

## CHAPTER II

### LITERATURE REVIEW

This chapter consists of discussions related to issues of this study includes; Theory of perception, the implementation of *English for Interpersonal Communication* at English Department. The chapter is also discuss teaching and learning English skills which consists of syllabus design, learning activity and evaluation activity. Also, this chapter presents previous study about integrated skills approach and a conceptual framework of this study.

#### 2.1 Theory of Perception

Perception is people's sensory experience of the world around them and involves both the recognition of environmental stimuli and actions in response to these stimuli (Cherry, 2015). Ward, Grinstein, and Kiem (2005) also provide a definition that perception is the process of how people interpret the world around them, forming a mental representation of the environment. A perception deals with experience, people's perception toward something will come up when people experience it (Goldstein, 2014). A perception is created by making connections with memories, expectations, emotions, and motives in other parts of the brain (Morris & Maisto, 2010).

A perception start with the stimulus that come to the receptor process (Goldstein, 2014). This relates to Bimo (2010) that the process of perception begin with stimulus which is received individuals using human sensors called sensing (Bimo Walgito, 2010). Perception deals with the human senses that generate signals from the environment through sight, hearing, touch, smell and taste (Ward,

Grinstein, & Kiem 2005). But if one of the sensory organs going worse or cannot work at all, the other sensory organs' ability will increase their function (Santrock, cited by Wulandari, 2005 p.27). After sensory organs detected the stimuli the term of transduction process will come up; the process happens from the sensory organ to the brain. Brain will interpret, organize and form the received stimuli to be the complete information (Passer & Smith, 2004)(Passer & Smith, 2001).

Perception is determined by an interaction between bottom-up processing, which starts with the image on the receptors, and top-down processing, which brings the observer's knowledge into play (Goldstein, 2014). Démuth (2013) provide an explanation the process of perception that is acquired by the process of information, there are *bottom up processing* and *top down processing*. Linked to the implementation of *English for Interpersonal Communication*, *bottom up processing* and *top down processing* involve in the process of perception toward the implementation of those subjects. For ED students, in the *bottom up processing* students start with the pattern or form activities that they get from the previous subject before *English for Interpersonal Communication*. After that, the top down processing will process the knowledge about that. As Goldstein (2014) states that *top down processing* refers to processing that is based on receptor's knowledge, in this sense the knowledge about what they know about learning activities. After the students look those things closely, their electrical signals will unconsciously transmit and process to their brain (Goldstein, 2014). The process continues to students who experiencing the activity in those class. Perception will appears when

the things is accepted by the receptors, and the knowledge which students have is brought to their perceptual process.

## **2.2 The Implementation of “English for Interpersonal Communication” at English Department UNJ**

Since 2013, ED UNJ no longer use the term of skills subject such as basic reading, basic writing, basic speaking etc. some subjects come up with the new term of integrated skills subjects. ED UNJ has made a transformation in the subject skills. One of the subjects is *English for Interpersonal Communication (EFIC)*. As these kind of subjects are new in English Department UNJ, the implementation may causes a perplexity in students. Those subjects come with the new term, this may lead students to have a confusion in the learning process.

### **English for Interpersonal Communication**

People have abundance of communication choices at their disposal. As Gamble (2014) the type of communications can be differentiated by the number of persons involved, the formality of the interaction, and the opportunity to give and receive feedback. This is in accordance with Harmer (2001) which states the use of language is determined by purpose of communication which is also influenced by other parameters such as setting, the channel of people are using to communicate by, and the type of communication which people involve with. Interpersonal communication is one of the type of communications. Based on Hartley (1993) that interpersonal communication is two way communication model where participants do have purposes or intentions which they *wish* to communicate. Furthermore,

Gamble (2014) explains that interpersonal communication is a kind of lifelong project which means that culture of each person, his or her gender, the environment, and the individual's goals will determine how that person approaches and processes interpersonal communication. Also, Gamble (2014) states that interpersonal communication deals with the ability to use appropriate communication to build and maintain an effective relationship.

At ED UNJ, the subject of *English for Interpersonal Communication* provides some skills. In this subject students are expected to have oral and written skills in interpersonal context. Students are given many kinds of material such as greetings, introducing oneself and others, talking about routines, experiences, expressing feelings, reflections, sympathy, and empathy in context.

### **2.3 Teaching and Learning English Skills**

Kumaravidelu (2003, p.226) identified traditionally the primary English skills into listening, speaking, reading, and writing. The audiolingualist take place in dividing the four skills into two categories; passive and active. Speaking and writing were considered active skills, reading and listening were considered passive skills. But the term of active and passive skills replaced by the term of receptive and productive skill where listening and reading are considered as receptive skills, speaking and writing are considered as productive skills (Kumaravidelu, 2003, p. 226). These changes were influenced by the position of readers and listeners who actually active in engaging their minds and processing the information in order to make meaning (Savignon, 1990, p. 207, cited by Kumaravidelu,2013, p. 227).

