STUDENTS' PERCEPTION OF THE USE OF THE INTEGRATED SKILLS APPROACH IN GENERAL ENGLISH COURSE AT UIN SUNAN AMPEL SURABAYA

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English teaching.

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Abstract

Hernawan, Rendi (2018). "*Student's Perception of the Use of the Integrated Skills Approach in General English Course at UIN Sunan Ampel Surabaya*" An Undergraduate Thesis, English Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisors : Fitriah Ph.D, and Dr. Siti Asmiyah S.Pd M.TESOL

Keywords : *student's perception, teaching approach, integrated skills approach*

In English language teaching the role of the teaching approach is important it will shape the learning process as effective as possible. To achieve an effective learning process in EFL, there are many approaches that we can select such as Grammar Translation Method, Silent way, Total Physical Response and Integrated skills approach and even many more. In choosing learning approach, the teacher should be careful, because every approach has advantages and disadvantages. The teachers also have to reconsider the student's perception regarding the approach and learning activities which is suitable to fulfil the student's need. In this research, the researcher investigated the student's perception of the use of integrated skills approach in General English class. To discover the result, this research conducted survey research to the General English students by collecting their perception by using a set of questionnaire. In this research, the questionnaire was distributed to the first semester students of English teacher education department of UIN Surabaya who have enrolled General English course. The student perceived that in General English class the integrated skills activity was the most advisable activity that conducted in class. Student's perceived that an activity which involved more than one skill is more enjoyable rather than single skills activity. Another important finding is that the students believed that linguistic skills should be taught in the class alongside with integrated skills activity. Therefore, the term integrated skills approach is not only limited in language skills, but also for other skills such as linguistic skills. Furthermore, the teacher should be able to understand the student's need, for example the teacher is recommended to teach linguistic skills to fulfil the students' need in learning by combine it with integrated skills activities to attract the students' interest.

Hernawan, Rendi (2018). "*Student's Perception of the Use of the Integrated Skills Approach in General English Course at UIN Sunan Ampel Surabaya*" An Undergraduate Thesis, English Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Pembimbing : Fitriah Ph.D, and Dr. Siti Asmiyah S.Pd M.TESOL

Kata kunci   : *persepsi siswa, metode pengajaran, integrated skills approach*

Dalam proses pembelajaran bahasa inggris, metode mengajar memegang peranan yang sangat penting. Metode mengajar berfungsi sebagai panduan dalam belajar-mengajar yang efektif dan efisien. Untuk mencapai pembelajaran yang efektif dan efisien, maka di ciptakan berbagai variasi metode pembelajaran yang dapat kita pilih sebagai contoh *Grammar Translation Method, Total Physical Response,* dan lainnya. Dalam memilih metode pembelajaran, seorang guru dituntut untuk memilih secara berhati-hati. Karena setap metode pembelajaran memiliki pengaruh baik maupun buruk tersendiri untuk proses belajar mengajar di kelas. Oleh Karena itu, persepsi dari siswa di perlukan untuk membantu guru menemukan metode pembelajaran yang sesuai dengan kebutuhan siswa. Dalam penelitian ini, persepsi siswa mengenai penggunaan metode pembelajaran 'integrated skills approach' di teliti secara mendalam. Dalam mencari hasil penelitian, peneliti menggunakan metode penelitian survey kepada siswa General English course dengan mengumpulkan persepsi siswa melalui media kuesioner. Dalam penelitian ini, siswa berpersepsi bahwa kegiatan bertema integrated skills sangat disarankan di kelas.menurut persepsi siswa, kegiatan pembelajaran yang meluibatkan lebih dari satu skill bahas inggirs lebih menarik di bandingkan kegiatan satu skill. Selain itu, siswa ber persepsi bahwa linguistic skills juga harus diajarkan secara berdampingan dengan kegiatan integrated skill. Bagaimanapun, makna sesungguhnya dari integrated skills approach bukan hanya terbatas pada skills bahasa saja, namun juga bentuk integrasi antara semua aspek dalam belajar-mengajar bahasa inggris.

