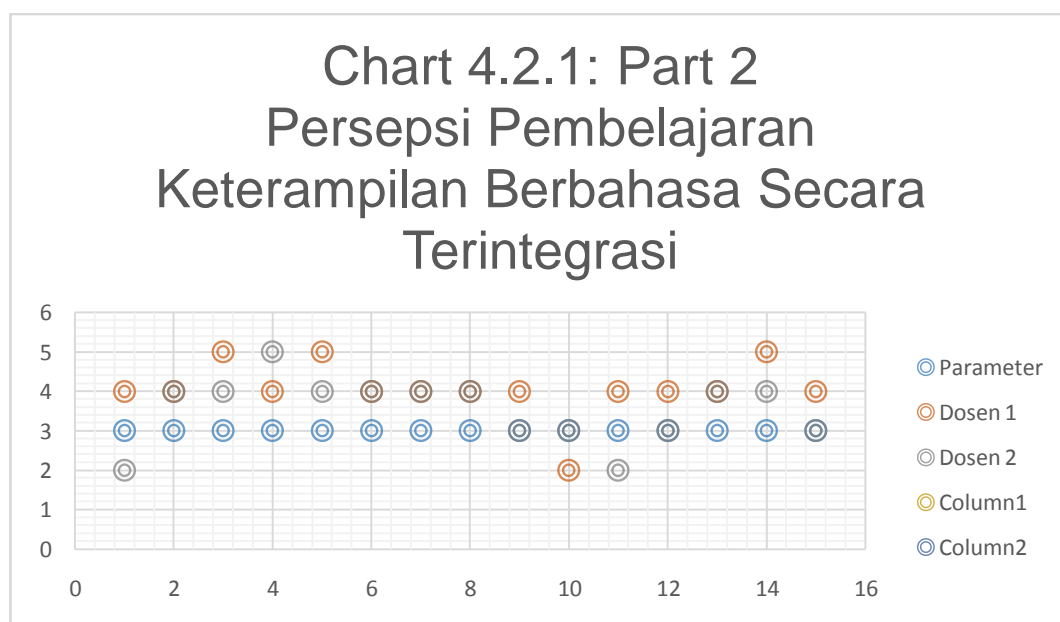
In overall, the finding showed that the implementation of integrated language skills learning on teaching of English In Academic Discourse is positively perceived by lecturers. It is gathered from the result of questionnaire that confirmed by theories from chapter two. Selection, organizaton and interpretation are indicatiors of perception. Lecturers made selection from their knowledge and teaching experience. Lecturers knowledge and experience are organized to perceive the integrated language skills learning. Afterthat, the organization is used as interpretation of integrated learning that can be implemented on teaching of *English In Academic Discourse*. *RPKPS,* acts as the blueprints of the related subject, implicitly required the lecturers to implement the integrated language skills learning on teaching the subject. But, the lecturers revealed the *RPKPS* as the planning of teaching and learning activities does not state integrated language skills learning yet.

Research Question
How are the lecturers' perceptions towards the implementations of integrated language skills are represented on teaching of *English in Academic Discourse*?
Part of RPKPS: Deskripsi Mata Kuliah
"English in Academic Discourse merupakan mata kuliah keterampilan wajib pada prodi Pendidikan Bahasa Inggris yang mengeksplorasi penggunaan bahasa Inggris dalam teks-teks tulis dan lisan akademik dengan berbagai topik pendidikan dan pembelajaran Bahasa Inggris melalui kebiasaan (1) memahami dan mengulas; (2) membedakan; (3) menyusun; dan (4) menulis latar belakang dan kajian pustaka (*background dan literature review*) dalam bidang *English Language Education* yang bersumber dari *English Teaching Forum* dan *ELT Journal."*

Questionnaire
Entire Part
Interview
"Selain mereka harus menulis, mereka juga harus membaca. Apa yang mereka tulis, harus mereka baca dulu. Jadi mereka harus searching buku-buku atau internet atau artikel jurnal untuk dibaca. Nah itu yang mereka tuangkan dalam bentuk tulisan. Dan kemudian ketika mereka melaporkan itu bukan hanya menuliskan tapi mereka juga mempresentasikan, jadi kemampuan berbicara juga diperlukan begitu. Mereka harus membaca artikel, jurnal-jurnal, buku-buku, internet dan kemudian hasil kajian itu mereka tuangkan dalam bentuk tulisan, seperti membuat literature review, introduction part dan sebagainya. Nah kemudian ketika mereka mempresentasikan itu, dan kemudian convince bahwa ini benar lho.. berdasarkan ahli gini gini gini... "
Table 4.2.1.

Firstly *English In Academic Discourse* lecturers collected the knowledge of integrated language skills learning from the their past learning process and teaching experience. All of the lecturers ticked teaching experience as the source of integrated language skills learning knowledge. Meanwhile, one of them got the knowldege by learning from books, writing or the other sources. The build the knowledge in order to perceived and interpret the learning of the subject by using integrated language skills learning alligned with Lahey (2009).

