

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists of discussions related to the topics of this study includes; perception, the implementation of *English for Interpersonal Communication* as the skill subject, English language skills, teaching English language skills, integrated skill, segregated skill, teaching and learning activity in *English for Interpersonal Communication*, previous study, and theoretical framework.

#### **2.1 Perception**

Perception is the process of interpreting the information and organizing or forming the images from the out world (Lahey, 2009). It is supported by Langton (2009) that stated perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment. It means that perception is the interpretation of what people get about information and give the meaning to their environment.

On the other hand, Perception refers to opinions, attitudes, views and beliefs towards a phenomenon (Bett & Sigilai, 2013). It is also supported by Pickens who said that perception is closely refers to attitude. Moreover, Passer & Smith (2008) stated that perception comes from stimulus-based on previous experiences. A person is confronted with a situation or stimulus.

The person interprets the stimulus into something meaningful to him or her based on prior experiences (Pickens, 2005).

There are two processes of getting the perception based on Passer & Smith (2009). The first is *bottom-up process*. In the bottom-up processing approach, perception starts at the sensory input, the stimulus. Thus, perception can be described as data-driven. For example, there is a flower at the center of a person's field. The sight of the flower and all the information about the stimulus are carried from the retina to the visual cortex in the brain. The second is *top-down process*, that is sensory information and transforms it into knowledge, concepts, ideas and expectation. In top down processing, perception are formed based on our previous experiences beginning with the largest idea or concept and gradually working towards the finer details. For example, it is easier to read messy handwriting in a sentence than trying to read one word because the sentence provides a context for processing the handwriting. It might be very difficult to identify a single letter, but easier in the context of the whole sentence

The usage of perception is the human ability to judge and decide something which is sensed, felt, and seen (Passer & Smith, 2009). Then, according to Goldstein (2010) perception allow human to recognize if something unusual or something change.

In other words, perception is view or image that is held by someone in their mind and also the capability to understand the certain subject from their experience

and other factors as it affects the environment. As the aimed of this study is to reveal the lecturers' perception, the term 'perception' in this study is defined as views or image of lecturers based on their knowledge and experience of teaching *English for Intepersonal Communication*. Lecturers have differences point of view with name, *RPKPS*, material, activity and evaluation of this subject. From that, it will make the implementation of this subject skill will be differences based on lecturers' perceptions.

## **2.2 The Implementation of *English for Interpersonal Communication* as the Skill Subject**

Implementation can be described as the carrying out of a plan for doing something (Burke, Morris, & McGarrigle, 2012). The planning was taken from the *RPKPS* of the subject. *RPKPS* is a study guide that describes all the schedules and topic in teaching and learning.

Below is course description of *English for Interpersonal Communication* based on the *RPKPS*:

*English for Intepersonal 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.

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).

Interpersonal communication is based on communicative approach, it starts from a theory of language as communication (Rodgers, 2001). Communication involves the integration of different language skills. Communicative language teaching underlies some elements in the practices (Rodgers, 2001). One such element might be described as the communicative principle: activities that involve real communication promote learning. A second element is the task principle: activities in which language is used for carrying out meaningful tasks promote learning. A third element is the meaningfulness principle: language that is meaningful to the learners supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns).

### **2.3 English Language Skills**

There are four skills in English. These four skills which are speaking, writing, listening, reading are taught for being able communicates effectively in any language (Oommen, 2012). Then, according to Harmer (1999), these skills are divided into two types; receptive skills and productive skills. Listening and reading involve receiving messages, it refers to receptive skills, meanwhile, speaking and writing involve language production, and it refers to productive skills. Sometimes, four basic language skills: listening, speaking, reading, writing are called as macro-skills, and grammar, vocabulary, pronunciation, spelling are called as micro-skills (Aydoğan, 2014).

## **2.4 Teaching English Skills**

Teaching English skill has been part of education. The whole foundation of contemporary language teaching is developed for increasing the quality of learners' outcome. The learners are expected to master all the skill which is taught by the educator. There are various approaches of teaching based on particular theory of language teaching.

### **2.4.1 Integrated Skills**

The term integrated means language learning where all four skills take place at the same time and with teacher, learner, and setting as playing their roles in the learning (Hungyo & Kijai, 2009). All these four skills are integrated for the development of communicative skills in a coherent way, and practiced together (Hungyo & Kijai, 2009).

In contrast, Kumaravadivelu (2002) stated that integrated can be found when skills are connected each other. Moreover, Brown (2001) argues that integrates skill simply combining the receptive skills (listening and reading) and productive skills (speaking and writing).