Taking some scholars look about the discussion of teaching the four primary skills, found that the four primary skills are typically teach by a curricula and textbook which tend to focus on one or two of the four skills (Brown, 2001). Commonly accepted perspectives on language teaching and learning propose a new term of integrated skills approach, using language for a meaningful communication, people engage one primary skill with other primary skills (Hinkel, 2006). As early as the 1970s, many researchers and methodologists noted that the teaching of language skills cannot be conducted through isolable and discrete structural elements since skills are not divorced from each other (Corder, 1971, 1978; Kaplan, 1970; Stern, 1992). The primary skills such as speaking, and listening usually happen simultaneously, and people may well read and write at the same time when they make notes or write something based on what they are reading (Harmer, 1999).

### **The Need for Integrated Skills Approach**

In recent years, the fields of education have increasingly focused on the concept of communicative competence (Powers, 2010 ). This relates to Ssvidou's statement (2004) that the main concern of teaching English as foreign language is teaching the communicative competence. Teaching language as communication calls for an approach which brings linguistic skills and communicative abilities into close association with each other. One way to obtain this association is by using an integrated approach which gives the students greater motivation that converts to better retention of all the principles related to English skills learning; speaking, listening, reading, and writing (Moghadam & Reza Adel, 2011). Integrated the

learning and use of any one skill can trigger cognitive and communicative associations with the others (Kumaravadivelu, 2003).

The integrated skill approach contain with the real life integration of language skills, this approach perceive the relationship among the several skills (Brown, 2001). The integrated approach exposes English language learners to authentic language and challenges them to interact naturally in the language (Oxford, 2001). These statement can be linked to the Rivers and Temperley (1978) statement that EFL students need situations where they are on their own which mean students are not supported by teacher or structured exercise. It can be inferred that the integrated approach is perceived as an approach which can propose the authentic learning of using language as a communication tool.

Discussing about the trend of integrated skill approach, many researcher found it as an interesting field to investigate. Many researchers present the advantages of integrated skill approach as a result. Integrating language skills increases the process of knowledge absorption effectively and efficiently (Akram & Malik, 2010).The integrated skill approach is also help and support all language development for communicative purposes (Mekheimer & Aldosari, 2013). For instance, teaching reading can be easily tied to instruction on writing and vocabulary, and oral skills readily lend themselves to teaching pronunciation, listening, and cross-cultural pragmatics (Hinkel, 2001; Lazaraton, 2001; McCarthy & O’Keeffe, 2004). Since integrated skill approach present a set of language instruction which authentically lead students to achieve communicative language

use, as Myres and Hilliard (1997) stated in their study that integrated skill approach enables learner to have a more realistic access to authentic language learning.

Beside the advantages of integrated skills approach, many scholars also discuss about the instruction or activity that can be used in integrated teaching. Oxford (2001) argue that there are two types of instructions in integrated teaching; content based instruction and task based instruction. The two content based and task based instruction are valuable at all levels of proficiency (Oxford, 2001). In addition, according to Kumaravadvelu (2003) there are also content-based activities (Crandall, 1987), project-based activities (Legutke and Thomas, 1991), whole language activities (Goodman, 1986; Freeman and Freeman, 1992), and experiential activities (Kohonen, et al., 2001), all those activities are all relevant for learners of different levels of proficiency, provided the degree of conceptual, communicative, and linguistic challenge is monitored and maintained.

### **2.3.1 Learning Activity in Integrated skills approach**

In doing teaching activity, teachers deal with a number of learning activities that can assess students' performance. To assess students, Brown (2004) provide the concept of assessment as an ongoing process which means all activities in the classroom such as, responding a question, giving comment etc., the teachers are subconsciously make assessment of students' performance. The role of assessment in teaching is crucial, as stated by Paul (2010) assessment does more than allocate a grade or degree classification to students, it plays an important role in focusing their attention. Assessment is the process of gathering data. More specifically,

assessment is the ways instructors gather data about their teaching and their students' learning (Hanna & Dettmer, 2004).