Integrated language skills learning achieved many agree answer from the lecturers of *English in Academic Discourse*. Chart 4.2.1 showed that the implementation of integrated language skills learning on teaching of *English in Academic discourse* can be concluded achieved positive response from the

lecturers. Most of the lecturers are agree with the characteristics in the instruments part 2 is considered as their reflections toward the subject.

Based on findings and table above, when it was seen from the name of *English in Academic Discourse* subject, there were 75% lecturers stated that this skill subject is preferable conducted by using integrated approach though 25% lecturers perceived that discrete approach is preferable than integrated in conducting this skill subject.

Based on the result of interview, 3 from 4 lecturers perceived that from the name of subject, this subject should be delivered by using integrated. It was proved in the statement below:

> *"Mata kuliah ini kan hampir serupa dengan Academic Writing yang sudah ada di jurusan, di Academic Writing mereka diminta untuk menulis artikel ilmiah dan laporan-laporan. Bedanya itu ditambah dengan memasukkan skill listening dan speaking karena kalo reading kan sudah pasti terkait dengan writing. By naturenya kan setiap orang kan harus menerima dulu dong baru bisa memproduksi, mereka harus mempunyai contoh yang disediakan untuk dapat dijadikan model."*.(Interviewee 3)

Moreover, it is also supported by stating that language learning can not be separated into some skills, which follow:

> *"Kenapa begitu karena dua skill reading dan writing itu saling berkaitan. Kalau kita hanya satu skill saja, misalnya hanya writing saja, tapi dikelas itu tidak dibantu dengan cara membacanya, membaca untuk mencari sumber-sumbernya, mereka melihat model-model tulisan, nah itu saya rasa kurang. Jadi kalo mereka hanya fokus pada menulis-nulis saja tanpa ada inputnya itu kurang. Nah di reading itulah jadi input bagi mahasiswa dari segi keterampilan menulis, dan... apa namanya... aaa... informasi yang diperlukan ketika membaca dan akhirnya dituangkan dalam bentuk tulisan."*.(Interviewee 2)

RPKPS of *English In Academic Discourse*stated that the subjecthas four competences covered in this course: understanding and reviewing, distinguishing, composing and writing research background and literature review. In addition to

competences, it also provides students with knowledge on education culture, and cross cultural understanding in academic and research. The course engages students in activities of observing, questioning, gathering information, exploring and finally experimenting.If we look to the literature, Brown H. (2001) argues that when it blends the subject name into another cross-subject, especially using model of content-based, task-based and discourse based which indicated the subject use integrated language skills. This skill subject presents the name based on the context that will be learnt, it is about academic discourse.

Based on the table above, *English in Academic Discourse* subject has *RPKPS* as study guide in teaching and learning activity. It was seen from 100% lecturers chose "ya". And, this *RPKPS* contained integrated description. It was proved from 100% lecturers answered "terintegrasi".Based on the interview result, most lecturers stated that *RPKPS* contains integrated description. One of three lecturers stated that in the *RPKPS* actually has already described about the context.

"Ya kita harus melihat SAP. Penekanannya pada mana. Jadi harus mengacu pada SAP"(interviewee 1)

"Terintegrasi. Saya mengajarkan mata kuliah-mata kuliah tersebut sesuai dengan RPKPS yang telah disediakan. Kan dalam RPKPS yang saya terima, dosen dituntut untuk mengajarkan keempat skill kebahasaan dalam satu mata kuliah".(Interviewee 3)

This skill subject has *RPKPS* as the study guide in teaching and learning process. It was proved by 4 lecturers' answer in questionnaire and interview. It is supported by Susan (1998) argue that *RPKPS* is constructed by selecting and sequencing content, based on explicit objectives. It specifies what is to be taught in any particular course of study. Based on the *RPKPS* analysis, it has included

course integrated description. As Brown (2001) stated that integrated approach related to content-based and task-based language instruction. *RPKPS* contains various themes and topic with interpersonal communication context. It stated all skills that students will be learnt. From the content-based with various topics in this skill subject, the lecturers provide the material based on the instruction in the *RPKPS*. Students are required to master the topics taught and explored with all the skills that have been specified in *RPKPS*.

Based on the survey, implementation of integrated skill approach on *RPKPS* get positive response from the lecturers' perception, where it is appropriate with the theory of academic discourse and it is related to integrated syllabus design.

