CHAPTER II

LITERATURE REVIEW

This chapter consists of discussions related to the topics of this study includes; Perception, English Language Skills, Academic Communication, The Implementation of *English for Academic Communication* in English Department, Segregated Skill Approach and Integrated Skill Approach, and Instruments of Teaching and Learning Process.

2.1 Perception

Perception is the brain's process of organizing and interpreting sensory information to give it meaning (Santrock, 2005). Santrock (2005) also stated perception as organizing and interpreting what is sensed—"seeing" and "hearing" meaningful patterns in sensory information. Similarly, Swami (1992, p. 124) cited perception as a process of the consciousness of an object. It is one of the means of valid knowledge in the world and consists in an inseparable relation of the perceptive consciousness with its content (Swami, 1992, p. 124). The objects that are seen in the world are considered by the common man to be existing outside his body and the senses, and he feels that the objects are reflected, as it were, in his mind in perception (Swami, 1992, p. 124).

Gibson (1976) in his passive theory of perception explained that perception has two characteristics; first that in perception we are immediately aware only of the activity of our own nervous system; and second, that the

perception of objects is mediated by cognitive processing of the data of the senses. Meanwhile Demuth (2013, p. 23) stated most relevant theories and explanations of perception as a process of acquiring and processing of information may be divided into two basic groups, according to the direction of information flow. The first is group of theories which suppose using only bottom up processes and the second is the top-down processes. Marr (1982) and Triesman & Gelade (1980) stated the same thought as Demuth. The process of perception is governed both by "bottom-up" sensory input and by "top-down" imposition of meaning based on template matching and other pattern recognition processes that allow for the structuring and interpretation of the input (Marr, 1982; Triesman & Gelade, 1980).

Bottom–up processes, a processes that start at the lowest sensory levels — that means (from the cortex's point of view) at the most distant levels of cognitive apparatus — and then they gradually lead to more complicated and complex processes which take place in higher (cortical) structures which are responsible for more global and abstract ways of thinking (Demuth, 2013, p. 23). On the contrary, the top–down theories suppose that in the process of discrimination, but mainly when processing sensory stimulus, we start by "feeling" sensory data on receptors, but their processing presumes a downward influence of higher cognitive contents which organize and later determine them (Demuth, 2013, p. 23). The core of this approach is the fact that in order to process sensory stimulus, one needs to have prior experience or knowledge, or other influences which help to organize and form cognitive contents. (Demuth, 2013, p. 23).

To conclude, perception can be defined as a brain's process to organizing and interpreting sensory information to give it meaning (Santrock, 2005) and a process of the consciousness of an object (Swami 1992, p. 124). Perception can be divided into two groups; bottom-up processes and top-down processes (Demuth, 2013, p. 23; Marr, 1982; Triesman & Gelade, 1980). Theory of perception that is used in this study to investigate the implementation is top-down theories. Based on top-down theories, experience or knowledge or other influences help to organize and form cognitive contents to process sensory stimulus to create a perception (Demuth, 2013, p. 23). Accordance from top-down theories it can be concluded that the indicators of perception is experience or knowledge that is existed.

2.2 English Language Skills

Skill is one of those social science words in common parlance with many meanings, numerous synonyms such as "ability", "competence", "knack", "aptitude" and "talent", and varied imprecise translations in other languages (Green, 2011). Language skills in simple definition mean the ability to use language.

When it comes up to English Language Skills, the four skills such as listening, speaking, reading, and writing are readily come to mind. The four language skills are related and connected to each other in two ways; which is the direction of communication (in or out) and the method of communication (spoken and written) (Helen, 2013). According to Helen (2013), this four language skills

or sometime called the "macro-skills" are very important and necessity in towards learning a second language. This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling.

Harmer (1999, p. 16) cited speaking and writing involve language production, and are therefore, often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills.

According to Aydoğan (2014), listening comprehension is the receptive skill in the oral mode, and speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Still based on Aydoğan (2014), Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language.

Teaching English language skill is not an easy thing, moreover if it is integrated. *English for Academic Communication* is one of the results of the integrated skills. This skill subject is integrated writing and speaking skill.

2.3 Academic Communication

Academic communication involves presenting ideas effectively and formally in a scholastic or education environment. Academic communication can be used to contribute in a conversation with teachers or academic people. As stated on Learn.org, academic communication also called as scholarly communication that refers to methods of communication which are highly structured and generally used in pedagogical settings. Academic communication includes words and structures that are used to express ideas as well as the methods by which ideas are disseminated.

