# CHAPTER IV

# FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. This chapter is divided into three main sections. The first section presents the data description, followed by findings from questionnaire, in-depth interview and document analysis to answer research questions about students' perceptions toward the implementation of *English for Academic Communication*, and lastly discussion on findings from the questionnaire, in-depth interview and document analysis.

## 4.1. Data Description

The data gained through three instruments which are questionnaire, in-depth interview and document analysis. The participants of this study were 60 English Department students from year 2013 and 2014 who were taken skill subject *English for Academic Communication* and they were chosen randomly.

The questionnaire was written in Indonesian in order to avoid misunderstanding and misinterpretation. The questionnaire consists of 22 questions which categorize into some aspects. Below are the details about the questionnaire.

| Part | Content | Number of question |
|------|---------|--------------------|
| Part 1 The general questions | Identity of the respondent | 1 |
| Part 2 Specific questions | Name of the skill subject | 2 |
| | *RPKPS* | 3,4 |
| | Learning activities | 5,6,7,8,,10,11,12,13,14,18 |
| | Materials | 9,15,16,17 |
| | Evaluation | 19,20,21 |

| Students' perception | Statement/opinion towards the subjects | 22 |

Table 3.2 Questionnaire form

The interview was administered to 10% of questionnaire respondents. Since the numbers of the questionnaire respondents are 60 students, so the numbers of interviewees are 6 students. The interview was used to confirm, add, and support the information from questionnaire.

**4.2 Findings**

Findings of this study are divided into eight parts; five parts based on the research questions which each part shows the result of each research question and the results are shown in percentage that have been tabulated and calculated using simple frequency analysis, one part based on the students' conditions, one part based on in depth interview and the last one part based on the *RPKPS* analysis.

**4.2.1 Students' perceptions toward the implementation of integrated skills approach on the *RPKPS* of *English for Academic Communication***

The following table below answered the research question of this study that focusing on "How is students' perception toward the implementation of integrated skills approach on the *RPKPS* of *English for Academic Communication?*". The *RPKPS* of the skill subject consists of some components such as name and description. The name and description of the skill subject can be the aspect to be investigated about the implementation of integrated skill approach.

The question in the questionnaire towards the *RPKPS* that also included question about name and description is stated in the question number 2, 3, and 4.

| No | Aspect | Question | Question's answer |
|---|---|---|---|
| 1. | Name | *Dari nama mata kuliah yang saya dapat, menurut saya mata kuliah tersebut sebaiknya disampaikan secara* | *Terintegrasi: 76,7%* <br> *Terpisah: 23,3%* |
| 2. | *RPKPS* | *Dosen saya menyampaikan RPKPS mata kuliah keterampilan di awal pertemuan* | *Ya: 76,7%* <br> *Tidak: 23,3%* |
| 3 | *RPKPS* | *Pelaksanaan KBM sesuai dengan RPKPS tersebut* | *Ya: 46,7%* <br> *Tidak:38,3%* <br> *Sebagian:15%* |

Table 4.2.1 Findings of Students' perception towards the name and *RPKPS* of *English for Academic Communication*

Based on Table 4.2.1, the vote of students who are answered "terintegrasi" towards the question number 2 is 76, 7%. Based on that result, students' perception towards the name of *English for Academic Communication* is the skill subject should be as an integrated skill subject since it was stated *academic communication.*

Based on Table 4.2.1 students' perceptions toward *RPKPS* are various. Based on respondents' answers, most lecturers gave the *RPKPS* to the students in the first meeting by the percentage 76, 7% and only a few

lecturers that did not gave the *RPKPS* to the students by the percentage 23, 3%. It was proved by the statement from interview;