In assessing students, there are a number activities that can be used by teacher, Brown (2001) define activities as anything that learners do in classroom such as role plays, drills, games, peer-editing, small group information and many more. Those activities can be categorized into formative assessment that is used to assess students' learning process. As Shepard (2008) defines formative assessment as assessment which is carried out during the instructional process for the purpose of improving teaching or learning. Garrison et al (2009) states that when formative assessment incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made (Garrison, Chandler & Ehringhaus, 2009). Relating with the integrated teaching Brown (2001) and Kohonen et al (2001) provide experiential learning which include left and right brain processing that contextualize language, that integrate skills, and that point toward authentic, real world purposes. Kumaravadivelu (2003) is also provide the concept of experiential activity which stress interactive language use that requires a synthesis of various language skills and various language components. Experiential learning tend to be learner centred by nature such as role play and simulations, hands-on project, computer activities, research project, cross cultural experiences, and field trips (Brown, 2001, p.239).



### 2.3.2 Evaluation Activity in Integrated Skills Approach

Teachers generally program learning activities followed by evaluation activities to check whether the objectives covered in a given period have been attained. As mentioned before, that assessment is defined as an ongoing process but in this sense assessment is also can be defined as a product which can be used as evaluation (Brown, 2004). Scholars come with the concept of summative assessment, this kind of assessment aims to measures or summarize, what a student has grasped, and typically occurs at the end of a course (Brown, 2004). This in line with Catherine and Michael (2010) that summative assessment have a purpose to determine at a particular point in time what students know and do not know. Summative is designed after the learning has been completed and provides information and feedback that sums up the teaching and learning process (Ehringhaus, 2010).

Discussing about integrated skills teaching that address the purpose of communicative language use, some scholars offer a term of **performance- based assessment**. The productive skills such as writing and speaking refer to the term of performance- based assessment, which often implies an integration of language skills (Brown, 2004 p.255). Performance assessment falls into two categories: achievement-related behaviours exhibited by the student (e.g., communication or reading skills) and achievement-related products that students develop (e.g., written reports or projects) ( O'Maley & Pierce, 1992). Performance-based assessments *“represent a set of strategies for the . . . application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to*

*students*” (Hibbard and others, 1996, p. 5). This type of assessment provides teachers with information about how a child understands and applies knowledge. Also, teachers can integrate performance-based assessments into the instructional process to provide additional learning experiences for students (Brualdi, 1998). O’Malley & Pierce (1996) and Brown (2004) categorize the form of performance based assessment into Journals, Portfolio, Conference and Interviews, Observation, and Self and Peer Assessments.

### **2.3.3 Materials in Integrated Skills Approach**

Communicative based teaching has given the term of authentic material as the source of learning material. Some scholars argue that authentic material bring the context of real world situation. Based on David Nunan (1988) as cited by Ian McGrath (2002, p.114) the authentic task promotes communicative behaviours which will be required by learners. Authentic materials come from the infinite source such as, newspaper, magazines, TV programs etc. this is what makes learners know how the language actually used in a real world (Berardo, 2006 p.62). The reason of authentic material reflect real world situation is also claimed by Won, Kwok, and Choi (1995, p.318 cited by Berardo, 2004 p.105) authentic materials can help teachers to engage students in the learning and use of English, sensitizing them to the use of English in the real world, and helping them to generate a learning strategy for learning not only English but also other subjects. Hence, the term of authentic material is interesting field for scholars to discuss.

A substantial number of studies have long been discussed the use of authentic material in the classroom. Sacha (2006) notes that using authentic

material in classroom will expose learner to as much real language as possible. The possible authentic that can bring to the classroom is authentic texts “*Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people.*” (Nuttall, 1996 p.172 cited in Berardo, 2004 p.64). On the other hand, Widdowson (1998) contends that genuineness of authenticity is a matter how the text can be used to learn the language itself. As Maher Salah (2008) notes from Mulling (1991) authenticity is the matter of how teachers and students work with the texts. The authenticity can be reached if the students respond to text as a native speaker do in real contexts.

#### **2.4 Previous Study**

There are a number of study that focus on the field of the approach that is used in teaching and learning English skills, include the approach of integrated skills. Some researchers focus on experimental teaching by using integrated skills approaches and some focus on evaluating the approach.

A Study done by Tajzad and Namaghi (2014) was *Exploring EFL Learners’ Perceptions of Integrated Skills Approach*. They conducted the study as experimental teaching approach, after presented the integrated approach in a class they interviewed those who were willing to share their views concerning this approach. The result shown some positive findings, integrated skills approach encourages simultaneous use of all the language skills and creates conditions that are conducive to real communication as opposed to contrived practice of isolated skills. Also, integrated skills approach reduces their level of stress and anxiety by

engaging them in real communication of ideas rather than mechanical practice of skills and components.

Another study done by Mekheimer and Aldosari (2013) which focus on evaluating the integrated skills approach in Saudi Arabia Universities. This study evaluated the effectiveness of integrated skills approach by conducting experimental teaching. Findings indicated that the treatment that was presented in integrated skills approach had a significant effect on student performance in all skills.

