

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. The chapter is divided into three main sections. The first section presents the data description, followed by findings to answer research questions about lecturers' perceptions toward the implementation of integrated skill approach on learning activity in *English for Interpersonal Communication* from the questionnaire, interviews, and document analysis.

4.1 Data Description

The data were gained through three instruments which are questionnaire, in-depth interview and document analysis. The participants of this study were 4 lecturers who ever taught this subject. The questionnaire was written in Bahasa Indonesia in order to avoid misunderstanding and misinterpretation below the description of each statement in the questionnaire:

Part	Aspect	Number of question
Part 1 The general question	Identity of the respondent	1
	Name of the subject	2
Part 2 About the subject	RPKPS	3, 4
	Teaching and learning activity	5, 6, 7, 8, 9, 10, 14, 23
	Material	11, 12, 13, 24, 25, 26, 27

	Assessment	15, 16, 17, 18, 19, 20, 21, 22
Lectures' opinion	Statement/opinion towards the subject	28, 29

Table 3.5.1 Questionnaire Form

After it had been checked out by the expert judgment, the statement number 29 was dropped out because it was not valid. The finding was described based on the content in the questionnaire, interview, and document analysis. The answered of the questionnaires also was attached with the interview data.

4.2 Findings

The results are shown in percentage that have been tabulated and calculated by using simple frequency analysis. There are four lecturers who have answered the questionnaires and have conducted in-depth interview.

4.2.1 Lecturers' perceptions toward the implementation of integrated skill approach into RPKPS of *English for Interpersonal Communication* subject

Aspect	Question	Result
Name	2. Dari nama mata kuliah yang saya ajar, menurut saya, metode pengajaran mata kuliah tersebut sebaiknya disampaikan secara	Terintegrasi: 75% Terpisah: 25%
RPKPS	3. mata kuliah keterampilan yang saya ajar memiliki RPKPS	Ya: 100% Tidak: 0
	4. RPKPS mata kuliah keterampilan yang saya ajar memuat deskripsi metode pengajaran mata kuliah tersebut secara	Terintegrasi: 100% Terpisah: 0%

Table 4.2.1 Findings of Lecturers' perceptions toward the implementation of integrated skill approach into RPKPS of *English for Interpersonal Communication* subject

Based on table above, when it was seen from the name of *English for Interpersonal Communication* subject, there were 75% lecturers stated that this skill subject is preferable conducted by using integrated approach though 25% lecturers perceived that discrete approach is preferable than integrated in conducting this skill subject.

Based on the result of interview, 3 from 4 lecturers perceived that from the name of subject, this subject should be delivered by using integrated. It was proved in the statement below:

"karna mata kuliah ini diajarkan atau didasari oleh teori em... bahwa teorinya teori dasarnya adalah communication approach, ya memang diajarkannya secara terintegrasi. Dan tujuannya itu adalah fluency bukan lagi sebatas eem.... Grammarnya yang benar yang seperti apa, tetapi tidak bisa dipisahkan juga seperti itu. Jadi harus ada penguatan-penguatan".(Interviewee 3)

Moreover, it is also supported by stating that language learning cannot be separated into some skills, which follow:

"Karna saat kita belajar bahasa kita tidak bisa hanya mendengar saja, atau membaca saja atau menulis saja. Saat kita mendengar, kita harus bisa merespon tentang apa yang kita dengar. Saat kita merespon, berarti kita sudah mengasah eeee..speaking kita. Atau mungkin saat kita mendengar, mungkin kita harus dibantu dengan cara note taking saat saat menulis. Berarti secara tidak langsung itu mengintegrasikan keterampilan menulis. Mungkin saat kita mendengar, kita diminta untuk emmm... mencocokkan informasi. Ada ada..table atau apa gitu terus disitu ada listeningnya. Berarti kan sudah terintegrasi membacanya juga ada. Nah mempelajari bahasa itu memang harus dipelajari secara terintegrasi".(Interviewee 1)

On the other hand, 1 from 4 lecturers perceived that this skill subject is better use discrete approach because teaching skill will be more easy, then learners can be mastered each skill easily. It was proved by the statement:

“Menurut pendapat saya sebaiknya mata kuliah ini disampaikan secara terpisah karena pengajaran keahlian akan lebih mudah dan mahasiswa akan lebih menguasai masing-masing keahlian”.(Interviewee 2)

The lecturer believes that the basic theory of this skill subject is communication approach which is taught by using integrated approach. Interpersonal communication is the communication between individual people. It is used to build relationship through ideas, thoughts, and feelings to another person (Wood, 1999). It is also appropriate with the theory that 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. If we look to the literature, Brown H. (2001) argues that when it blends the subject name into another cross-subject, especially using model of content-based and theme-based, which indicated the subject use integrated approach. This skill subject presents the name based on the context that will be learnt, it is about interpersonal communication.

