CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the results of the study are presented. The chapter is divided into four main sections. The first section presents the data description, followed by findings from questionnaire, interview and document analysis.

4.1 Data Description

The data of this study was gained through questionnaire, interview, and document analysis. The data source of this study were 60 ED students from year 2013 and 2014. All the students have already taken a subject of *English for Interpersonal Communication*.

The questionnaire of this study was arranged by some theories as describe in the following table:

Aspect(s)	Theories	Question Number
Students' enrolment checklist	-	1
Classroom Activity	Brown, 2001 Biggs, 1996 Boud, 1995 Davidso, 2007	2,3,4,5,6,7,8,12,16
Material	Tomlison and Masuhara 2004 Tan, 2002 Little et al, 1995	9,10,11
Evaluation	Brown, 2004 Miao, Badger, & Zhen, 2006	13,14,15

Table 4.1: Details of Questionnaire

The questionnaire used Bahasa to avoid misunderstanding. There are 16 questions. Those questions have been validated by using experts' judgement and software SPSS 20.

The interview was conducted with 10% of data source. The interview protocol was made after identifying answers from the questionnaire. To make the data more specific, the interview protocol also contain with the questions that were not be covered in questionnaire.

4.2 Findings and Discussion

4.2.1 Students' Perceptions toward the Implementation integrated skills on Classroom Activities of *English for Interpersonal Communication*.

a. Integrated Skills Approach lead Students to Simultaneous use of Skills.

The point of learning English is the matter of how students can use it communicatively. Integrated skills approach is considered as an approach that can support the learners to have communicative competence. The integrated skills approach contain with the real life integration of language skills which exposes English language learners to authentic language and challenges them to interact naturally in the language (Brown, 2001; Oxford, 2001).

Based on questionnaire and interview the result shown:

Question	Result
3. Keterampilan yang diintegrasikan adalah	Tidak menjawab: 18.3% Reading and writing:10.0% Speaking and listening: 33.4% Keduanya: 38.3%
4. Dalam mata kuliah keterampilan yang saya dapatkan, saya lebih banyak mendapatkan keterampilan…	Reading: 7.7% Listening: 9.2% Writing: 21.5% Speaking: 61.5%
12. Dosen saya mengintegrasikan mata kuliah keterampilan dengan subjek lain (cth. ELTM, Vocabulary, Grammar, ESP)	Tidak menjawab: 1.7% Tidak: 30.0% Ya: 68.3%

Table 4.2.1: Result of Questionnaire on Classroom Activities

Based on the result of questionnaires for question number 3, the percentage shown 38.3% of respondents claimed the four primary skills such as reading, writing, speaking, and listening were presented in integrated way. However, speaking was a dominant skill that was presented in this subject, with percentage of 61.5%. For question number 12, 68.3% respondents noted that the lecturer integrate *English for Interpersonal Communication* with other subjects

This result was also supported by statements from students in interview. They said that in this subject they also learn other skills such as, pronunciation, and vocabulary. Students explain:

> "…*Biasanya cari sendiri gitu vocab yang dari buku. Terus kalau pronounciation enggak secara langsung belajar tapi dosen suka ngasih tau ini itu British accent atau American accent.*" (Respondent 4)

> " *Learning by doing aja sih ka, kita itu biasanya disuruh bawa kamus oxford nanti kalau lagi nonton video ada kata-kata baru, ya kita cari di kamus. Kalau pronunciation, sama sih kalau kita lagi perform dikelas gitu dibenerin pronounciationnya.*" (Respondent 1)

Based on a study done by Mekheimer and Aldosar (2013) the integrated skill approach help and support all language development for communicative purposes. In other words communicative competence is measured by how students can used all the skills simultaneously as Harmer (1999) stated that 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. Considering that communication requires the integration of both the main and the accessorial skills, it makes sense that English in this subject is taught in communication promoting way. Furthermore, Hinkel (2001) stated that teaching reading and writing skills can tied with vocabulary, and speaking and

listening skills readily lend students to learn pronunciation, listening, and cross-cultural pragmatics. This statements was in accordance with the result of this study which showed that they learn another field such as pronunciations, vocabulary in this subject.

b. Integrated skills Approach Exposes Students to interact with the Language Naturally