As Biggs (2003) states that the keys of teaching system Lecturers stated that the teaching methods used and the assessment tasks are aligned to the applied material and learning activities assumed in the intended outcomes. The explanation of lecturers perception toward the implementation of integrated language skills learning on teaching will be broken down into perception of its method, activity, material and evaluation:

4.2.1. Lecturers'perception toward the implementation of integrated language learning skills on method applied in EAD classroom

Research Question
What are the lecturers' perceptions towards the implementations of integrated language skills are represented on method of *English in Academic Discourse*?
Part of RPKPS: -

Metode Pembelajaran	
Questionnaire	
Keterampilan-keterampilan dalam berbahasa dapat diintegrasikan kedalam sebuah tema atau topik	Sangat setuju= 1 Setuju= 1
Saya mengajarkan English in Academic Discourse dengan menggunakan konteks akademik sesuai dengan nama mata kuliahnya	Ya= 2
Metode pengintegrasian yang saya terapkan adalah	Content based learning= 2 Task based learning= 2 Other= 2
Keterampilan yang saya integrasikan adalah	Reading and writing= 1 Reading, speaking and writing= 1
Interview	
aaa... kan banyak ya jenis-jenis pengintegrasian itu. Saya pikir kita tidak hanya ke task saja. Task itu gunanya untuk apa sih? Dia kan untuk membuat mahasiswa itu terlatih, berulang-ulang, pembiasaan. Nah... karena keterampilan itu harus mengulang, membiasakan, nah seperti itu yang saya terapkan di kelas. Dan saya pikir dosen-dosen di sini melakukan seperti itu. Jadi bukan hanya konten. Kalo konten itu, ntar larinya ke mata kuliah yang sepeti ELTM, CMD, yang kaya gitu gitu. Karena ini mata kuliah skill, jadi ke task based learning, inquiry based learning atau classroom based learning dan sebagainya. Begitu...	
Table 4.2.2.	

RPKPS of *English In Academic Discourse* stated that the subject has four competences covered in this course: understanding and reviewing, distinguishing,

composing and writing research background and literature review. In addition to competences, it also provides students with knowledge on education culture, and cross cultural understanding in academic and research.As far as the integration of the four macro skills is concerned, Brown (2001) noted there are three models of integration are commonly applied. These are content- based and task based language integration. Both of them supported the meaningful purposes in language use by elaborating skills in classroom

Based on the table above, *English in Academic Discourse* subject has *RPKPS* as study guide in teaching and learning activity. It was seen from 100% lecturers chose "ya". And, this *RPKPS* contained integrated description. It was proved from 100% lecturers answered "terintegrasi". Based on the interview result, most lecturers stated that *RPKPS* contains integrated description, thought there is no clear description yetrelated to type of integrated language skills learning. But, 2 of 3 lecturers said that they mix and blend some types to be applied when they taught the subject as stated below:

> *"Ya kadang-kadang topik-topik tertentu kita perlu menggunakan teknik berbeda. Karena apa artinya tema bila tidak memasukkan konten. Sebaliknya, apa gunanya konten kalo tidak membuat tugas. Jadi harus dikawinkan semuanya itu. Disaat-saat tertentu kita menggunakan pendekatan task-based, disaat-saat tertentu kita pakai pendekatan content. Dan makanya itu saya katakan semuanya digunakan tapi sesuai kebutuhan"* (interviewee 1)

> *"kan banyak ya jenis-jenis pengintegrasian itu. Saya pikir kita tidak hanya ke task saja. Task itu gunanya untuk apa sih? Dia kan untuk membuat mahasiswa itu terlatih, berulang-ulang, pembiasaan. Nah... karena keterampilan itu harus mengulang, membiasakan, nah seperti itu yang saya terapkan di kelas. Dan saya pikir dosen-dosen di sini melakukan seperti itu. Jadi bukan hanya konten. Kalo konten itu, ntar larinya ke mata kuliah yang sepeti ELTM, CMD, yang kaya gitu gitu. Karena ini mata kuliah skill, jadi ke task based learning, inquiry based learning atau classroom based learning dan sebagainya".*(Interviewee 2)

The implemented method on teaching the subject promoted integrated language skills learning. The lecturers combined many methods to be implemented in the subject such as task based, problem based and content based. In other side, problem solving, experiment and observation is stated in RPKPS as the sugested methods.

4.2.2. Lecturers'perception toward the implementation of integrated language learning skills on classroom activity applied in EAD classroom

Research Question
What are the lecturers' perceptions towards the implementations of integrated language skills are represented on activity of *English in Academic Discourse*?
Part of RPKPS: Metode Pembelajaran
Eksplorasi (*attention, observation, building knowledge of the field, problem solving*)   Elaborasi (*analysing, questioning, retention, deconstruction, problem solving*)   Konfirmasi (*association, eksperimen, joint construction, independent construction, problem solving*)   Refleksi (*communication, self evaluation, peer evaluation*)
Questionnaire