Based on the table above, *English for Interpersonal Communication* subject has *RPKPS* as study guide in teaching and learning activity. It was seen from 100% lecturers chose “ya”. And, this *RPKPS* contained integrated description. It was proved from 100% lecturers answered “terintegrasi”.

Based on the interview result, most lecturers stated that *RPKPS* contains integrated description. 1 from 4 other lecturers stated that in the *RPKPS* actually has already described about the context skill subject integratedly though has not clear yet.

"nah, kalau dari RPSnya itu eemm... mungkin tidak terlalu terlihat ya karna memang tujuannya berkomunikasi. Maksudnya gini, tidak terlalu terlihat discrete atau eeemm..apa istilahnya? Eemm... terlihatlah terintegrasinya. Cuma memang komponen atau rinciannya itu masih ..masih kurang. Gitu ya".(Interviewee 3)

Then, 1 from 4 lecturers perceived that the *RPKPS* (study guide) showed statements integrated language skill, though the material each topic that will be developed by each lecturer. Following the statement from the interviewee:

"Tapi kalo saya biasanya kalo dari RPKPS itu eeebiasanya hanya melihat tema besarnya, dia mebicarakan tentang apa. Nah, biasanya untuk activity nya itu saya sendiri yang mengembangkan.Karna pada dasarnya RPKPS itu hanya semacam silabus saja. Silabus itu yaitu tentang apa-apa saja yang akan disampaikan atau diajarkan. Selebihnya activitynya, materinya diserahkan kepada dosen seperti itu".(interviwee 1)

Also, from the course material should be evaluated.

"iya, jadi kalau menurut saya sih ini sebetulnya sudah terintegrasi dan eemmm... apa namanya...memang text-based ya. Nah, nanti disini kan misalnya ni seperti penggunaan eeemm...biografinya Opra atau sebuah pidato, lalu ada kegiatan berbicaranya juga. Jadi ada, Cuma memang porsinya masih perlu ditinjau ulang".(Interviewee 3)

This skill subject has *RPKPS* as the study guide in teaching and learning process. It was proved by 4 lecturers' answer in questionnaire and interview. It is supported by Susan (1998) argue that *RPKPS* is constructed by selecting and sequencing content, based on explicit objectives. It specifies what is to be taught in any particular course of study. Based on the *RPKPS* analysis, it has included course integrated description. As Brown (2001) stated that integrated approach related to content-based and task-based language instruction. *RPKPS* contains various themes and topic with interpersonal communication context. It stated all skills that students will be learnt. From the content-based with various topics in this skill subject, the lecturers provide the material based on the instruction in the *RPKPS*. Students are

required to master the topics taught and explored with all the skills that have been specified in *RPKPS*.

Based on the survey, implementation of integrated skill approach on *RPKPS* get positive response from the lecturers' perception, where it is appropriate with the theory of interpersonal communication and it relate to integrated syllabus design.

4.2.2 Lecturers' perceptions toward the implementation of integrated skill approach into classroom activities of *English for Interpersonal Communication* subject

Aspect	Question	Result
Material	11. Saya memilih materi teks tertulis dan lisan melalui teks autentik dari sumber autentik	Ya: 100% Tidak: 0
	12. Saya memilih materi teks tertulis dan lisan dari buku teks pelajaran bahasa Inggris	Ya: 25% Tidak: 75%
	13. Saya memilih materi teks tertulis dan lisan dari sumber digital (website, youtube, news, VCD pembelajaran bahasa Inggris, dll)	Ya: 100% Tidak: 0
	23. Kelebihan dari pembelajaran bahasa Inggris secara descrete adalah siswa menguasai bentuk-bentuk bahasa (Contoh: Penggunaan Tenses, If clause, dsb)	Iya: 75% Tidak: 25%
	24. Pola keterampilan descrete menekankan pada akurasi bentuk (contoh, bisa menggunakan article sesuai dengan penggunaanya)	Ya: 75% Tidak: 25%
	25. Pola keterampilan Terintegrasi menekankan pada akurasi dari makna (contoh: Mahasiswa dapat mengetahui,	Ya: 100% Tidak: 0