Pei-ju Huang (2009) on his research *Integrating the Language Skills By Collaboration In A Task-Based Project Through A Theme*. Based on the result found that the observation of the experimental instruction indicates that student attitudes and motivation highly positive by combining tasked-based and theme-based.

Although there are a number of study that focus on integrated skills approach, a study that focus on the implementation through students' perception who enrol the specific subject that has already used integrated skills approach has remained uninvestigated. For that reason, this study aims to fill the limitation form the previous study by conducting a survey study that focus on students' perception toward the implementation of *English for Interpersonal Communication* at ED UNJ.

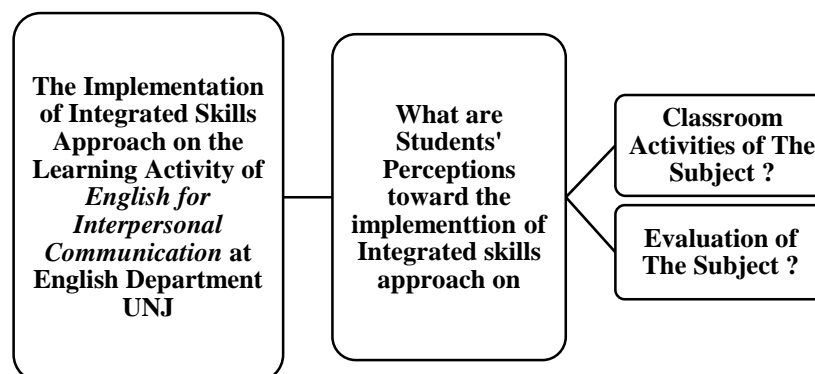
## **2.5 The conceptual framework**

The subjects of *English for Interpersonal Communication* focusing on exposes students to have an ability to communicate in interpersonal context. Since

this subject focusing communication, integrated skills approach is addressed in this subject. As the theory stated in literature review that integrated skills approach promotes the communicative competence. This in line with the learning objective in this study that in the end of the lesson students are expected to have an ability to communicate.

Students' perceptions toward the implementation of integrated skills approach on learning activity in this subject are needed since the students have experienced the learning process in this subject. The perceptions pointed out type of learning activity, assessment that is used in this subject.

Figure 2.5 : The Conceptual Framework



## 2.5 Theoretical Framework

Syllabus of the subject	Material of the subject	Teaching and Learning Activity of The Subject	Evaluation of The Subject
<p><b>a.</b> The selection of material, assessment, activity, and also the duration of a course take place at the syllabus planning stage (Nunan, 1988).</p> <p><b>b.</b> In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration.(Oxford , 2006)</p> <p><b>c.</b> In content-based instruction the classroom tasks provide a context for language learning, are more cognitively demanding, and reinforce the existing school curriculum (Pessoa, Hendry, &amp; Donato, Tucker, Lee, 2007)</p> <p><b>d.</b> Content based instruction is an approach to language teaching that organizes instruction around meaningful content or subject matter (Richards and Rodgers 2001; Krahnke 1987).</p>	<p><b>a.</b> Textbook can be a material course if it is added , modified and supplemented by other materials (Saraceni,2003; Tomlison and Masuhara 2004 )</p> <p><b>b.</b> Learner should be exposed to samples of authentic language selected from corpora of language in use (Tan, 2002).</p> <p><b>c.</b> Freeman (2000) states that one of the characteristics of communicative language teaching is using authentic materials.</p> <p><b>d.</b> Little et al (1995) in Johansson (2006) define authentic texts as follows: “An authentic text is 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.”</p>	<p><b>a.</b> Activity may refer to virtually anything that learners do in the classroom, activities include role plays, drills, games, peer-editing small group information and many more (Brown, 2001)</p> <p><b>b.</b> Biggs (1996) argues that learning is best achieved if there is a constructive alignment between the learning goals, teaching approaches, and assessment techniques.</p> <p><b>c.</b> 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).</p>	<p><b>a.</b> Feedback can be delivered in two modes; spoken and written (Rollinson, 2005, p. 25)(Ren &amp; Hu, 2012, p. 10).</p> <p><b>b.</b> The most common agents to deliver written feedback during the process of language learning and teaching are teacher and peers (Miao, Badger, &amp; Zhen, 2006)</p> <p><b>c.</b> O’ Malley &amp; 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</p> <p><b>d.</b> Assessment is how Teachers identify their learners’ needs, document their progress, and determine how they are doing as teachers and planners (Frank,2012)</p> <p><b>e.</b> The productive skills such as writing and speaking refer to the term of performance- based assessment, which often implies an integration of language skills (Brown, 2004 p.255)</p>