Integrated skills 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 skills approach enables learner to have a more realistic access to authentic language learning. It can be inferred that integrated skills approach has an impact toward the activities in the classroom. Brown (2001) provide the concept of experiential learning which has the point toward authentic and real world purposes, this concept can be used as the basis in arranging. Since, integrated skills approach promote the authenticity in activities which lead students to interact naturally with the language, this study seek what kind of activities they had in *English for Interpersonal Communication*. And, based on the interview shown:

> "*emm buat mencapainya kalo speaking itu.. emm. pokoknya sering interaksi misalnya berkenalan dengan orang baru itu gimana, terus nanti pairing work gitu kaya role play, yang lebih dominan jelas speakingnya sih…*".(Respondents 4)
>
> "*...nah kalo lagi speakingnya gitu kita suka disuruh introduction role play gitu…*"(Respondent 3)
>
> "*...kita nge-take video, misalkan kita pergi ke tempat-tempat sejarah atau museum terus kita ngejelasin misalnya ini itu pake bahasa inggris, kaya gitu.*". (Respondent 6)

From the interview result there were some kind of learning activities that were used by lecturer. In this subject students often did role play, and recorded a

video. Relating with the concept of experiential learning, that kind of activities are the examples of experimental learning which was provided by Brown (2001). In fact, activities in the classroom also supported by the materials. Students pointed out that the authentic material used in this subjects lead them to do their learning activity communicatively naturally. However, based on questionnaire the authentic materials were provided by lecturer. As the table of the result below:

Question	Result
9. Dosen saya memilih materi teks tertulis dan lisan melalui teks autentik dari sumber autentik	Tidak: 5.0% Ya: 95.0%
10. Dosen saya memilih materi teks tertulis dan lisan dari buku teks pelajaran bahasa Inggris	Tidak: 33.3% Ya: 66.7%
11. Dosen saya memilih materi teks tertulis dan lisan dari sumber digital (website, youtube, news, VCD pembelajaran bahasa Inggris, dll)	Tidak menjawab: 1.7% Tidak: 23.3% Ya: 75.0%

Table 4.2.1 : Result of Questionnaire on Classroom Activities

Based on question number 9, 95.0% of respondents claimed that the lecturer used text as the material from authentic sources. Also, the lecturer used book as learning material source, with the percentage of 66.7%. In addition, digital sources was also used as learning material in *English for Interpersonal Communication* with the percentage of 75.0%. This results were also supported by students' statements in interview:

> *"Video gitu ka, terus kita juga punya handout-handout dari buku judulnya "Say it Naturally".".* (Respondent 1)

> *"oh iya kalo di EFIC iya dialogue terus cerita gitu, dari buku gitu ka kita punya. Kalau kaya video-video gitu sih enggak"* (Respondent 4)

> *"nah disitu kita suruh mencatat hal-hal apa saja yang ada dalam video tersebut.".* (Respondent 5)

However, according to 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. In this subject, students try to interact with the material naturally by doing role play and taking video as a project. However, since the materials provided by lecturers students did not have an opportunity to find and explore the material by themselves.

In addition, students perceived that all activities they had in this subject integrated skills approach has an impact for students to interact authentically and naturally with the language. Based on the result of questionnaire 37.0% of respondents claimed that integrated skills approach can lead them to use language authentically. Also, 37.0% of respondents claimed that integrated skills approach treats English subject not as an academic subject but lead them to use English in communicating with each other. Below the table of the result of question number 16:

Question	Result
22. Pernyataan berikut sesuai dengan kondisi saya	- Keterampilan terintegrasi memberi kesempatan bagi saya untuk menggunakan bahasa yang autentik dan menantang untuk berinteraksi secara alami: 37.0% - Keterampilan terintegrai memberikan kesempatan untuk saya dalam mendapatkan gambaran lengkap dan kompleks tentang bahasa dalam komunikasi secara cepat:14.8% - Keterampilan terintegrasi menekankan tidak hanya pada bahasa Inggris sebagai objek akademik untuk lulus ujian, tetapi juga bahasa Inggris digunakan dalam interaksi nyata dalam komunikasi: 37.0% - Keterampilan terintegrasi memberi penekanan pada makna dan fungsi, bukan hanya pada struktur bahasa: 11.1%

Table 4.2.1 : Result of Questionnaire on Classroom Activities

4.2.2 Students' Perceptions toward the integrated skills approach on the Evaluation of *English for Interpersonal Communication*.