	<i>mengingat, dan menggunakan Receptive Skills dan menganalisa, mengevaluasi, dan membuat Productive skills dengan menggunakan tata bahasa yang sesuai dengan konteks penggunaanya)</i>	
	<i>26. Saya menemukan topik atau materi yang sama antara mata kuliah keterampilan satu dengan yang lain.</i>	Ya: 75% Tidak: 0
	<i>27. Meskipun saya mengajarkan topik yang sama pada dua mata kuliah yang mirip, namun saya memilih teks yang berbeda sesuai dengan tingkat kesulitan bahasa, fungsi dan struktur</i>	Ya: 100% Tidak: 0
Teaching and learning process	<i>5. Saya mengajar mata kuliah keterampilan tersebut secara terintegrasi</i>	Ya: 100% Tidak: 0
	<i>6. Jika menjawab 'ya' pada no.5, keterampilan yang saya integrasikan adalah</i>	Reading and Writing: Speaking and Listening: Keduanya: 100%
	<i>7. Menurut saya, penyampaian mata kuliah keterampilan dengan metode Terpisah (Discrete) sesuai dengan kondisi kelas dan lebih mudah untuk kegiatan belajar dan mengajar dibandingkan dengan metode keterampilan Terintegrasi.</i>	Ya: 50% Tidak: 50%
	<i>8. Menurut saya, penyampaian mata kuliah keterampilan dengan metode Terintegrasi sesuai dengan kondisi kelas dan lebih mudah untuk kegiatan belajar dan mengajar dibandingkan dengan metode keterampilan Terpisah (discrete).</i>	Ya: 75% Tidak: 25
	<i>9. Saya mengajar mata kuliah keterampilan dengan menggunakan konteks sesuai dengan nama mata kuliahnya (contoh: English Bussiness</i>	Ya: 100% Tidak: 0

	<i>communication konteksnya adalah bisnis)</i>	
	<i>10. Saya mengajarkan keterampilan bahasa Inggris secara</i>	<i>Individual:0 Berpasangan:0 Berkelompok:0 Ketiganya:100%</i>
	<i>14. Saya mengajarkan mata kuliah keterampilan dengan mengintegrasikan subjek lain (cth. ELTM, Vocabulary, Grammar, ESP)</i>	<i>Ya:50% Tidak: 50%</i>

Table 4.2.2 Findings of Lecturers' perceptions toward the implementation of integrated skill approach into classroom activities of *English for Interpersonal Communication* subject

Based on the table above, the lecturers chose authentic material from the authentic sources when they were teaching. It was seen 100% lecturers chose “ya”.

In the result of interview, most lecturers tend to choose the materials from authentic sources like internet, website, and blog. As the follow:

“Saya sering menggunakan teks-teks dari koran misalnya, internet, blog seseorang yang reliable”.(interviewee 1)

Moreover, the lecturers used authentic material from You Tube for showing dialogue or conversation in interpersonal context, following the statement below:

“Ya. Saya biasanya mengambil sumber lain dari Youtube untuk video yang menunjukkan pemodelan dialog/percakapan”. (Interviewee 2)

Another important characteristic of integrated approach is the use authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers. The lecturers give materials from various sources. The learners are given chance to learn from authentic sources like blog, You Tube, video. It makes the learner can find other sources easily. As Rodgers (2001) argues that integrated approach in teaching and

learning activity use the authentic materials. The learners learn the interpersonal communication based on the context of this skill subject.

Next, one advantage of learning English by using discrete approach was the learners can master language form. It was proved by 75% lecturers chose “ya”. But, 25% lecturers perceived that learning English by using discrete approach was learner cannot master the language form. Moreover, discrete approach could emphasize in form accurately, it was proved from 75% lecturers answered “ya”. On the other hand, there were lecturers perceived that discrete approach did not emphasize in form accurately, it was seen from 25% chose “tidak”.

In the interview result, 3 of 4 lecturers stated that some advantages of learning English by using discrete approach are the learners can master language form. It is also supported interview, as the follow:

“Ya setuju karena mahasiswa akan lebih menguasai ilmu dari masing-masing keahlian”.
(Interviewee 2)

On the other hand, 1 from 4 lecturers perceived that learners will be confused when they face the context of skill subject.