Keterampilan-keterampilan dalam berbahasa dapat diintegrasikan ke dalam serangkaian kegiatan pengajaran di kelas	Setuju= 2
Topik-topik yang saya terapkan dalam kelas mendukung pendekatan keterampilan berbahasa secara terintegrasi	Ya= 2
Media yang saya gunakan dalam kelas	Ya= 2

mendukung pendekatan keterampilan berbahasa secara terintegrasi	
Kegiatan yang saya terapkan dalam kelas yang mendukung pendekatan keterampilan berbahasa secara terintegrasi	Research project= 1 Group discussion= 1 PPP= 1 Props, realia, visuals, show-and-tell session= 1
Interview	
Ya tergantung bagaimana yang sudah tertera di SAP. Jadi ada fokus atau temanya itu kita ambil dari kejadian sehari-hari tapi kita sesuaikan, karena ini academic makanya kita ambil dari jurnal, artikel, buku, skripsi. Ketika sedang membahas tentang literature review, kita minta dia untuk melihat-lihat skripsi, kita suruh dia melihat literature review jurnal, di artikel. Kemudian ada buku-buku teori yang mengatakan tentang apa-apa saja yang harus dimasukkan ke dalam literature review: tensesnya apa, vocabnya gimana, bagaimana meramu literature review itu ada buku-buku tertentu yang berbicara tentang itu. Jadi mereka harus membaca teori tentang apa yang harus ada di literature review, kemudian contoh-contoh yang mereka lihat dari jurnal, artikel, skripsi dan sebagainya. Pertama berkelompok, lama-lama individu. Pertama itu berkelompok ya karena supaya mereka bisa saling share informasi.	
Table 4.2.3.	

The lecturers taught this skill subject by using integrated approach. By using integrated approach, the lecturers implement all skills in the same time. It gives opportunity to learners getting meaningful communication. The lecturers integrated skill simply combining the receptive and productive skill (Brown, 2001). In the integrated approach, it used meaningfully in real life context for communicative purpose.

Then, Lecturers perceived that integrated learning was more appropriate with learners' condition, and it is also can be understood easily than discrete learning. It was seen from 100% lecturers chose "ya". It is also supported by interview result, as following:

> "Selain mereka harus menulis, mereka juga harus membaca. Apa yang mereka tulis, harus mereka baca dulu".(interviewee 1)

> "terintegrasi dalam arti begini, kalaupun terintegrasi berarti ada dua keterampilan tidak empat. Dua keterampilan, bukan empat. Jadi misalnya reading dan writing, nah itu digabung. Kalo listening dan speaking, ah itu digabung. Itu terintegrasi jugakan?... jadi bukan terintegrasi dalam satu waktu dan itu empat skill sekaligus. Nah gitu. Nah kenapa jawaban saya terintegrasi "iya", tapi hanya dua skill. Kenapa begitu karena dua skill reading dan writing itu saling berkaitan. Kalau kita hanya satu skill saja, misalnya hanya writing saja, tapi dikelas itu tidak dibantu dengan cara membacanya, membaca untuk mencari sumber-sumbernya, mereka melihat model-model tulisan, nah itu saya rasa kurang. Jadi kalo mereka hanya fokus pada menulis-nulis saja tanpa ada inputnya itu kurang." (interviewee 2)

But, 1 from 4 lecturers whining because the students will be difficult to master all skills in one time. It is also supported by the result of interview below:

> "nah kan waktunya ga akan cukup untuk mengajarkan mata kuliah tersebut secara terpisah-pisah, selain itu pasti akan sangat memberatkan mahasiswa karena dituntut untuk menguasai keempat skill tersebut dalam satu mata kuliah.".(interviewee 4)

The lecturers create real life communication where all the skills are implemented. It is also give chance to learners to explore those skills in learning. As the second instruction of integrated skill approach is task-based instruction. Learners are given chance to participate in communicative task in learning. Nunan (1989) argues that integrated task more focused on authentic language.

Then, the lecturers did not integrate this skill subject with other subject when they were teaching. It was seen from 75% lecturers answered "ya" which lecturers integrate this skill subject with other subjects. In the interview result, 2

from 4 lecturers integrated this skill subject with other subjects. It was proved by the statement below:

> "ITR, mungkin ada tentang syntopical reading. Syntopical reading itu kan cara membaca kajian teori. Itu kan di literature review jadi ketika kita kan membaca banyak topik itu kita terapkan syntopical reading. Syntopical itu kan semacam skill yang ada di reading. Jadi kita membaca kaitannya, persamaannya, perbedaannya dan kemudian kesimpulannya gitu. Otomatis skill readingnya ada disitu. Nah ketika mereka disuruh membaca introduction part, nanti ada kaitannya dengan literature research, bagaimana sih cara menentukan topik-topik "(interviewee 1)

Moreover, 1 from 4 lecturers stated that she also integrated this skill subject with ITR subject, the reason of lecturer integrated with ITR subject is students are expected to develop their own background and literature review well.

