

CHAPTER I

INTRODUCTION

This chapter reveals the background of study, the problem of identification, the research question, the purpose of study, the scope and the significance of the study.

1.1. Background of Study

The education system in Indonesia experienced significant changes to the issuance of *Kerangka Kualifikasi Nasional Indonesia (KKNI)*. *KKNI* is qualification competency framework to reconcile, equalize, and integrate the fields of education and job training and work experience in order to get acknowledgement in accordance with the structure of employment in various sectors. In order to applying *KKNI* in higher education, universities in Indonesia have new tasks and functions which are required to formulate a description of the learning outcomes that refer to *KKNI*, required to develop curriculum, required to implement and evaluate the implementation of the curriculum. The obligation that was stated required the universities in Indonesia to make changes to the education system, not exception Universitas Negeri Jakarta.

The curriculum that is used in English Department has experienced several adjustments and undergoes significant changes as the adjustment to the policy of *Kerangka Kualifikasi Nasional Indonesia (KKNI)*. English Department tried to formulate the learning outcomes and develop curriculum in accordance with *KKNI* by integrating the skill subjects. Skill subjects in

English Department are implemented as integrated which previously are implemented as segregated. Skill subjects such as Reading, Writing, Speaking, Listening, and Grammar merged into subjects that contains all the elements of skills (*integrated skills*).

The changes of the implementation from segregated to integrated should not only be as the term of the name but should further explore the actual implementation. 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). Segregated-skill ESL/EFL classes present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strategies, and writing strategies (Peregoy & Boyle, 2001). The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language (Oxford, 2001). This approach allows teachers to track students' progress in multiple skills at the same time. It means each skill should have same portion in each skill subject. If it is integrated so there would be no dominant skills but all skills should be balance. The integrated approach is intended to provide an authentic language environment for learners to develop listening, speaking, reading and writing skills in a meaningful context (Yee, 1996).

Based on the explanation above, a skill subjects considered to be integrated when the skills are taught simultaneously with balance portion.

Integrated approach is also defined as an approach in which the students are presented authentic language environment so that students can develop their individual skills in meaningful context.

English department formulate the learning outcomes and develop curriculum in accordance with *KKNI* by integrating the skill subjects. One of skill subjects from the form of the changing is *English for Academic Communication*. In the *RPKPS*, it was stated that *English for Academic Communication* focused on write an essay and communicate the essay as visual in academic context. In other words, *English for Academic Communication* integrate writing skill and speaking skill. This study is conducted to analyze the implementation of *English for Academic Communication* based on students' perception. This study focused to see does the implementation of *English for Academic Communication* appropriate with the theories of integrated and appropriate with the *RPKPS*. This study focused on students' perceptions because students are the main actors in the learning process.

In fact, the implementation of integrated skill subjects in English Department is not exactly accordance with the results of the previous study and the *RPKPS*. The implementation of *English for Academic Communication* is not integrated because it is not focused on two skills like what is stated in *RPKPS*. Based on students' perceptions, *English for Academic Communication* only focused on writing skill. It was occurred in the implementation of the learning process, materials and also evaluation.

1.2 Problems identification

Students are the main actor in the implementation process of skill subjects. Students should be the one who are more active and be the center during the classroom activity regarding on learner-center beliefs in language teaching (Sultana, 2009, p. 11). Students' perception is needed as a feedback toward the implementation of the skill subjects.

In addition, studies that discuss about integrated approach are growing faster, yet the students' perception toward the implementation process. As it stated before that students' perception is needed as a feedback because students are the main actor on the implementation process. Based on that reason, this study focuses on students' perception toward the implementation of skill subjects at English Department, Universitas Negeri Jakarta.

1.3 Research Questions

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

1.3.1. What are students' perceptions toward the implementation of integrated skills approach on the learning activities of *English for Academic Communicaton* at English Department, Universitas Negeri Jakara?

Focusing on:

- a. How is students' perception toward the implementation of integrated skills approach on the *RPKPS* of *English for Academic Communication*?
- b. How is students' perception toward the implementation of integrated skills approach on the classroom activities of *English for Academic Communication*?
- c. How is students' perception toward the implementation of integrated skills approach on the evaluation of *English for Academic Communication*?

1.4 Purpose of study

This study investigates the students' perceptions toward the implementation of the skill subject in English Department. Through the result of this study, students' perceptions toward the implementation of the skill subject can be identified. The result of this study is expected to be used as feedback for the implementation of skill subject and can be recommendation for furthermore implementation of skill subject at English Department, Universitas Negeri Jakarta.

1.5 Scope of study

This study will be limited on finding students' perception toward implementation of integrated skill approach of skill subject at English

Department. The intended skills subject itself is *English for Academic Communication*.

1.6 Significance of the study

This study is expected to enrich the research finding in implementing the skill subject presented with integrated skill approach. This study is also expected to provide information about students' perceptions of English Department toward the implementation of skill subject in English Department. The differences in perceptions between students toward the implementation of skill subject may reflect the process of implementation during the process of language teaching and learning in English Department. Thus the result of students' perception will be useful for the lecturers who taught skill subject and also to English Department of Universitas Negeri Jakarta in order to improve and review the implementation of the skill subject.