“tidak, karna gini ketika mereka dihadapkan pada suatu konteks, mereka akan bingung lagi bagaimana contohnya menggunakan Tenses yang sesuai gitu”. (interviewee 1)

From the lecturers' statement, discrete approach is only focus on one skill and other skills are ignored. It can master each skill more detail and specific. Also, Peregoy (2001) believed that it impossible to concentrate on more than one skill at a

time. The lecturers give opportunity to the learners to master each skill separately at a time.

When the lectures were teaching, the lecturers found same materials in the resemble topic between one skill subject to another skill subjects. It was proved from 75% lecturers answered “ya” and 25% respondent answered “tidak”. There were 100% lecturers chose different texts in teaching though the topic between skill subjects is same. It was seen all lecturers chose “ya”.

2 out from 4 lecturers stated that they found the same topic between the resemble skill subject when they were teaching. But, they make different text based on the level of difficulty.

“Misalkan kayak tadi kita ngomongin tentang identity gitu ya. Itu nanti pada saat kita mempelajari Grammar for Interpersonal itu akan ketemu lagi tu teks tentang identity itu.tetapi kali ini karna kita belajar Grammar for interpersonal kita lebih menghighlight kepada aspect patternnya saja gitu. Jadi misalkan oo..ternyata kalo kita membicarakan tentang diri kita informasi tentang diri kita kita akan menggunakan simple present, oo ternyata kalo kita segala sesuatu pada masa tertentu kita menggunakan present continuous. Berarti kan hanya sebatas itu saja kan. Berarti itu memungkinkan. Nah tapi kalo teksnya itu adalah dia berhubungan dengan self identity ya dia pasti akan berubah menjadi English for Interpersonal Communication. Akan ada juga gitu loh.Tapi penekanannya yang berbeda gitu”.(Interviewee 1)

The lecturers give opportunity to the learners to learn the same topic with different focus in learning. Lecturers can use the same text to show many things should be considered in learning. This is also used in integrated language instruction that engage learners in meaningful communication and enable them to attain their learning objectives can be found in unlimited of model, teaching materials and techniques (Rodgers, 2001).

The percentage of the answer from the question “*Saya mengajar mata kuliah keterampilan tersebut secara terintegrasi*” was 100% lecturers chose “ya”. 100% lecturers integrated four skills in teaching *English for Interpersonal* subject. It was proved from all lecturers answered “keduanya”.

Based on the result of interview, 4 lecturers taught the skill subject by using integrated approach. It is supported by statement below:

“Iya terintegrasi. Karna ketika kita belajar English for Interpersonal skills itu kan berarti eee... apa ya suatu fungsi yang pasti memang mencakup ya semua ya. Ya listening, speaking, reading, writing namanya komunikasi tu kan mencakup eee..keempat skills itu”. (interviewee 4)

Then, 4 lecturers integrated four skills such as reading, writing, speaking, and listening in teaching this skill subject. But, 1 from 4 lecturers stated that reading, writing and speaking skills are more available to be taught than listening. It is proved as:

“terus terang untuk yang lebih dominan itu saya Reading, ini ya yang paling banyak ya karna yang paling available itu teks tulis. Jadinya Reading nya lebih banyak. Writing nya banyak, Speakingnya banyak, nah Listeningnya memang sedikit terus terang. Karna nyari sumber Listening itu kan agak susah gitu. Kalo Reading dan Writing itu biasanya banyak”. (interviewee 1)

On the other hand, 1 from other lecturers argued that speaking and reading skill are more dominant when she was teaching this skill subject. It is because this activity is preferable focused on speaking and reading. Such the statement below:

“Speaking dan Reading. Karena menurut hemat saya kemampuan berbicara lebih tepat bila diberikan porsi yang lebih banyak dalam pengajarannya. Kegiatan lebih banyak fokus pada keahlian berbicara dan membaca, yaitu mahasiswa membaca dialog-dialog terkait konteks hubungan antar individu dan kemudian mereka langsung mempraktikkannya”. (interviewee 2)

The lecturers taught this skill subject by using integrated approach. By using integrated approach, the lecturers implement all skills in the same time. It gives opportunity to learners getting meaningful communication. The lecturers integrated

skill simply combining the receptive and productive skill (Brown, 2001). In the integrated approach, it used meaningfully in real life context for communicative purpose.