> *"Tagihan akhir akademik merekakan membuat proposal bab satu dan dua. Bab tiga belum karena kan mereka paralel dengan ITR".*(interviewee 1)

The lecturers combine one subject to another subject to get another skills from other related skills. While the lecturers taught, they give opportunity to the learners to practice other skill in the other subjects. Integrated approach is not only four skills as known as the macro skill but also the micro skills such as phonetic (Oxford, 2001). It means the lecturers should give the real situation in the class and blends all the skill in the one. It is appropriate with the learning activity that is done by using integrated approach.

The implemented classroom activities on teaching the subject also promoted integrated language skills learning. The lecturers argued that the used many ways to make their students to use language skills in example: listening, reading, speaking and writing. It is also confimed in RPKPS in "*Tugas*" details that require students to make a scientific writing and present it.

4.2.3. Lecturers'perception toward the implementation of integrated language learning skills material applied in EAD classroom

Research Question:
What are the lecturers' perceptions towards the implementations of integrated language skills are represented on material of *English in Academic Discourse*?
Part of RPKPS: Daftar Referensi dan Sumber Belajar
Flowerdew, John. (2002). *Academic Discourse*. Harlow: Longman Pearson.   Halliday, M.A.K. (1985). *Spoken and Written Language*. Deakin: DUP.   Wallwork, Adrian. (2011). *English for Writing Research Papers*. New York: Springer.   Wallwork, Adrian. (2010). *English for Presentations at International Conferences*. New York: Springer.   Teks Fungsional yang terpublikasi: ELT Forum, ELT Journal

Questionnaire	
Keterampilan terintegrasi memberi kesempatan bagi pelajar untuk menggunakan bahasa yang otentik dan mendukung mereka untuk berinteraksi secara alami	Tidak setuju= 1 Ragu-ragu= 1
Bahan ajar yang saya gunakan dalam kelas mendukung pengekatan keterampilan berbahasa terintegrasi	Ya= 2
Saya mengajarakan mata kuliah ini dengan memasukkan materi mata kuliah lain	Ya= 2

Interview
Saya mengambil bahan ajar dari buku teks, selain itu saya juga menambahkan real jurnal ilmiah dan lainnya yang saya dapatkan dari internet untuk mahasiswa saya just for enrichment..
Table 4.2.4

Based on the table above, the lecturers chose authentic material from the authentic sources when they were teaching. It was seen 100% lecturers chose "ya". In the result of interview, most lecturers tend to choose the materials from authentic sources like internet and website to find jurnal or the other academic writngs . they also asked students to search their materials based on their interest on internet As the follow:

> *"Kan kalo di Academic Writing mereka diminta untuk dapat menulis artikel penelitian, jadi mereka sebelum mereka menulis disediakan apa? Apa yang mahasiswa butuhkan? Ya mereka disediakan apa yang mereka perlukan untuk dapat menulis artikel penelitian. Kan tujuan dari foreign language learning adalah supaya mahasiswa dapat berkomunikasi seperti penutur aslinya".*(interviewee 4)

> *"kalau bahan ajar itu harus kita pilih sendiri, cari sendiri, ga ada yang sudah diberikan. Jadi kita cari mana yang sesuai dengan topik. Tapi ada dalam SAP itu referensinya, buku-buku acuannya apa aja, nah dari situ kita nambah-nambahin dengan yang harus relevan dengan topik itu. Karena kita juga suka suruh mahasiswa mencari jurnal, artikel dari luar, jadi akan berbagai macam yang akan mereka bawa".* (interviewee 1)

Moreover, the lecturers used authentic material from academic forum on internet for showing dialogue or conversation in interpersonal context, following the statement below:

> *"Saya mengambil bahan ajar dari buku teks, selain itu saya juga menambahkan real jurnal ilmiah dan lainnya yang saya dapatkan dari internet untuk mahasiswa saya just for enrichment.".* (Interviewee 2)

Another important characteristic of integrated approach is the use authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers. The lecturers give materials from various sources. The learners are given chance to learn from authentic sources like blog, You Tube, video. It makes the learner can find other sources easily. As Rodgers (2001) argues that integrated approach in

teaching and learning activity use the authentic materials. The learners learn the academic discourse based on the context of this skill subject.

When the lectures were teaching, the lecturers found same materials in the resemble topic between one skill subject to another skill subjects. It was proved from 100% lecturers answered "ya". There were 100% lecturers chose different texts in teaching though the topic between skill subjects is same. It was seen all lecturers chose "ya". 2 out from 4 lecturers stated that they found the same topic between the resemble skill subject when they were teaching. But, they make different text based on the level of difficulty.