> *"Lalu kalo yang English for Academic Communication sama pak X engga kalo yang itu karena emang apa ya ga dikasih RPKPS jadi kita juga bingung cuma emang dari awal bapaknya bilang kita itu dikasih mmm… apa tuh dikasih gambaran di mata kuliah ini kita dapet mmm.. tiga pelajaran gitu kaya apa pertama abstrak menulis abstrak terus identifikasi artikel sama satu lagi apa ya lupa …"* (Interviewee 2)

Based on Table 4.2.1 almost half of respondents' result showed that the implementation of teaching and learning process is appropriate with the *RPKPS*. The other half respondents' result showed that the implementation of teaching and learning process is most not appropriate with the *RPKPS*. It was proved by the statements from interview;

> *"Pelaksanaan KBM-nya saya rasa sesuai dengan RPKPS walaupun ada materi yang belum diajarkan karena keterbatasan waktu"* (Interviewee 3)

> *"iya sudah sesuai sih"* (Interviewee 5)

**4.2.2 Students' perceptions toward the implementation of integrated skills approach on the classroom activities of *English for Academic Communication***

The following table below answered the main research question of this study that focusing on "How is students' perception toward the implementation of integrated skills approach on the classroom activities of *English for Academic Communication?"*. The research question towards the classroom activities also consisted of questions about materials. Since

materials cannot be separate apart from classroom activities. The questions for this section are question on the number 9, 15, 16, and 17 for the materials and question number 5, 6, 7, 8, 10, 11, 12, 13, 14, and 18 for classroom activities.

| No | Aspect | Question | Question's answer |
|---|---|---|---|
| 1. | Materials | *Dalam mata kuliah keterampilan, saya banyak mendapat kesempatan untuk memahami* | *Struktur: 40%* *Fungsi social: 25%* *Kebahasaan: 35%* |
| 2. | | *Dosen saya memilih materi teks tertulis dan lisan dari teks autentik dan sumber autentik* | *Ya: 91,7%* *Tidak: 8,3%* |
| 3. | | *Dosen saya memilih materi teks tertulis dan lisan dari buku teks pelajaran bahasa Inggris* | *Ya: 56,7%* *Tidak: 43,3%* |
| 4. | | *Dosen saya memilih materi teks tertulis dan lisan dari sumber digital (website, youtube, news, VCD pembelajaran bahasa Inggris, dll)* | *Ya: 65%* *Tidak: 35%* |
| 5. | Learning activitites | *Jika implementasi KBM tidak sesuai dengan RPKPS, menurut saya yang tidak sesuai adalah* | *Topik: 23,3%* *Kegiatan: 56,7%* *Metode: 18,3%* *Assessment: 1,7%* |
| 6. | | *RPKPS mata kuliah keterampilan yang saya dapat memuat diskripsi metode pengajaran mata kuliah tersebut secara* | *Terimtegrasi: 76,7%* *Terpisah: 23,3%* |
| 7. | | *Keterampilan yang diintegrasikan adalah* | Reading and writing: 68,5% Speaking and listening: 9,3% *Keduanya: 22,2%* |
| 8. | | *Dalam mata kuliah keterampilan yang saya dapatkan, saya lebih banyak mendapatkan keterampilan* | Reading: 6,7% Writing: 71,7% Listening: 0% Speaking: 21,7% |
| 9. | | *Kemampuan yang saya dapatkan pada mata kuliah keterampilan sampai pada* | *Mengetahui: 8,3%* *Memahami: 25%* |

