

CHAPTER V

CONCLUSION

This chapter presents the conclusion, limitation, and suggestion of this study, the lecturers' perceptions toward implementation of integrated skill approach on teaching activities of *English for Interpersonal Communication* subject at English Department of State University of Jakarta.

5.1 Conclusion

Based on the findings, it can be concluded that the lecturers of this study gave their positive perceptions toward the implementation of integrated skill approach on teaching activities of *English for Interpersonal Communication* subject. Based on the questionnaire result and interview, from *RPKPS*, 3 from 4 lecturers agreed this skill subject implemented by using integrated skill approach. They claimed that this skill subject is based on the basic theory from communicative approach. By using integrated skill approach, the lecturers can develop learners' skills in learning. Though, 1 lecturer perceived that this skill subject is preferable implemented by using discrete skill approach. The reason is the learners can master each skill more specific. In the classroom activities, the role of integrated skill approach is also get positive judgment from the lecturers. 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. Materials are

also implemented by using integrated skill approach where the lecturers used authentic materials in teaching. The lecturers give opportunity to the learners to understand various materials from the authentic sources. From evaluation, the implementations of integrated skill approach get positive response by lecturers' perception. 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. Lecturers assess the students' proficiency by seeing students' activities in the class using target language.

5.2 Limitation

This study only described the result of lecturers' perceptions toward implementation of integrated skill approach on teaching activity of *English for Interpersonal Communication*. This research only used questionnaire, interview, and document analysis as the data. And, it did not describe the real situation in the classroom. Then, the research did not observe directly in the classroom.

5.3 Suggestion

Based on the findings and discussion, it is suggested that the result of the study can be used as the reference to English Department to evaluate skill subject *English for Interpersonal Communication* at English Department of State University of Jakarta.