Based on Brown (2001), integration is designing a curriculum to teach many aspects of a whole language approach whereby reading is treated as one of two or more interrelated skills. Then, the reading will also deal with related listening, speaking, and writing skill. It means that one language skill can combine with two or more skills.

According to Richards and Rodgers (2001) stated in (Kecira & Shllaku, 2014) journal, integrated language instruction that engages learners in meaningful communication and enables them to attain their learning objectives can be found in an unlimited array of models, teaching materials and techniques. Moreover, integrated language teaching approach is thought to be an effective strategy for whole language learning, promoting learning to be used meaningfully in real life contexts for communicative purposes (Aldhmani, 2007).

#### **2.4.2 Segregated Skills**

Segregated language skills are traditional English language teaching. Teacher tends to teach the four language skill separately, and materials and activities designed usually focus on one specific skill and others are ignored (Jing, 2006). Moreover, in the segregated-skill approach, the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning (Mohan, 1986). Skill segregation is reflected in traditional ESL/EFL programs that offer classes focusing on segregated language skills. The instructors believe that it is instructionally impossible to concentrate on more than one skill at a time (Peregoy, 2001).

Besides that, Brown (2001) argues that discrete skills are easy to be implied in the program as the one of advantages of teaching skill segregatedly. Furthermore, teaching skill by using segregated, it distinct the skills into receptive (listening and reading) and productive (speaking and writing).

On the other hand, discrete approach also has limitation in applying. According to Harmer (2007) stated that the sequence of learning in each skill does not make any sense and skills cannot be separated in real life. The learning activity may be strict because discrete must follow the rules and follow the sequence (Brown H. , 2001). The last is separating the skills may lead to misleading learning (Kumaravadivelu, 2002)

Frequently, segregated-skill ESL/EFL classes present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strategies, and writing strategies. Learning strategies are the strategies that students employ most consciously to improve their learning, examples are guessing meaning based on context, breaking a sentence or word down into parts to understand the meaning, and practicing the language with someone else (Peregoy, 2001).

## **2.5 Teaching and Learning Activities in *English for Interpersonal Communication Subject***

Teaching and learning activities is a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing (Eison, 2010). The various activities compatible with communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives, engage learners in communication, and require the use of such communicative processes as information sharing and interaction (Rodgers, 2001). Teaching

and learning activity has important role to achieve learning outcomes. There are some components which as the key aspect in teaching system; design, process and review (Biggs, 2003). Designing refers to syllabus as a teacher' plan in teaching and learning activities, process is the classroom activities and review is the part of evaluation. All components should be aligned to each other. All are tuned to learning activities addresses in the desired learning outcomes.

### **2.5.1 Syllabus**

Syllabus is a guide or map for the teacher and the learners which may need to be altered once the course commence. A syllabus is constructed by selecting and sequencing content, based on explicit objectives. It is a public document, usually prepared by the teachers and negotiated with learners. It specifies what is to be taught in any particular course of study (Susan, 1998). Moreover, teacher should plan and organize, and make decision about what should be taught first, second, third, and so on (Brown, D, 2001).

There are two types of integrated-skill instruction; content-based language instruction and task-based instruction (Brown, 2001). The first of models of integrated skills approaches is content-based instruction. Content-based instruction is an approach second language in which is organized around the context or information that students will acquire. Content refers to the substance or subject matter that we learn or communicate through language content rather than language used to convey



it. Content-based instruction usually pertains to academic or occupational instruction over an extended period of time at intermediate to advanced proficiency levels. Talking about renting an apartment one day, shopping the next, getting a driver's license, is certainly meaningful and useful for learners. Content-based instruction allows for the complete integration of language skills (Brown, 2001).

There are three general models of content-based language instruction; theme-based, adjunct, and sheltered (Scarcella, 1992). The theme-based model integrates the language skills into the study of a theme (e.g. cross-cultural differences in marriage practices, etc). The theme must be very interesting to learners and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme.

Then, the second instruction of integrated skill approach is task-based instruction. In task-based instruction, learners participate in communicative tasks in English. Task are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989).

The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase students' interaction and collaboration (Oxford, 2001).

In English Department of State University of Jakarta, the term syllabus above refers to *RPS* which stands for *Rencana Pembelajaran Semester*. It based on the regulation of *PERMENRISTEKDIKTI NOMOR 44 TAHUN 2015*. Then, the term *RPS* is replaced *RPKPS* stands for *Pelaksanaan Kegiatan Perkuliahan Semester*. *RPKPS* is provided for being guidance in implementing and conducting the *English for Interpersonal Communication* subject.