| | | | |
|---|---|---|---|
| | | *tahap* | *Menganalisis:25%* *Menggunakan:35%* *Mendesain: 6,7%* |
| 10. | | *Menurut saya, penyampaian mata kuliah keterampilan dengan metode terpisah (descrete) lebih mudah saya pahami dibandingkan dengan metode keterampilan terintegrasi* | *Ya: 41,7%* *Tidak: 58,3%* |
| 11. | | *Menurut saya, penyampaian mata kuliah keterampilan dengan metode terintegrasi lebih mudah saya pahami dibandingkan dengan metode keterampilan descrete* | *Ya: 68,3%* *Tidak: 31,7%* |
| 12. | | *Saya mendapatkan mata kuliah keterampilan yang konteksnya sesuai dengan nama mata kuliahnya* | *Ya: 11,7%* *Tidak: 88,3%* |
| 13. | | *Dosen saya mengajarkan mata kuliah keterampilan bahasa Inggris secara* | *Individual: 23,9%* *Berpasangan: 1,5%* *Berkelompok: 20,9%* *Ketiganya: 53,7%* |
| 14. | | *Dosen saya mengintegrasikan mata kuliah keterampilan dengan subjek lain (cth. ELTM, Vocabulary, Grammar, ESP)* | *Ya: 80%* *Tidak: 20%* |

Table 4.2.2 Findings of Students' perception towards the materials and classroom activities of *English for Academic Communication*

Based on Table 4.2.2 students' perceptions toward the materials *of English for Academic Communication* are various. In the term of question about what students understand from skill subject *English for Academic Communication*, students vote 40% for structure. It means students get more understanding about the structure of an essay, since this subject focus on writing an essay. Students' perception towards the next questions about materials that the lectures gave is lectures gave the materials from

written text, English books and digital sources. The vote for each question about the materials is giving the answer "ya" higher score than "tidak". The lecturers gave materials as written text that originates from authentic sources like books and website. It was proved by the statement from interview;

> "English for Academic Communication itu lebih dari bapaknya sama dari buku." (Interviewee 2)

> "EAC belajar menulis essay akademik bahasa dan gaya menulis akademik mempelajari citation dan penekanan terhadap anti-plagiarism. Berupa teks aja ka biasanya kalo materi." (Interviewee 4)

> "ya sama aja jawabnya sama pertanyaan sebelumnya lah ka. Teks tertulis." (Interviewee 5)

> "...matkul ini terlalu textbook, terpaku pada textbook atau e-book." (Interviewee 6)

Still based on Table 4.2.2 students' perception towards the implementation of classroom activities of *English for Academic Communication* is the classroom activities did not appropriate with the *RPKPS*. It was voted 56, 7% for the learning activities that did not appropriate with *RPKPS*. In the *RPKPS* it was stated that skill subject *English for Academic Communication* focuses on integrated skills. It was voted 76, 7% for the description of *English for Academic Communication* as integrated. In the *RPKPS* it was stated that *English for Academic Communication* focuses on how to write essays and how to present the essay. In other words, *English for Academic Communication* focuses on writing and speaking skill. In fact based on students' perception, *English for Academic Communication* only focuses on writing skill by the vote 71,

7% for focus on writing skill. Based on students' perception, the context of skill subject *English for Academic Communication* is not appropriate with the name of it. Since the name of the skill subject stated "communication" but in fact it only focuses on writing skill. It was proved by the statement from interview;

> *"English for Academic Communication, seharusnya kan kalo communication itu oral sama written kan tapi kami fokusnya hanya kepada writtennya aja, semuanya menulis eh bukan written tapi writing seperti itu. Kalau yang kedua kayanya engga deh, kalo yang pertama tuh terutama academic communication itu seharusnya dapet namanya komunikasi kan harusnya writing dan speaking, dan pun di silabusnya juga direncanakan seperti itu programnya namun in practice lebih apa ya fokus terhadap satu aja kepada writing jadi kami dari awal seperti sampe akhir tuh nulis terus."* (Interviewee 1)

In students' perception, some lecturers tried to integrate *English for Academic Communication* with other subject such as grammar. It was proved by the statement;

> *"Kalo materi sebenernya of course saling berkaitan antara tiga matkul akademik, untungnya itu sih berkaitan saling nge-build gitu kan saling membangun satu sama lain di grammarnya kami mempelajari structure segala macem yakan terus juga grammarnya lebih akademik deh kan pokoknya in term of terminology yang belum pernah kami pelajari sebelumnya gitu kan, pun terus di academic communication kami menerapkannya itu dalam penulisan kami kaya gitu kan."* (Interviewee 1)

Students' perceptions result in Table 4.2.4 showed that the implementation of teaching and learning process is more effective by integrating the skills. The vote for integrated is more effective is 68, 3% for "ya" and the vote for discrete is more effective is 58, 3% for "tidak". It

means students are prefer to learn skill subject by integrating the skill rather than discrete.