> *"Ya tergantung bagaimana yang sudah tertera di SAP. Jadi ada fokus atau temanya itu kita ambil dari kejadian sehari-hari tapi kita sesuaikan, karena ini academic makanya kita ambil dari jurnal, artikel, buku, skripsi. Ketika sedang membahas tentang literature review, kita minta dia untuk melihat-lihat skripsi, kita suruh dia melihat literature review jurnal, di artikel. Kemudian ada buku-buku teori yang mengatakan tentang apa-apa saja yang harus dimasukkan ke dalam literature review: tensesnya apa, vocabnya gimana, bagaimana meramu literature review itu ada buku-buku tertentu yang berbicara tentang itu. Jadi mereka harus membaca teori tentang apa yang harus ada di literature review, kemudian contoh-contoh yang mereka lihat dari jurnal, artikel, skripsi dan sebagainya."*.(Interviewee 1)

The lecturers give opportunity to the learners to learn the same topic with different focus in learning. Lecturers can use the same text to show many things should be considered in learning. This is also used in integrated language instruction that engage learners in meaningful communication and enable them to attain their learning objectives can be found in unlimited of model, teaching materials and techniques (Rodgers, 2001).

The percentage of the answer from the questionnaire was 100% lecturers chose "ya". 100%lecturers integrated four skills on teaching activity of*English in Academic Discourse* subject. It was proved from all lecturersanswered

"keduanya". Based on the result of interview, 4 lecturers taught the skill subject by using integrated approach. It is supported by statement below:

> *"Selain mereka harus menulis, mereka juga harus membaca. Apa yang mereka tulis, harus mereka baca dulu. Jadi mereka harus searching buku-buku atau internet atau artikel jurnal untuk dibaca. Nah itu yang mereka tuangkan dalam bentuk tulisan. Dan kemudian ketika mereka melaporkan itu bukan hanya menuliskan tapi mereka juga mempresentasikan, jadi kemampuan berbicara juga diperlukan begitu. Mereka harus membaca artikel, jurnal-jurnal, buku-buku, internet dan kemudian hasil kajian itu mereka tuangkan dalam bentuk tulisan, seperti membuat literature review, introduction part dan sebagainya. Nah kemudian ketika mereka mempresentasikan itu, dan kemudian convince bahwa ini benar lho.. berdasarkan ahli gini gini gini.".*
> (interviewee1)

The implemented materials on teaching the subject are perceived to suit integrated language skills learning. The statement collected from lecturers, they provided the chances to their students to get many authentic inputs from many sources. The same conditions occured in the RPKPS.

4.2.4. Lecturers'perception toward the implementation of integrated language learning skills evaluation applied in EAD classroom

Research Question:	
What are the lecturers' perceptions towards the implementations of integrated language skills are represented on evaluation of *English in Academic Discourse*?	
Part of RPKPS: Tugas (Pengalaman Belajar)	
Tugas 1 Membuat Bagian Latar Belakang dalam tulisan ilmiah Tugas 2 Membuat Bagian Kajian Pustaka dalam tulisan ilmiah Tugas 3 Mempresentasikan karya ilmiah	
Questionnaire	
Saya mengevaluasi keterampilan secara terintegrasi	Setuju= 2

Pendekatan keterampilan berbahasa secara terintegrasi membantu guru untuk dapat melihat kemajuan siswa dalam berbagai keterampilan dalam waktu yang sama	Setuju= 2
Pendekatan keterampilan berbahasa secara terintegrasi memberi penekanan pada kecakapan dan ketepatan, bukan hanya pada bentuk-bentuk kebahasaan	Sangat setuju= 1 Setuju= 1
Penilaian dan penugasan yang saya terapkan dalam kelas mendukung pendekatan keterampilan berbahasa secara terintegrasi	Ya= 2
Saya memberikan penugasan secara	Semua jawaban= 2
Saya memberikan umpan balik secara	Semua jawaban= 2
Saya memberikan penilaian secara	Portofolio= 2
Interview	
Untuk rubrik penilaian karena saya menerapkan rubrik dari IELTS jadi sudah termasuk lexical, grammar, coherence dan lainnya karena saya ingin dong supaya mahasiswa yang saya ajarkan memiliki daya saing dengan yang diluar-luar sana. Kan buat apa saya mengajar bila murid yang saya ajar tidak memiliki nilai lebih dari yang lainnya heheee... jadi saya meminta mahasiswa saya dalam bentuk portofolio yang dapat mereka kirim ke website yang sudah saya sediakan. Jadi tuliasan mahasiswa dikirim ke web tersebut supaya yang lainnya juga bisa baca. Nah disitu	

mereka bisa melihat pekerjaan teman mereka dan mengukur pekerjaan mereka sendiri. Oiya, dalam website tersebut mereka hanya dapat membacanya, hanya saya yang dapat mengedit maupun modifikasi pekerjaan mereka, jadi mereka tidak bisa mengubah-ubah pekerjaan teman mereka. Kan biar ga kacau juga nantinya.
Table 4.2.5

The percentage of the answer from the questionnaire was 100% lecturers said "terintegrasi". It indicated that lecturers give assessment based on the learners' skill by using integrated skills. Based on the result of interview, 4 lecturers give integrated assessment based on the instruction of the assessment. This statement is proved by the result of interview below:

> *"alat penilaian dan penugasan ya kalau di academic discourse yang saya ajar ini saya meminta mereka menulis dan mempresentasikan ya. Nah ketika mereka menulis, tentu terintegrasi juga dengan readingnya, apa yang sudah dia baca dan apa yang sudah dia tuangkan dalam tulisannya. Alat penilaiannya ya berupa rubrik ketika mereka mempresentasikan papernya dan juga rubrik penulisan dalam paper mereka itu".* (interviewee 2)

The lecturer also integrated written and spoken test. The written test related to the text, then spoken test related to the performance. The first lecturer also added that this subject is a pre-requisite related to the other subject. So, the task was partially designed by some criteria as stated below:

> *"Alat itu sesuai yang tertera di SAP. Jadi kita ada proses evaluation dan ada mid-term, ada final-term, ada final test ada performance test. Jadi kalo proses itu kebanyakan performance mereka presentasi dan hasil tulisan akhir yang mereka kumpulkan. Kemudian reading itu dari bacaan buku-buku dan ringkasan-ringkasan literature yang sudah mereka baca. Sudah tidak dengan tes tertulis tapi dengan presentasi dan hasil tugas akhir mereka. Tagihan akhir akademik merekakan membuat proposal bab satu dan dua. Bab tiga belum karena kan mereka paralel dengan ITR dan belum mendapatkan mata kuliah metodologi dan sebagainya. Jadi kami belum meminta itu. Cuman seperti laporan bacaan-bacaan yang mereka dapatkan itu".*(interviewee 1)

Lecturers give assessment based on what they have taught. It is assessed based on the performance while they were learning. The lecturers assessed the

learners' progress to achieve the objective of learning. Integrated assessment tends to follow the progress of learning process. By using integrated assessment, lecturers give opportunity to do experiment with language (Brown, 2004). Lecturers assess the students' proficiency by seeing students' activities in the class using target language.

In conducting mid-term test and quiz, lecturers did not corporate with other parallel lecturers who taught the same subject. This statement got 100% vote from lecturers who answered "tidak". But, 100% respondent answered "ya" lecturers corporated with parallel lecturers in conducting final test. There were some lecturers' reason who did not corporate with parallel lecturers in conducting mid-term test and quiz, it got 50% lecturers stated that *"tidak tercantum bentuk penilaian di dalamRPKPS"*. Then, 4 lecturers were not corporate with other parallel lecturers in developing criteria for mid-term test and quiz. The reason is because there is no schedule for mid-term test. It was proved in the statement below:

> *"rubriknya itu tidak tertuang langsung dalam RPKPS, tapi hanya saya berikan dikelas saya saja. Jadi butir-butir penilaian apa yang saya nilai saya berikan ke mahasiswa"*. (interviewee 1)

> *"Untuk rubrik penilaian karena saya menerapkan rubrik dari IELTS jadi sudah termasuk lexical, grammar, coherence dan lainnya karena saya ingin dong supaya mahasiswa yang saya ajarkan memiliki daya saing dengan yang diluar-luar sana. Kan buat apa saya mengajar bila murid yang saya ajar tidak memiliki nilai lebih dari yang lainnya heheee... jadi saya meminta mahasiswa saya dalam bentuk portofolio yang dapat mereka kirim ke website yang sudah saya sediakan"*. (interviewee 4)

One of four lecturers emphasized the information about Quiz as statement below:

> *"mereka tidak ada kuis. Paling mungkin hanya jadi portofolio mereka, cara menulis itu"*. (interviewee 2)

But, in conducting final test, most lectures cooperate with other parallel lecturers.

"untuk itu karena saya berparalel dengan dosen 1 juga, kalo ga salah dengan dosen 4 juga tapi saya kurang tau, tapi kita di awal sudah sepakat bahwa kita ada ujian praktek. Ujian praktek dalam arti menulis, mereka membuat latar belakang dan literature review dari academic writing, lalu mempresentasikannya".(interviewee 2)

In giving assessment, 100% lecturers used personal, group, pair and public feedback. But, each lecturer conducted various types feedback based on the situation in the class. 1 from 4 lecturers perceived that technique in giving feedback is flexible based on the situation and the task.

"pertama berkelompok, lama-lama individu. Pertama itu berkelompok ya karena supaya mereka bisa saling share informasi. Yang satu tau, yang satu ga tau. Nah yang satu tau itu bisa menularkan kepada yang ga tau. Jadi mereka acquire, berbagi berbagai macam informasi kalo melalui kelompok. Nah tapi, ketika kita mengevaluasi itu harus perorang. Karena kita melihat kemampuan perorangnya bukan kelompok. Waktu berkelompok itu kan sudah banyak berdiskusi, saling bertukar informasi dan ilmu". (interviewee 1)

The lecturers also implement integrated approach in giving feedback. When the lecturers give individual feedback in written, the lecturers give opportunity to learner to read and understand about the lecturers' feedback. Also, when the lecturers give public feedback in spoken, the learners are acquired to listen and give the response about the lecturers' feedback.