2.4 The implementation of *English for Academic Communication* in English Department

Implementation can stand for the realization of a policy, the application of an idea, a standard or model, and the execution of a plan. It is advisable to define the appropriate meaning in the given context.

According to the statement above, the implementation of English subjects in English Department is as the realization of a policy. The curriculum that is used in English Department undergoes significant changes in 2012 as the realization to the policy of *Kerangka Kualifikasi Nasional Indonesia (KKNI)*. The skill subjects that before only focus on one skill such as Basic Reading, Basic Speaking, Basic Writing, etc. now are merged into skill subjects that focus in more than one skill. One of the results of the merged skill subjects is *English for Academic Communication.* In one of that skill subjects consists of more than one main skill.

In the *RPKPS* it was stated the focus of *English for Academic Communication* which is "Fokus mata kuliah ini adalah pada penggunaan bahasa Inggris untuk menghasilkan essay akademik untuk berpartisipasi dalam forum akademik, melalui kebiasaan (1) menangkap dan menyusun makna dalam (a) kajian pustaka dan (b) abstrak, (2) mengkomunikasikannya dalam bentuk seminar dan poster, dan (3) partisipasi dalam kegiatan ilmiah sebagai moderator dan peserta melalui kegiatan question and answer, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks ilmiah".

2.5 Segregated Skill Approach and Integrated Skill Approach

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; Oxford, 2001). 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). Learning strategies are strategies that students employ, most often 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. Very frequently, experts demonstrate strategies as though they were linked to only one particular skill, such as reading or writing (Peregoy & Boyle, 2001).

The first linguists who promoted the integration of the four language skills was Widdowson (1978, p. 144), who pointed out that language uses take place in the form of discourse and in specific social contexts, not in discrete "units". For this reason, to become competent language users, learners need to develop receptive and productive skills in both spoken and written discourse (Rajmonda, 2014).

The integrated-skill approach, as contrasted with the purely segregated skill approach, exposes English language learners to authentic language and challenges them to interact naturally in the language (Oxford, 2001). Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication (Oxford, 2001).

According to Honeyfield, (1988), skills integration generally refers to linking two or more of the traditional four skills of language learning: reading, writing, listening, and speaking. Richards, Platt, and Weber (1988, p. 144) define the teaching of integrated skills in the Longman Dictionary of Applied Linguistics: "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing". In a view of Carols (1990, p. 72) the integration of skills in the language classroom can be defined quite simply as a series of activities or tasks which use any combination of the four skills, listening, speaking, reading and writing in a continuous and related sequence.

Oxford (2001) identifies two types of instruction which are "clearly oriented toward integrating the skills". The two types of integrated-skill instruction are content-based language instruction and task-based instruction. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom.

In content-based instruction, Oxford (2001) stated that students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. At least three general models of content-based language instruction exist: theme-based, adjunct, and sheltered (Scarcella & Oxford, 1992). The theme-based model integrates the language skills into the study of a theme (e.g., urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change). In the adjunct model, language and content courses are taught separately but are carefully coordinated and in the sheltered model, the subject matter is taught in simplified English tailored to students' English proficiency level.

Meanwhile in task-based instruction, Oxford (2001) stated that students participate in communicative tasks in English. Students interact and collaborate in pairs and groups on tasks which mimic or mirror real-world tasks. 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). In task-based instruction, basic pair work and group work are often used; for instance, students work together to write and edit a class newspaper, develop a television commercial, conduct simulated job interviews, role-play town meeting on environmental issues, and so on. According to Nunan (2013), tasks in tasks based instruction should have the following characteristics: a) meaning is primary, b) learners are not given other people's meanings to simply repeat, c) there is some sort of relationship to comparable real-world activities, d) task completion has some priority, and e) the assessment of the task is in terms of outcome.

Carols (1990, p. 172) points out that there are certain advantages in providing students with integrated skills. Skills integration allows for:

a) continuity in teaching learning program, tasks are closely related to each other, b) it helps to ensure that there is input before out, the input ensure the basis, c) it is realistic, it allows for the development of four skills within a realistic communicative framework, it gives learners opportunities to recognize and redeploy the language they are learning in different contexts and modes they provide variety and can be valuable for motivation it allows for the recycling and revision of language which has already been taught, and therefore remedial teaching, it may give confidence to a weaker or less confident learner (Carol, 1990, p. 73-74).