Then, Lecturers perceived that integrated approach was more appropriate with learners' condition, and it is also can be understood easily than discrete approach. It was seen from 75% lecturers chose "ya" though 25% chose "tidak". It is also supported by interview result, as following:

"Karna saat kita belajar bahasa kita tidak bisa hanya mendengar saja, atau membaca saja atau menulis saja. Saat kita mendengar, kita harus bisa merespon tentang apa yang kita dengar. Saat kita merespon, berarti kita sudah mengasah eeee..speaking kita. Atau mungkin saat kita mendengar, mungkin kita harus dibantu dengan cara note taking saat saat menulis. Berarti secara tidak langsung itu mengintegrasikan keterampilan menulis. Mungkin saat kita mendengar, kita diminta untuk emmm... mencocokkan informasi. Ada ada..table atau apa gitu terus disitu ada listeningnya. Berarti kan sudah terintegrasi membacanya juga ada. Nah mempelajari bahasa itu memang harus dipelajari secara terintegrasi dan lebih mudah dipahami".(interviewee 1)

But, 1 from 4 lecturers disagree because the students will be difficult to master all skills in one time. It is also supported by the result of interview below:

"Tidak. Karena mahasiswa akan kesulitan memahami capaian pembelajaran bila mereka melalui keempat keahlian sekaligus karena keempat keahlian tersebut sangatlah sulit dikuasai. Mahasiswa tak hanya sanggup dalam salah satu atau salah dua keahlian saja namun juga bisa menguasai semua keahlian membaca dan menyimak".(interviewee 2)

The lecturers create real life communication where all the skills are implemented. It is also give chance to learners to explore those skills in learning. As the second instruction of integrated skill approach is task-based instruction. Learners are given chance to participate in communicative task in learning. Nunan (1989) argues that integrated task more focused on authentic language.

Then, the lecturers did not integrate this skill subject with other subject when they were teaching. It was seen from 50% lecturers answered “tidak” and 50% lecturers answered “ya” which lecturers integrate this skill subject with other subjects.

In the interview result, 2 from 4 lecturers integrated this skill subject with other subjects. It was proved by the statement below:

“Adanya faktor pronunciation atau mungkin EPP gitu ya. Nah trus misalkan ada dalam satu teks yang sama, entah itu activitynya writing atau reading kita munculkan kata kata tertentu, kamu tau enggak ini artinya apa? saya tulis di papan tulis. biasanya kata-kata yang agak asing gitu. lalu seandainya misakan saya Tanya sama siswa dia tidak tau saya akan bantu mereka mengidentifikasi contohnya misalkan kata misalnya ya ‘intelligibility’ seperti ya, nah saya tulis disitu. kira-kira ini terdiri dari kata apa saja gitu ‘intelligibility’ nanti disitu akan saya kasih tau bahwa ini kan kata benda dibentuk dari kata intelligible dari kata sifat intelligibility menjadi kata benda. disitu saya mengajari anak-anak tentang pembentukan kata. disitu saya memasukkan aspek morphology”. (interviewee 1)

Moreover, 1 from 4 lecturers stated that she also integrated this skill subject with EPP subject, the reason of lecturer integrated with EPP subject is students are expected to pronounce well.

“Saya terkadang mengintegrasikannya dengan mata kuliah English Phonetics and Phonology tentang bagaimana mahasiswa dapat melafalkan kata dengan baik dan benar sesuai dengan pelafalan Bahasa Inggris yang baku. Kenapa? Karena seperti tadi sudah saya katakan bahwa saya cenderung berfokus pada keahlilan berbicara, nah ketika mereka berbicara maka akan terdengar kekurangan mereka dalam mengucapkan kata bahasa Inggris bahkan terkadang juga salah ejaan”. (interviewee 2)

The lecturers combine one subject to another subject to get another skills from other related skills. While the lecturers taught, they give opportunity to the learners to practice other skill in the other subjects. Integrated approach is not only four skills as known as the macro skill but also the micro skills such as phonetic (Oxford, 2001). It means the lecturers should give the real situation in the class and blends all the skill

in the one. It is appropriate with the learning activity that is done by using integrated approach.

