

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this study, students' perceptions toward the implementation of *English for Academic Communication* at English Department, Universitas Negeri Jakarta.

5.1 Conclusion

Based on findings and discussion, it can be concluded the main research question "What are students' perceptions toward the implementation of integrated skills approach on the learning activities of *English for Academic Communication* at English Department, Universitas Negeri Jakarta?" is negative. The reason of the negative answer is because the implementation of *English for Academic Communication* is not integrated. Based on students' perception this skill subject *English for Academic Communication* only focused on one skill; writing skill. It was proved by the implementation of classroom activities, materials and evaluation that only focus on writing skill. Meanwhile based on Honeyfield, (1988), skills integration generally refers to linking two or more of the traditional four skills of language learning: reading, writing, listening, and speaking. It is in line with Carols (1990, p. 72) that 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.

Based on the name and description of *English for Academic Communication*, students expected to learn about writing and speaking skill. It

was said because the name of skill subject stated about “communication”. In the *RPKPS* it was stated that *English for Academic Communication* will be focused on writing skill and speaking skill. It was supported the name of the skill subject. In fact in the implementation, this skill subject only focused on one skill; writing skill. It was proved by the implementation in learning process, materials and evaluation that only focus on one skill; writing skill. Therefore students said that the name and description of the skill subject and also the *RPKPS* are not appropriate with the implementation. It was concluded because the name and *RPKPS* of *English for Academic Communication* showed the term of integrated skill subject that integrate writing and speaking skill. Unfortunately, the implementation is only focus in writing skill.

5.2 Suggestion

The result of this study could be used to be a recommendation to evaluate the implementation of *English for Academic Communication* for lecturers and English Department. It would be better if the implementation is given more attention. The integration between writing skill and speaking skill should be balance in this skill subject and do not make one skill to be dominate. The implementation of integrated skill in *English for Academic Communication* should be covered the learning process, the materials that will be given and the evaluation of the skill subject.