In the same way Huang stated integrating the main language skills and the subsidiary language skills has many advantages:

1. Language becomes not just an object of academic interest but a real means of interaction among people.

2. Skill integration allows mutually supportive growth in all the main skills and the subsidiary skills.

3. In an integrated-skill format, language instruction promotes the learning of real content, rather than the discussion of language forms.

4. The learning of authentic content through language is highly motivating to students of all ages and backgrounds.

5. Teachers are given the power and the opportunity to track students' progress in multiple skills at the same time.

Oxford (2001) also defines the advantages of integrated-skill approach. 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. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

2.6 Instruments of Teaching and Learning Process

The instruments that will be discussed in this chapter are included syllabus, classroom activities and evaluation. Biggs (2003) was underpinning the main theoretical of the outcome-based curriculum. Biggs (2003) called the main theoretical as a constructive alignment. Biggs (2003) defined the constructive alignment refers to what the learner does, which is to construct meaning through relevant learning activities. The 'alignment' aspect refers to what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is that the components in the teaching system, especially the teaching methods used and the assessment tasks are aligned to the learning activities assumed in the intended outcomes. The learner is 'trapped', and cannot escape without learning what is intended.

Supported Biggs theory of constructive alignment, the instruments that will be discussed here is based on Biggs's theory. The first is syllabus as the existing document of learning outcomes, second is learning activities that included materials, and last is evaluation.

2.6.1 Syllabus

Syllabus defined as the selection of language items that are used to be within a course or method (Richards and Rodgers, cited in Patricia Porter, 1991, p. 130). A syllabus can also be seen as a "summary of the content to which learners will be exposed" (Yalden, 1987, p. 87). Other

definitions define syllabus relating to the teaching and learning process. As Wilkin (1981, p. 83) cited syllabuses as specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process. Briefly, Johnson (1981, p. 2) cited syllabus is in general a list of items we wish to teach.

The term of syllabus has experienced some changes which cover the concept and the name. In English Department, syllabus has experienced some significant changes in the term of the name. Last years, the term of syllabus is changed to be *Satuan Acara Perkuliahan (SAP)*. Afterwards, now on in English Department, the summary of the content to which learners will be exposed is stated in a document named *Rencana Pelaksanaan Kegiatan Perkuliahan Semester (RPKPS). RPKPS* is a design of the learning process for the subjects specified conducted by lecturers, which includes the identity of a subject, a brief description of the course, learning objectives, course learning outcomes, course materials, assessment and evaluation, source and references, course policies, and the outline of weekly teaching and learning activities. *RPKPS* is usually distributed by the lecturers to the students at the first meeting.

2.6.2 Learning Activities

Learning activities are defined as "any activities of an individual organized with the intention to improve his/her knowledge, skills and

competence". Learning activities also refer to the teacher-guided instructional tasks or assignments for students. Activity may refer to virtually anything that learners do in the classroom, activities include role plays, drills, games, peer-editing small group information and many more (Brown, 2001).

In learning activity, there is a process to know what level are the understandings of the students. This process called as assessment. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Huba & Freed, 2000).

There are some types of assessment. There are Informal assessment, formal assessment (testing), self-assessment, and peer-assessment. Informal assessment refers to the observation of everyday performance. It is a way of collecting information about students' performance in normal classroom conditions. Formal assessment (testing) refers to both "exams" as well as all kinds of classroom tests. Self-assessment refers to the involvement of learners in making judgments about their own learning, particularly about their achievements and the outcomes of their learning (Boud & Falchikov, 1989). Self-assessment is not a new technique, but a way of increasing the role of students as active

participants in their own learning (Boud, 1995). Lastly, peer assessment is the process whereby groups of individuals rate their peers (Falchikov, 1995). This exercise may or may not entail previous discussion or agreement over criteria. It may involve the use of rating instruments or checklists, which have been designed, by others, before the peer assessment exercise, or be designed by the user group to meet their particular needs (Falchikov 1995).

Learning activitites cannot be separated from materials. Materials are what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes (Biggs, 2003). Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From Allwright's point of view, textbooks are too inflexible to be used directly as instructional material. O'Neill (1990), in contrast, argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons, which textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvization. Allwright emphasizes that materials control learning and teaching. O'Neill emphasizes that they help learning and teaching. In addition, Saraceni (2003); Tomlison & Masuhara

(2004) cited textbook can be a material course if it is added, modified and supplemented by other materials.