4.2.3 Lecturers' perceptions toward the implementation of integrated skill approach into evaluation of *English for Interpersonal Communication* subject

Aspect	Question	Result
Evaluation	15. Saya memberikan penilaian (assessment) pada hasil belajar mahasiswa dilihat dari keterampilan mereka secara....	Terintegrasi: 100% Terpisah: 0
	16. Saya memberikan umpan balik pada mahasiswa dengan cara	Personal feedback: 100% Group feedback: 75% Pair feedback: 75% Public feedback: 100%
	17. Saya memberikan penilaian kepada mahasiswa dengan cara	Pilihan ganda: 0 Benar salah: 0 Memasangkan: 25% Portfolio : 100%
	18. Saya dalam hal memberikan penilaian pada UTS mahasiswa sama dengan dosen kelas paralel lainnya	Ya: 0 Tidak: 100%
	19. Saya dalam hal memberikan penilaian pada quiz mahasiswa sama dengan dosen kelas paralel lainnya	Ya: Tidak: 100%
	20. Saya dalam hal memberikan penilaian pada UAS mahasiswa sama dengan dosen kelas paralel lainnya	Ya: 100% Tidak: 0
	21. Jika ada jawaban 'tidak' pada poin 18-20, alasannya saya:	tidak ada koordinasi: 0 waktu yang mendesak: 0 tidak tercantum bentuk penilaian di dalam RPKPS: 50% lainnya: sesuai dengan kebijakan jurusan
	22. Sukses dalam pembelajaran bahasa Inggris dapat dicapai ketika pembelajar dapat berkomunikasi dengan bahasa Inggris di dalam dan di luar	Ya: 100% Tidak: 0

<i>kelas</i>	
28. Pernyataan berikut sesuai dengan yang saya alami:	<p>35% : Saya mempelajari cara atau teknik mengintegrasikan keterampilan di kelas (cth: content based, task-based, atau kombinasi keduanya)</p> <p>20% : Saya merefleksikan pendekatan terkini dan mengevaluasi keterampilan secara terintegrasi</p> <p>20% : Saya memilih materi intruksional, buku teks dan teknologi yang mendukung integrasi keterampilan mendengar, membaca, berbicara dan menulis, syntax, perbendaharaan kata, dsb.</p> <p>15% : Meskipun nama mata kuliah yang saya ajar hanya mengacu pada satu jenis keterampilan, namun memungkinkan bagi saya untuk mengintegrasikannya dengan keterampilan lain melalui latihan yang tepat.</p> <p>15% : Saya mengajar strategi pembelajaran bahasan dan menekankan bahwa strategi tersebut dapat memperkuat performa dalam berbagai keterampilan bahasa.</p>

Table 4.2.3 Findings of Lecturers' perceptions toward the implementation of integrated skill approach into evaluation of *English for Interpersonal Communication* subject

The percentage of the answer from question “*Saya memberikan penilaian (assessment) pada hasil belajar mahasiswa dilihat dari keterampilan mereka secara....*” was 100% lecturers said “terintegrasi”. It indicated that lecturers give assessment based on the learners' skill by using integrated skills.

Based on the result of interview, 4 lecturers give integrated assessment based on the instruction of the assessment. This statement is proved by the result of interview below:

“*Ya kalau memberikan penilaian ya tergantung naturenya nya. Kalau disuruhnya presentasi nanti yang dinilai ya spoken ya kan. Jadi, ya sesuai dengan tugasnya aja. Kalau dia disuruh nulis ya tentu di tulisannya. Tapi kan ada yang menulis berdasarkan bacaan misalnya, ya itu bisa tu diintegrasikan antara reading dengan writing. Ya sesuailah dengan naturenya yang pasti sih saya enggak mungkin kalau suruh nulis terus speakingnya yang dinilai ya enggak mungkin gitu ya intinya nyambunglah dengan tugasnya gitu ya*”.(interviewee 4)

The lecturer also integrated written and spoken test. The written test related to the text, then spoken test related to the performance.

“*seinget saya itu memang ada written testnya juga ada oral testnya juga. Jadi saya gabung. Ya written testnya ya seputar emmm... pemahaman dia terhadap teks, lalu grammarnya juga ada kalau gak salah*”.(interviewee 3)

Lecturers give assessment based on what they have taught. It is assessed based on the performance while they were learning. The lecturers assessed the learners' progress to achieve the objective of learning. Integrated assessment tends to follow the progress of learning process. By using integrated assessment, lecturers give opportunity to do experiment with language (Brown, 2004). Lecturers assess the students' proficiency by seeing students' activities in the class using target language.

