

CHAPTER I

INTRODUCTION

This chapter reveals the background of study, the research question, the purpose of study, the scope and the significance of the study.

1.1 Background Study

In preparing the potential future workers, education has a crucial role in it. To support that statement, Trilling and Fadel (2009) provide a statement that preparing future workers and citizens to deal with the challenges of their times is one of education's chief roles. Hence, in every sector of education especially higher education try fixing and re-arranging the curriculum in order to fulfil students' need. In line with that in Indonesia, the policy of Higher Education curriculum is addressed in *Kerangka Kualifikasi Nasional Indonesia (KKNI)*. Since 2010, Mendikbud has arranged KKNI as a stages framework of competencies that is used as a reference for curriculum development in higher education (Solikhah, 2015). In response to that, since 2013 English Department at Universitas Negeri Jakarta made a transformation by merging reading, listening, speaking, and writing into integrated skills subjects such as *English for Interpersonal Communication*. Based on the RPKPS this subject has a description:

“English for Interpersonal Communication is a core subject for both study programs—English Language Education Study Program and English Literature Study Program. It exposes students to oral and written interpersonal communication skills which cover greetings and introducing oneself and others; talking about routines and experiences; expressing feelings: reflections, sympathy, and empathy in context” (RPKPS EFIC)

Based on the description, this subject focusing on exposes students to have the ability to communicate in interpersonal context. According to Dixon and O'Hara (2008) communication is about sending and receiving message which involve the integration of language skills. Brown (2001) stated that the real life integration of language skills which promotes communicative competence can be found in integrated skills approach. .

Integrated skills approach has been known as an instruction which usually followed by the principles of the communicative approach, with various pedagogical emphases, goals, instructional materials, activities, and procedures that play a central role in promoting communicative competence (Hinkel, 2006). Based on Oxford (2001) the four primary skills such as listening, reading, speaking, and writing include the associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage will lead to ESL/EFL communication when the skills are interwoven during instruction.

The trend of teaching English skills by using integrated skills approach has drawn some researchers to conduct a study focus on the advantages of using integrated skills approach in teaching EFL learner. Tajzad and Namaghi (2014) investigated the EFL learners' perception toward the integrated skills approach, the result showed that integrated skills approach encouraged students simultaneous use language of all the language skills. Integrated skills approach also created conditions that were conducive to real communication as opposed to isolated skills. The similar study from Mekheimer and Aldosari (2013) conducted a study focusing on the use of integrated skills approach in EFL classroom at Saudi Universities. The

result showed that integrated skills approach promoted communicative competence. Based on that study integrated skills approach can best achieved if teachers know ways to apply it in classroom. On the other hand, a study that focusing the implementation of integrated skills approach based on students' perceptions has remain uninvestigated in that study. Hence, this calls for further study to conduct a study that focusing on students perceptions toward the implementation of integrated skills approach. Perception is a process of acquiring and processing information (Demuth, 2013). The information given by students could be gives a description how integrated skills approach was implemented in *English for Interpersonal Communication*.

1.2 Research question

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

1.2.1 What are Students' Perceptions toward the Implementation of Integrated skills Approach on Learning activity of *English for Interpersonal Communication*' at English Department, Universitas Negeri Jakarta?

Focusing on:

- a. What are Students' Perceptions toward the Implementation of Integrated Approach on Classroom Activities of *English for Interpersonal Communication*?
- b. What are Students' Perceptions toward the Implementation of Integrated Approach on Evaluation of *English for Interpersonal Communication*?

1.3 Purpose of study

This study investigated students' perceptions toward the implementation of integrated skills approach on learning activity in *English for Interpersonal Communication* at English Department. Through students' perception it is expected to be a recommendation for further implementation of the subject.

1.4 Scope of study

This study was limited on finding students' perceptions toward the implementation of integrated skills approach on learning activity of *English for Interpersonal Communication* as far as students are concerned. ED students in year 2013 and 2014 were asked about their perceptions.

1.5 Significance of Study

This study is expected become recommendations for further pedagogical practice and further study implications. In addition, this study is about the students' perception toward the implementation of integrated approach on learning activity of *English for Interpersonal Communication* at English Department. The different perception may give the empirical data which can be used as reflection, enchantment and input to the implementation of those subjects.