### 4.2.3 Students' perceptions toward the implementation of integrated skills approach on the evaluation of *English for Academic Communication*

The following table below answered research question of this study that focusing on "How is students' perception toward the implementation of integrated skills approach on the evaluation of *English for Academic Communication?*". The research question towards the evaluation consisted of three questions in the questionnaire. The questions are on the number 19, 20, and 21.

| No | Aspect | Question | Question's answer |
|---|---|---|---|
| 1. | | *Saya mendapat penilaian (assessment) dari dosen pengampu mata kuliah keterampilan saya dalam berbentuk* | *Test objective: 25,7%*<br>*Essay: 31,4%*<br>*Performasi: 12,4%*<br>*Project: 30,5%* |
| 2. | Evaluation | *Saya mendapatkan penilaian dari dosen pengampu mata kuliah keterampilan saya dengan pola* | Personal feedback: 26,1%<br>Pair feedback: 21,7%<br>Group feedback: 22,6%<br>Public feedback: 29,6% |
| 3. | | *Dosen saya memberikan tes kepada mahasiswa dengan bentuk tes* | *Pilihan ganda: 11,9%*<br>*Benar salah: 16,4%*<br>*Memasangkan: 7,5%*<br>*Portofolio: 64,2%* |

Table 4.2.3 Findings of Students' perception towards the evaluation of *English for Academic Communication*

Based on table 4.2.3 students got assessment in skill subject *English for Academic Communication* as an essay and project that included write an essay. It was proved by the statement from interview;

> *"Untuk EAC UAS-nya project menyelesaikan tulisan kita"*
> (Interviewee 3)

In the term of feedback that students got from the lecturers, the result from the questionnaire showed that almost the same percentage for each feedback. It means lecturers gave various feedbacks in the learning process. In the term of the test, the result of the questionnaire showed the highest vote is for "portofolio" by 64, 2%.

The assessment that already implemented is not appropriate with the *RPKPS*. In *RPKPS* it was stated in learning outcomes "Mahasiswa menghasilkan essay akademik yang dikomunikasikan secara lisan dan tulis dalam bentuk seminar dan poster" but in fact students only write an essay without communicate it as visual. It was proved by statement below;

> *"kalo yang English for Academic Communication itu juga sama menulis lebih kaya opinion gitu sama introduction dari skripsi gitu tapi dikit sih ga banyak, pokoknya tulisan doing gitu."*
> (Interviewee 3)

## 4.2.4 Students' perceptions toward integrated skill in *English for Academic Communication*

The following table below showed students' perceptions toward integrated skill in term of skill subject *English for Academic Communication*

| Pernyataan berikut sesuai dengan kondisi saya | Percentage |
|---|---|
| Keterampilan terintegrasi memberi kesempatan bagi saya untuk menggunakan bahasa yang autentik dan menantang untuk berinteraksi secara alami. | *31%* |
| Saya mendapatkan gambaran lengkap dan kompleks tentang bahasa dalam komunikasi secara cepat. | *15,5%* |
| Keterampilan terintegrasi menekankan tidak hanya pada bahasa Inggris sebagai objek akademik untuk lulus ujian, namun bahasa Inggris juga digunakan dalam interaksi nyata dalam komunikasi. | *36,9%* |
| Keterampilan terintegrasi memberi penekanan pada makna dan fungsi, bukan hanya pada bentuk. | *16,7%* |

Table 4.2.4 Findings of Students' perception towards their condition

Based on the table 4.2.4, students' perception towards their condition that appropriate with the statements is 36, 9% students answered "Keterampilan terintegrasi menekankan tidak hanya pada bahasa Inggris sebagai objek akademik untuk lulus ujian, namun bahasa Inggris juga digunakan dalam interaksi nyata dalam komunikasi." The statement meant that the integrated skill subject *English for Academic Communication* could make students use English to interact and communicate.