On the other hand, another theory about learning material comes up from Freeman (2000) that he states one of the characteristics of communicative language teaching is using authentic materials. Little et al (1995) in Johansson (2006) define authentic texts as a text that was created to fulfill some social purpose in the language community in which it was produced. Thus novels, poems, newspaper and magazine articles, handbooks and manuals, recipes and telephone directories are all examples of authentic texts; and so too are radio and television broadcasts and computer programs.

2.6.3 Evaluation

Evaluation focuses on collecting information about different aspects of a language program in order to understand how the program works, and how successfully it works, enabling different kinds of decisions to be made about the program (Richards, 2001, p. 286). Similarly, Rossett & Sheldon (2001) cited evaluation is the process of examining a program or process to determine what's working, what's not, and why. It determines the value of learning and training programs and acts as blueprints for judgment and improvement.

Scriven (1967) first suggested a distinction between formative evaluation and summative evaluation. Formative evaluation begins during

project development and continues throughout the life of the project. Furthermore, summative evaluation defined as the type of evaluation that occurs at the completion of a unit or course (Guyot, 1978, p. 127). Still based on Guyot (1978, p. 127) several skills, concepts, or large categories of subject matter, which combine to cover a broad area, are generally evaluated by means of summative evalution. One of formative evaluation type can be a feedback. Since feedback happens during the project development. Feedback can be delivered in two modes; spoken and written (Rollinson, 2005, p. 25; Ren & Hu, 2012, p. 10).

2.7 Previous Study

Wan (1996) conducted a research to investigate an integrative approach for teaching English as a second language to students in Hong Kong to develop their listening, speaking, reading, and writing skills in English to meet the challenge of a n English curriculum. The integrative approach provided an authentic language environment for learners to develop language skills in a meaningful context by building on learners' prior knowledge on interesting and relevant topics. In the result, Wan found that the integrative approach is in contrast to Hong Kong's conventional language teaching method. The teachers were not ready yet to use integrative approach because they were still using traditional method in which only focus on memorization and routine practice. The teacher is crucial in creating an authentic learning environment, modeling language use rather than correcting errors, and avoiding Chinese for classroom translation.

Another research comes from Taiwan by Pei-ju Huang. Huang conducted a research about integrating the language skills by collaboration in a task-based project through a theme. Huang indicated from observation of the experimental instruction that the combination of tasked-basked and theme-based mode generates highly positive student attitudes and motivation. For that result, Huang suggested titles of many EFL courses should reflect the integration of skills that actually takes place when communication occurs. Huang suggested that courses might be revised as speaking and listening, reading and writing, and grammar.

Additionally, one other research is discussed here. Mekheimer & Aldosari from Saudi Arabia conducted a research about Evaluating an Integrated EFL Teaching Methodology in Saudi Universities: A Longitudinal Study. Their study aimed to investigate the effectiveness and suitability of the integrated method for teaching EFL skills in an Oxford® series of courses selected for study at the lower-to-upper intermediate levels of learning EFL, namely Open Forum 3, Well Read 3 – Effective Academic Writing 2. The finding found that integrated skills teaching improved students overall communication proficiency in all the skills, especially writing.

All the previous studies stated discussion and finding about segregated and integrated approach. Based on Wan research, it stated that integrated approach still had some lacks since the teachers still focus on segregated approach. So, the implementation of integrated approach was not appropriate as the expectation. Differently, Huang, Mekheimer and Aldosari research found that the

implementation of integrated approach brings some advantages. It generated students' attitudes and motivation and also improved their skills.

2.8 Conceptual Framework

The implementation of the recent curriculum which is integrated skill approach in English Department impacts the students. Students as the main actor in teaching and learning process get the impact directly for any changes that happen in curriculum. The implementation of the recent curriculum can give advantages or disadvantages for the students. The techniques of the implementation are also can be something that gives most effect to the learning result of the students.