In conducting mid-term test and quiz, most of the lecturers use portfolio. It is also presented in the interview result and *RPKPS*. It was done to get authentic assessment as the integrated assessment about students' work and follow the students' progress over time (Brown, 2004). Matching was also conducted by lecturer in assessing learners' proficiency. But the type of assessment gives less learner to demonstrate its performance in a learning achievement. However, the

basic theory of this skill subject is communicative approach, learners get less opportunity to expose their communicative skill.

The researcher found the similiarities between finding and literature review by expert. In chcapter two, researcher found that Brown give some explanation about pedagogical and real-world tasks. Pedagogical classroom Brown (2001) stated that this type are specially designed classroom tasks that are intended to require the use of specific interaction strategies and may also require use of specific types of language (skills, grammar or vocabulary). A task in which two learners have to try to find the number of differences between two similar pictures is an example of a pedagogical task.. meanwhile, real-world task are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks. These types of tasks are achieved through language in the world outside the classroom. A role play in which students practice a job interview and writing an application letter would be a task of this kind. With this regard, Long cited in Nunan (2004) provides the definition of real world tasks as a piece of work undertaken for oneself or for others, freely or for some reward. The researcher argued that the lecturers used both on them to be applied in the classroom

Furthermore, the implemented evaluation on teaching the subject supported integrated language skills learning. Lecturers asked the students to draft, write, evaluate and present their own papers as stated in the RPKPS.

CHAPTER V

CONCLUSION

This chapter presents the conclusion, limitation, and suggestion of this study, the lecturers' perceptions toward implementation of integrated skill approach on teaching of *English in Academic Discourse* subject at English Department of State University of Jakarta.

5.1. Conclusion

Lecturers' perceptions toward the implementation of Integrated language skills learning on the Learning Activity of *English in Academic Discourse* is positive.

This perception is derived from the lecturers' perception from respective research questions that lecturers agreed that they comprehend the application integrated language skills learning in the subject from their learning and experience. Lecturers perceived the integrated language skills promote the appropriately use of language as its context and content in the real situation. Lecturers also perceived they taught the macro skills in shorter time while focusing on the specific context. All of the four macro skills are integrated during the learning process even if writing and reading skills are perceived as the most dominant skill. EAD promotes communication contexts which is appropriate with its name and helps their students learn language not only as a language but also a tool for real life communication.

Lecturers' perceptions toward method of integrated language skills learning on teaching of *English in Academic Discourse* is the combination of content-based and task-based based on the data collected by the researcher. But, the

researcher found that lecturers actually also applied discourse-based type based on the literature review and their answer on the interview instrument.

Lecturers' perceptions toward Classroom Activitiy of *English in AcaademicDiscourse* is that the materials promotes linguistic, social function, and structure through authentic oral and written materials which was taken or adapted from books and also other digital resources although the listening skill was perceived as the least dominant skill to be taught. *English in Academic Discourse*as an integrated skill that focus on the productive skill; speaking and writing, it promotes the use of authentic materials and applying the performance based assessment to evaluate the students' achievement. In this case, lecturers asked student to conduct group discussion, research and presentation

Lecturers' perceptions toward Material of *English in Academic Discourse* is mostly on authentic material from written and digital sources. This kind of materials supported the integrated language skills learning based on the statement of experts in chapter two of this study.

Lecturers' perceptions toward Evaluation of *English in Academic Discourse*is mostly on portfolio that address performance-based assessment as a tool to assess the four skills. Lecturers also promoted the importance of peer assessment by giving opportunities for each student to receive feedback from lecturer, peers, or group. It can not be concluded into either pedagogical or real-world task as stated by the related experts.

5.2. Limitation

This study only described the result of lecturers' perceptions toward implementation of integrated skill approach on teaching activity of *English in Academic Discourse*. This research only used questionnaire, interview, and document analysis as the data. And, it did not describe the real situation in the classroom. Then, the research did not observe directly in the classroom.

5.1. Suggestion

Based on the findings and discussion, it is suggested that the result of the study can be used as the reference to evaluate skill subject*English in Academic Discourse* at English Department of State Universityof Jakarta.Since this subject presents skills of language, the portion of these skills should be, clearly, stated in RPKPS. Descripption of these skills should be presented in the description of RPKPS to avoid mis-perception among lecturers. Moreover, the finding of this study suggests the skills also should be elaborated in terms of method, activity, material and evaluation used (on point four, five and six of RPKPS) in order to provide clear information for lecturers. Besides, lecturers should discuss about this subject before the teaching process begun, if there are disambiguation or unclear explanation provided on the RPKPS.