

CHAPTER V

CONCLUSION

This chapter presents the conclusion, limitation and suggestion of this study, students' perception towards the implementation of Integrated Skills Approach on Learning activity of *English for Interpersonal Communication* at English Department, Faculty of Art and Language, Universitas Negeri Jakarta.

5.1 Conclusion

The findings and discussion that have been elaborated in the previous chapter answer the main question of this study “what are students' perception toward the implementation of Integrated Skills Approach on Learning activity of *English for Interpersonal Communication* at English Department UNJ?”. The answer is the concept of integrated skills approach and interpersonal communication was implemented in this subject. The answer of this main question is supported by the answer of two subsidiary research questions that cover the two aspects classroom activity, and evaluation activity of the subject.

- a. **What are students' perceptions toward the implementation of integrated skills approach on Classroom activity of *English for Interpersonal Communication*?**

Based on the result, the concept of integrated skills approach was implemented in classroom activity of this subject. Integrated skills approach in the classroom activity lead students to use all of skills simultaneously which means it

was exposes students to interact with the language naturally. However, there was a limitation in the opportunity for students to find and explore the material and activity by themselves.

b. What are students' perceptions toward the implementation of integrated skills approach on Evaluation of *English for Interpersonal Communications*?

Based on the result, the concept of integrated skills approach was also implemented in the evaluation activity. This subject used a kind of performance based assessment as evaluation. There are project and portfolio that is used in *English for Interpersonal Communication*. Furthermore, the evaluation activity of this subject contain with the concept of interpersonal communication. However, the content of evaluation activity not cover all materials which have been presented in this subject.

5.2 Limitation

This study focus on students' perceptions. This study was seek the implementation of integrated skills approach on learning activity of *English for Interpersonal Communication* by investigating students' perceptions on RPKPS, classroom activity and evaluation activity. The study did not describe about the process of teaching and learning activity in the class. This study did not give a picture of how lecturer involve in the class so that this study cannot be generalized. Hence, for further research need conforming the perception and the real condition in the classroom.

5.3 Suggestion

This study gathered the data based on ED students perception. This study was conclude the result of what students have done in this subject. However, to see the process of how classroom activity and evaluation activity support the learning process further research need conduct an observation class.