Students as the main actor should get more attention towards their perceptions. Their perceptions can be a feedback for English Department. Through the students' perception, the way of students think about the implementation of the skill subjects can be revealed. The students' perception can be used as a turning point to reflect and calculate on the process of implementation of the skill subjects. So, it might maximize the implementing of the skill subjects.
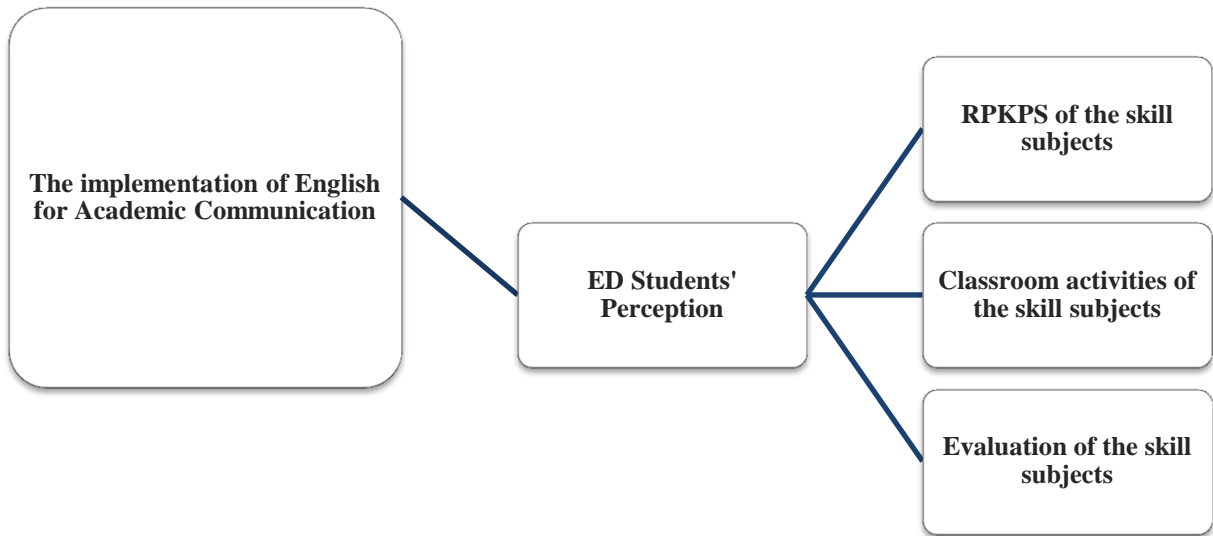
Chart 2.1 The conceptual framework

The theoretical framework below is the collection of theories that are stated in literature review. These theories are also being as the basis theory to conduct the questions in the questionnaire.

Syllabus of the subject	Material of the subject	Teaching and Learning Activity of The Subject	Evaluation of The Subject
a. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration.(Oxford, 2001) b. In content-based instruction the classroom tasks provide a context for language learning, are more cognitively demanding, and reinforce the existing school curriculum (Pessoa, Hendry, & Donato, Tucker, Lee, 2007) c. Content based instruction is an approach to language teaching that organizes instruction around meaningful content or subject matter (Richards and Rodgers 2001; Krahnke 1987).	a.O'Neill (1990), in contrast, argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons, which textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvizationa. b.Textbook can be a material course if it is added , modified and supplemented by other materials (Saraceni,2003; Tomlison and Masuhara 2004) c.. Learner should be exposed to samples of authentic language selected from corpora of language in use (Tan, 2002). d. Freeman (2000) states that one of the characteristics of communicative language teaching is using authentic materials. Little et al (1995) in	a. Activity may refer to virtually anything that learners do in the classroom, activities include role plays, drills, games, peer-editing small group information and many more (Brown, 2001) b. Biggs (1996) argues that learning is best achieved if there is a constructive alignment between the learning goals, teaching approaches, and assessment techniques. c. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Huba, M. E. and Freed, J. E. (2000).	a. Feedback can be delivered in two modes; spoken and written (Rollinson, 2005, p. 25)(Ren & Hu, 2012, p. 10). b. The most common agents to deliver written feedback during the process of language learning and teaching are teacher and peers (Miao, Badger, & Zhen, 2006) c. Assessment is how Teachers identify their learners' needs, document their progress, and determine how they are doing as teachers and planners (Frank,2012) d. O' Malley & Pierce (1996) and Brown (2004) summarize the forms of performance-based assessments as follows: Portfolio, Journals, Conference and Interviews, Observation, and Self and Peer Assessments

	Johansson (2006) define authentic texts as follows: "An authentic text is a text that was created to fulfil some social purpose in the language community in which it was produced. Thus novels, poems, newspaper and magazine articles, handbooks and manuals, recipes and telephone directories are all examples of authentic texts; and so too are radio and television broadcasts and computer programs."		

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