### **2.5.2 Classroom activities**

Classroom activities are often designed to focus on completing tasks that are mediated through language or involved negotiation of information and information sharing (Rodgers, 2001). Teachers' planning in syllabus is applied in classroom activities. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning. At the same time, these activities will be used as assessment tool for the learners.

Assessment is an ongoing process that encompasses a much wider domain. There are two types of assessment (Brown, 2004). Both formative and summative play useful role in teaching integrated skills. Formative assessment remind students of their learning goals, give them feedback about their progress and misunderstanding as they learn, guide them to shift course as they need, and are a critical part of the learning process. Types of activities in formative assessment are virtually all kinds of informal assessment that can be carried out in classroom activities, such as peer

assessment, self-assessment, and feedback (peer, pair, group, and individual feedback) (Brown, D. 2004). While summative assessments, it aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course. It gives students the opportunity to demonstrate what they understand at a given point in time.

One of important element in teaching and learning is material. Material is a resource of activities for practice and communicative interaction (Canningsworth, 1999). It is also stated by Brown (1995) in Cakir (2015) that material is tool that teachers use to assist their students in adequately learning the target language, and it used to increase students' access to that language.

According to Rodgers (2001) there are three kinds of materials used in communicative language teaching:

1. Text-Based Materials

A typical lesson consists of a theme (e.g. relying information). A task analysis for thematic development (e.g. understanding the message, asking question to obtain clarification, asking for more information, taking notes, ordering and presenting information), a practice situation description, a stimulus presentation, comprehension question, and paraphrase exercises.

2. Task-Based Materials

These types are in the form of one of kind items: exercises handbooks, cue cards, activity cards, pair communication practice materials, and students' interaction practices. In pair communication materials, there are typically

two sets of material for a pair of students, each set containing different kinds of information. It provides materials in interactional formats

### 3. Realia

It use of 'authentic' 'from-life' materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, visual sources around which communicative activities can be built.

#### **2.5.3 Evaluation**

Evaluation is broader than assessment which is to make judgments at the end of classroom activity by giving test instrument for the students (Brown. D, 2004). As Kizlik (2012) argues that evaluation is procedures used to determine whether the subject meets a preset criteria, such as qualifying for special education services. This uses assessment to make a determination of qualification in accordance with a predetermined criteria.

Assessment of student skills and knowledge is essential to guide learning and provide feedback to students and teachers. Assessment is an ongoing process that assesses students' proficiency by seeing students' activities in the class using target language. The assessment can happen when the students give comments, answer to the teacher' questions, makes oral presentation, and other activities that require the students to experiment with language (Brown, 2004).

In communicative language teaching, Jacob and Farrell stated in Richard (2006) that alternative assessment replace traditional assessment. Multiple forms of

assessment (e.g. observation, interviews, journals, portfolios) can be build a comprehensive picture of what students can do in a second language.

There are some assessment techniques that can be used in assess the students' achievement. Brown (2004) explained the assessment technique with its descriptions.

**Portfolio** a form of authentic assessment in which students collect sample of their work in portfolio to document their progress over time.

**Peer assessment** an instrument for helping students understand expectations and assess a classmate's skills.

**Self-assessment** students develop their own list of characteristics or qualities to judge their own work. Students who learn to monitor their own progress and judge their own efforts will strive to improve.

**Project/demonstration** independent work created by the student or a group of students.

Moreover, Brown (2004) also stated several of designing assessment tasks. Assessment tasks are designed for getting the result of students' understanding by answering the tasks. There are some designing assessment tasks that can be used by teachers such as: multiple-choice, matching task, true false, editing tasks, gap-filling tasks, and cloze task.

## 2.6 Previous Studies

There are some researchers especially at English Department, State University of Jakarta who have observed about the perception of lecturers and students toward

the implementation of skill subject at English Department. Drivoka & Ellita (2015) found that there are different perceptions from the lecturers who taught each skill subject. Lecturers have differences point of view with name, *RPKPS*, material, activity and evaluation of those subjects. From that, it makes the implementation of those skill subjects will be differences based on lecturers' perception.

In addition, Yumni (2016) on her researched *Lecturers' Perception toward Implementation of "English for Social Communication" and "English in Social Discourse" at English Department of State University of Jakarta*. She said that most of lecturers who taught that skill' subjects used the integrated language skill approach was seen on *RPKPS* as a study guide of teaching and learning.

Then, many researchers built a research about integrated and segregated approach in teaching and learning. They tell about their finding of the implementation of these approaches. It is also evaluation of using these methods not only at the university level but also for the learners all age groups.