Teachers generally program learning activities followed by evaluation activities to check whether the objectives covered in a given period have been attained. Assessment is also can be defined as a product which can be used as evaluation (Brown, 2004). Regarding the evaluation in integrated skills approach scholars offer the term of performance base 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). Hence, this study gathered the data on evaluation activity, how the concept of integrated skills approach brings to evaluation activity in this subject. Hence, this study gathered the data on evaluation activity, how the concept of integrated skills approach brings to evaluation activity in this subject. Based on the result of questionnaire and interview shown:

Question	Result
13. Saya mendapat penilaian (assessment) dari dosen pengampu mata kuliah keterampilan saya dalam berbentuk	Test Objective: 29.4% Essay: 16.7% Performance: 23.5% Project: 30.4%
14. Saya mendapatkan masukan *(feedback)* dari dosen pengampu mata kuliah keterampilan saya dengan pola…	Personal Feedback: 34.6% Group feedback:25.0% Pair Feedback: 16.3% Public Feedback: 24.0%
15. Dosen saya memberikan penilaian akhir kepada mahasiswa dengan cara	Pilihan Ganda: 19.2% Benar Salah: 23.3% Memasangkan: 13.7% Portofolio : 43.8%

Table 4.2.2 Result of Questionnaire on Evaluation

Based on the result of question number 19, the lecturer used some kind of assessments. 29.4% of respondents claimed test objective, 16.7% for essay, 23.5% for performance, and 30.4% for project. Then, 34.6% of respondents claimed

personal feedback as kind of the way the lecturer gave feedback. There was also

25.0% of respondents who claimed group feedback. In addition, According to

result of question number 21 43.8% of respondents perceived Portfolio as a kind of

final assessment that the lecturer used. Students explain kind of portfolio and

project they had in interview. Below the statements for students:

> *"Kalo EFIC bentuk oral sama writing. Untuk oral , Kita maju satu-satu buat mendeskripsikan gambar. Terus kalo written analisis essay, teru arrange paragraph gitu."(*Respondents 2)

> *"Waktu itu oral, role play ka UTSnya. UAS juga kita oral, waktu itu dikasih beberapa naskah drama gitu. Jadi, kita di bagi kelompok, nah dalam naskah itu ada expression- expression yang kita pelajari.".* (Respondent 1)

> *"Iya bentuknya role play gitu, jadi tiap minggu itu di kasih percakapan gitu, misalnya percakapan antara si ini sama si ini terus nanti practice ke depan kaya gitu..terus..sama tugas akhirnya finalnya gitu kita nge-take video, misalkan kita pergi ke tempat-tempat sejarah atau museum terus kita ngejelasin misalnya ini itu pake bahasa inggris, kaya gitu."* .(Respondent 6)

> *"emmmm.. oh iya…kita buat percakapan satu group terdiri dari empat orang dan kita buat.. direkam.. divideokan"* (Respondents 5)

From the result of interview and questionnaire students claimed that the

evaluation activity that was used in this subject only focus on one skill that was

speaking. Highlighting statements from Catherine and Michael (2010) who said that

evaluation activity or they and Brown (2004) categorize as summative assessment

has a purpose to sums up the teaching and learning process. In contrast, in the

RPKPS there was written that students will learn how to communicate in

interpersonal context in oral and written form. In fact, in the end of the lesson

students only focus on assessing their oral skill.

Furthermore, the result also shown that students pointed out that social

function and how to use the language was often discuss in every learning activities.

Respondents explain this point by saying:

> *"emmm kalo EFIC itu lebih ke fungsi misalnya dalam percakapan apologize di setiap kalimat di bahas gitu ini fungsinya untuk apa bener gak bisa menyampaikan maaf…"*
> (Respondent 1)

> *"oh lebih ke penggunaan bahasa sih ka, kalo grammarnya gitu kita gak terlalu bahas "*
> (Respondent 6)

The result on evaluation refers to the concept of performance assessment. 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). However, the main point of evaluation activity is about the content in the activity. As Catherine and Michael (2010) that evaluation have a purpose to determine at a particular point in time what students know and do not know. In addition, as an evaluation students was also given a feedback by lecturer in every performance. This result was in accordance with Ehringhaus (2010) which stated that evaluation should provide information and feedback that sums up the teaching and learning process.