

CHAPTER 1

INTRODUCTION

This chapter reveals the background of the study, the problem identification, the research questions, purpose of the study, the scope and the significance of the study. The explanations of these parts are presented below.

1.1 Background of the Study

Since 2013, English Department of State University of Jakarta has eleven skill subjects. One of them is *English for Interpersonal Communication*. This skill subject is acquired by students in the first semester. The implementation of *English for Interpersonal Communication* is expected as integrated language skills which are contain macro and micro skills. And also, integrated language skill in learning process makes English becomes a real means of interaction and sharing among people and allows teachers to track students' progress in multiple skills at the same time (Oxford, 2001).

English for Interpersonal Communication as the one of transformation of integrated language skill subject that is applied in English Department, State University of Jakarta. It exposes students to oral and written interpersonal communication skills. Interpersonal communication is communication between individual people. Then, it may also occur in small groups such as groups in the class. Moreover, it is used to build relationship

through ideas, thoughts, and feelings to another person (Wood, 1999). It covers greetings and introducing oneself and others, talking about routines and experiences; expressing feelings: reflections, sympathy, and empathy in context. It should be some skills are taught not only the macro skills but also the micro skills. This skill subject is expected to enlarge the students' skill in more than two skills in one time. For the goal, the students have some abilities in some skills. It is also stated in the *RPKPS* of skill subject:

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.

In the *RPKPS* also stated the components in teaching and learning. One the main component is evaluation. Evaluation and assessment also implemented by using integrated approach where the types of assessment use oral and written test. As stated in the *RPKPS*:

Assessment and Evaluation

- | | |
|-------------------------------------|-----|
| • Mid Term test: Written | 25% |
| • Final test: Oral and Written test | 40% |
| • 1 Video Project | 20% |
| • 1 written report | 15% |

Those are main component as Bigss (2003) argues that teachers' job is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is that all components in teaching system; design, process and review are aligned to each other. Alignment refers to

what teacher does which is to set up a learning that supports the learning activities appropriate to achieving the desired learning outcomes (Biggs, 2003).

The writer conducted research about the implementation of integrated skill approach on teaching activities of *English for Interpersonal Communication* subject at English Department of State University of Jakarta. It is because this skill subject has planned through integrated approach. As a research was conducted by Mekheimer (2013) about *Evaluating an Integrated EFL Teaching Methodology in Saudi Universities*. He found that integrated skills teaching improved students overall communication proficiency in all the skills. In this research, the writer saw the implementation based on the lecturer's perception. Perception refers to opinions, views and beliefs towards a phenomenon (Bett & Sigilai, 2013). The lecturers will give their views about their experience which ever taught this skill subject. Each lecturer's perception will reflect on the various implementation related to their view about this skill subject.

As Biggs (2003) argues about constructive alignment which is three components in the teaching system; design, classroom activities and evaluation should be aligned. The writer saw the alignment of three this components in this skill subject. Then, it related to the integrated approach which is designed in the *RPKPS* as a plan in teaching and learning activities.

1.2 Problems Identification

The research is conducted to know the lectures' perceptions toward implementation of integrated skill approach on teaching activity of *English*

for Interpersonal Communication. Teaching activity has important role to achieve learning outcomes. There some components that should be considered to achieve learning outcomes appropriately; syllabus, classroom activities, and assessments are aligned to each other (Biggs, 2003). This study use perception as the object to see the implementation Integrated Skill Approach on the learning activity of *English for Interpersonal Communication* subject at English Department, State University of Jakarta. It is focused on *RPKPS*, classroom activities and evaluation as the main elements.

1.3 Research Question

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

- 1.3.1 What are lecturers' perceptions toward implementation of integrated skill approach on teaching activities of *English for Interpersonal Communication* subject at English Department, State University of Jakarta?
 - a. From lecturers' perceptions, how is the integrated skills approach implemented into the *RPKPS* of *English for Interpersonal Communication* subject?
 - b. From lecturers' perceptions, how is the integrated skills approach implemented into the classroom activities of *English for Interpersonal Communication* subject?

- c. From lecturers' perceptions, how is the integrated skills approach implemented into the evaluation of *English for Interpersonal Communication* subject?

1.4 The Purposes of the Study

This study aims at obtaining a description of lecturers' perceptions toward the implementation of integrated skill approach on teaching activities *English for Interpersonal Communication* subject at English Department, State University of Jakarta

1.5 The Scope of the Study

This study is limited on finding lecturers' perceptions toward the implementation of integrated skill approach on learning activities of *English for Interpersonal Communication* at English Department, State University of Jakarta who teach this subject in semester 099, 101, 103.

1.6 The Significance of the Study

The significance of this study lays insights into the role of integrated skills approach into teaching activities of *English for Interpersonal Communication* at English Department, State University of Jakarta. Moreover, the result of this study is expected to give information about lecturers' perceptions toward implementation of integrated skills approach in this skill subject, and give recommendation toward continuity of implementation this skill subject.