Furthermore, the study results by Hakan Aydogan (2014) *The Four Basic Language Skills, Whole Language & Integrated Skill Approach in Mainstream University Classrooms in Turkey* indicated that the integrated-skill approach no matter it is found in content-based or task-based instruction, can be quite motivating to students of all age groups and backgrounds through appropriate tasks. In task-based instruction tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in

authentic language while attention is principally paid to meaning rather than form (Nunan, 1989).

Moreover, Mohamed Amin Mekheimer (2013) on his researched *Evaluating an Integrated EFL Teaching Methodology in Saudi Universities*. He said that integrated skills teaching improved students overall communication proficiency in all the skills, especially writing.

Then, there is a researcher Olga Tolstykh (2012) pointed out the evidence that the teaching program by leading of integrated skill approach in the south Ural State University able to develop the learners' communicative competence. It is also teaching approach that makes the learners can use English effectively for communication.

Next, this is also happened in China where education system changes the curricula. Huang and Xu (1999) stated in (Luo, 2007) research *English Language Teaching in Chinese Universities in the Era of the World Trade Organization* that there is an apparent shift from linguistic competence to communicative competence and the pedagogy from single skill training to integrated skills development, from teacher-centred to learner-centred. So that, integrated skill which integration of macro and micro skills emphasis student-centred approach instead of a text/test-centred one.

## **2.7 Theoretical Framework**

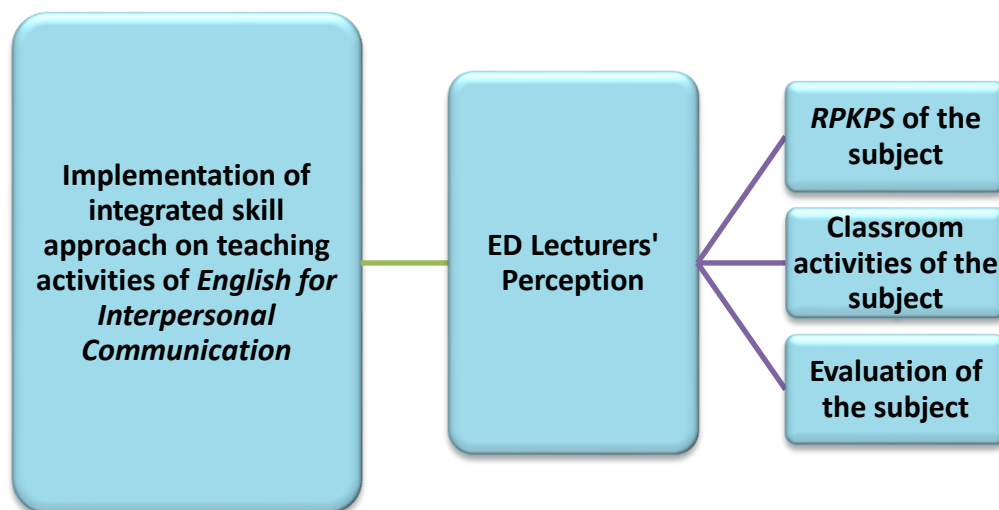
Lecturers are the main actors in the teaching and learning activity. The importance to know the lecturers' perception toward the implementation of integrated skill approach on teaching activities is to get the authentic data

about lecturers' response and view about the role of integrated skill approach in teaching activities. There are three main components that should be considered in teaching system; design, classroom activities and evaluation. Through three components, the lecturers built the perception about the implementation of this skill subject by using integrated skill approach in teaching activities.

Through the lecturers' perception, it can be used to reflect on the process and content skill subject given in the classroom. Besides, it can be the input for lecturers who use integrated skill approach to provide insight of the role of integrated skill approach.

Based on the explanation above, a conceptual framework is built to serve the purpose of this study, investigating how the implementation of integrated skill approach on teaching activities of *English for Interpersonal Communication* by lecturers' perceptions. This building framework will be utilized to construct the instrument.

Schema 2.1: The Theoretical Framework





<b>Part</b>	<b>Content</b>	<b>Number of question</b>
Part 1	Identity of the respondent	1
The general question	Name of the subject	2
Part 2	RPKPS	3, 4
Perception about the subject	Teaching and learning activity	5, 6, 7, 8, 9, 10, 14, 23
	Materials	11, 12, 13, 24, 25, 26, 27
	Assessment	15, 16, 17, 18, 19, 20, 21, 22
Part 3	Statement/opinion towards the subject	28, 29
Lectures' opinion		

Table 2.2 Questionnaire framework