In conducting mid-term test and quiz, lecturers did not cooperate with other parallel lecturers who taught the same subject. This statement got 100% vote from lecturers who answered “tidak”. But, 100% respondent answered “ya” lecturers cooperated with parallel lecturers in conducting final test. There were some lecturers’ reason who did not cooperate with parallel lecturers in conducting mid-term test and quiz, it got 50% lecturers stated that “*tidak tercantum bentuk penilaian di dalam RPKPS*”.

Then, 4 lecturers were not corporate with other parallel lecturers in conducting mid-term test and quiz. The reason is because there is no schedule for mid-term test. It was proved in the statement below:

“Kalo UTS selama ini ya memang tidak pernah. Karna pertama memang UTS tidak terjadwal, yang kedua mulai nya dosen perdosen itu beda-beda. Ada UTS yg mulainya duluan,kalau diberikan sama,ada kemungkinan soalnya bocor gitu.oleh karna itu khusus buat mid tes memang ini sudah kebijakan management juga bukan hanya kita memang management sendiri sudah berkata kalo sudah memenuhi pertemuannya langsung mengadakan mid-tes”. (interviewee 1)

This is also happened in quiz, 1 from 4 lecturers stated that it based on the policy of department.

” Sesuai kebijakan program studi/jurusan maka UTS dan kuis dilakukan masing-masing dosen”.(interviewee 2)

But, in conducting final test, most lectures cooperate with other parallel lecturers.

“Kalo untuk final tes iya, kita wajib komunikasi apa saja yang akan kita keluarkan gitu”.(interviewee 1)

In giving assessment, 100% lecturers used personal, group, pair and public feedback. But, each lecturer conducted various types feedback based on the situation

in the class. 1 from 4 lecturers perceived that technique in giving feedback is flexible based on the situation.

“mmm....lebih ke ya itu balik lagi ya sama sih misalnya dia tuganya nulis nih. Nah, nantikan dikasih feedback di tulisannya. Kalau di individual sifatnya tulisannya ya berarti itu kan jadi individual feedback. Tapi ketika dia misalnya harus ee... let say role play gitu ya, jadi ya mungkin itu jadinya bisa public ya nanti sudah selesai semua baru dikasih feedback secara umum ya misalnya kan ada kurang disini disitu gitu jadi emmm..in general seperti itu didepan kelas”. (interviewee 4)

The lecturers also implement integrated approach in giving feedback. When the lecturers give individual feedback in written, the lecturers give opportunity to learner to read and understand about the lecturers' feedback. Also, when the lecturers give public feedback in spoken, the learners are acquired to listen and give the response about the lecturers' feedback.

In conducting mid-term test and quiz, most of the lecturers use portfolio. It is also presented in the interview result and *RPKPS*. It was done to get authentic assessment as the integrated assessment about students' work and follow the students' progress over time (Brown, 2004). Matching was also conducted by lecturer in assessing learners' proficiency. But the type of assessment gives less learner to demonstrate its performance in a learning achievement. However, the basic theory of this skill subject is communicative approach, learners get less opportunity to expose their communicative skill.

4.3 Discussion

In general, the finding showed the lecturers believed this skill subject has implemented by using integrated skill approach. It took from the basic of the theory of interpersonal communication which is communicative approach. *RPKPS* just as the background of the teaching and learning activities. But, the lecturers perceived this *RPKPS* has stated integrated approach. The lecturers revealed this *RPKPS* as the planning of teaching and learning activities not stated integrated approach yet. It can prove in the components in the *RPKPS*. *RPKPS* need to evaluate to avoid misinterpretation from the *RPKPS* statement. It is because lecturers' perceptions will reflect on the implementation in teaching and learning activities.

Lecturers stated that this *RPKPS* appropriate with the implementation of integrated skill approach on teaching activities in this skill subject. That is the gap between the lecturers' perception toward the implementation with the existence document. *RPKPS* should describe the component of teaching and learning activities by using integrated approach explicitly. Also the assessment should be conducted explicitly integrated approach. It's not only stated in conducting the types of assessment such test or non-test. But, *RPKPS* should state the elements of assessment which is using integrated approach.