### 4.2.5 Findings of *RPKPS* Analysis

The *RPKPS* of *English for Academic Communication* only consists of some components; learning outcomes, learning strategy, assessment, attendance, learning schedule, and references. The *RPKPS* does not consist of the code of the subject, credits of the subject, prerequisite, CEFR Level, description of the subject, and information about the mid-term and final exam.

The *RPKPS* did not state the description about the subject but at the first paragraph of the *RPKPS* it was stated briefly the focus of skill subject *English for Academic Communication*.

> *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.*

## 4.3 Discussion

As has been presented on the findings, the result both questionnaire and in-depth interview have similar responses toward the implementation of *English for Academic Communication*. Below are the elaborate of the answer from questionnaire, in-depth interview and document analysis. The answers are presented based on the research questions.

The answer of the research question that focusing on "How is students' perception toward the implementation of integrated skills approach on the *RPKPS* of *English for Academic Communication*?" is the integrated skill approach is stated on the *RPKPS,* name and description of the skill subject. Based on the name of the skill subject *English for Academic Communication*, the students expected to learn about writing skill and speaking skill. The description in the *RPKPS* also

stated that this skill subject focused on how to write an essay and how to communicate the essay;

*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.*

The answer of research question that focusing on ""How is students' perception toward the implementation of integrated skills approach on the classroom activities of *English for Academic Communication*?" is the integrated skill approach did not implemented because the learning activities only focused on one skill; writing skill. 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. In line with Honeyfield, Carols (1990, p. 72) stated 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. In other words, integration skill approach is merged between two or more skill in the activities and in the same sequenced. But the fact in the implementation of *English for Academic Communication,* the integrated skill

approach is not implemented as it was stated in *RPKPS* to elaborate writing and speaking skill because the implementation is only focus to one skill, which is writing skill. Students also said that the implementation of integrated skill is actually more effective than discrete skill. Students said based on the questionnaire, the implementation of learning activities by using integrated skill is more effective because they could be more understand about the materials. It was showed by the percentage of students who answers "ya" to the question of integrated is more effective is 68, 3% and the vote for discrete is more effective is 58, 3% for "tidak". It means students are prefer to learn skill subject by integrating the skill rather than discrete. Students' perception towards the effectiveness of the integrated skill is supported by the previous study that is conducted by Huang from Taiwan. The result of Huang's study showed that integrated skill generates highly positive student attitudes and motivation. The question that still related to classroom activities is about the materials. For the aspect of materials, students perceived that lecturers gave materials from authentic sources such as written text from English books and website. This is in line with Freeman (2000) that he states one of the characteristics of communicative language teaching is using authentic materials. Students' perceived that the materials did not overlap with others *academic skill subjects; English in Academic Discourse and Grammar for Academic Communication* even though they are in the same context which is academic.

The answer for the last research question that focusing on "How is students' perception toward the implementation of integrated skills approach on

the evaluation of *English for Academic Communication?*" is the integrated skill approach did not implemented in the evaluation. The assessment that the lecturers gave to the students both for exercise and final exam is writing an essay. Based on students' perception in along learning process and also final exam, they were only asked to write an essay. Whereas in the *RPKPS* it was stated that the focus of this skill subject is write an essay and communicate the essay academically. Unfortunately, in fact students only asked to write an essay and show the essay in front of the class so they could get feedbacks both from lecturer or students. The feedbacks which students received were various. They received all kind of feedbacks which are personal feedback, pair feedback, group feedback and public feedback.