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CHAPTER I

INTRODUCTION

A. Research Background

Teaching and learning incorporate not only materials but also media, method, and teacher. The focus of this research is the approach, which used in teaching and learning English. According to Harmer, the approach is the source of how the teaching process is conducted and the reason for applying the approaches[1]. The role of approach in language teaching is important because approach shapes the process of the language learning. Harmer states that approach is the foundation of language learning process[2]. On the same side, Richard stated that the approach is important aspects in language teaching. He further explains that the teacher's invention of the approach development and classroom materials is essential in order to improve the teaching effectiveness. Because of the importance of the approach in ELT, nowadays, there are many approach variety that created to fill the need for effective and efficient language learning.

In the history of English teaching, the approaches have been invented long ago. The first approach found was the Grammar Translation Method (GTM). According to Richard, GTM has been used in foreign language

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[1] Jeremy Harmer, *The Practice of English Language Teaching 4th Edition*, 4th ed. (Edinburgh Gate, Harlow, Essex, England: Pearson Education Limited, 2007).
[2] Ibid.

learning since 1840 in Europe[3]. But, GTM is not surviving for too long. The GTM declined in the middle of the nineteenth century. According to Richard, the reasons for the declining of the GTM occurred because of two things, there is the demand of the foreign language proficiency and the increasing of the global market communication[4]. After the declining of GTM, there are many approaches substitute the GTM such as Direct Method, Audio-Lingual Method, Communicative Language Teaching, Total Physical Response (TPR) and et cetera. TPR, for instance, is the language learning approach which uses right brain activity such as body movement as the language learning activities[5]. Nowadays, there are many approaches for foreign language learning. The institution and the teacher have the opportunity to select one approach which is appropriate for their language class. For example, the teacher can choose the Audio-Lingual Method (ALM) to train the students' listening comprehension.

Referring back to the list of the approaches, there is one approach that appropriates for today's language learning namely, integrated skills approach. Integrated skills approach is the approach that preserves the students the communicative activity by collaborating each language skills into one activity. Su stated that integrated skills approach is the approach that has natural concept activities with day to day communication

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[3] Jack C Richard and Theodore S Rodgers, *Approaches And Methods in Language Teaching*, 15th ed. (The Pitt Building, Trumpington Street, Cambridge, United Kingdom: Cambridge University Press, 1999).
[4] Ibid.
[5] Jack C Richard, *Communicative Language Teaching Today* (32 Avenue of the Americas, New York, NY 10013-2473, USA, 2006).

experience[6]. Basically, integrated skills approach is the same as the communicative language teaching. According to Oxford, integrated skills approach' goal is to give the students authentic language learning and challenge the students to interact naturally in language[7]. While Freeman stated that CLT's goal is to enable the students to communicate naturally by using the language in the real context. Based on the statements above, we agreed that the integrated skills approach and communicative language teaching are the same approaches, for disambiguation, the term integrated skills approach will use in the next chapters of this research.

Integrated skills approach is believed as the appropriate approach for ELT because an integrated skills approach provides the students with a communicative learning activity. In order to give a communicative activity to the students, the teacher should integrate the language skills in an activity. According to Widdowson, the separation of language skills in learning will lead to misleading in language learning[8]. The separation of language skills in ELT is not communicative because when the person communicates to the other person; they use more than one language skills. Because of that, the separation of language skills in ELT is not appropriate. Widdowson further explains that the separation of language skills into four

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[6] Ya-Chen Su, "Student's Changing Views and the Integrated Skills Approach in Taiwan's EFL College Classes," *Asia Pacific Education Review* 8 (2007): 27–40.

[7] Rebecca Oxford, "Integrated Skills in the ESL/EFL Classroom," *ERIC Clearinghouse on Languages and Linguistics Washington DC* 6 (2001).

[8] H.G Widdowson, *Teaching Language as Communication*, 1st ed. (Great Clarendon Street, Oxford: Oxford University Press, 1978).

(reading, speaking, writing, and listening) is the way language is manifested, not the language that used for communication[9].

In daily communication, we communicate with our friends and family by using more than one language skills simultaneously. For instance, when we have dinner with our family, we did both listening and speaking at the same time. We listen to our mother's speech about the food and we respond to it orally. Another example is when we travel on mass transportation, we ask about the route to the officer and listen to the information about the routes and that we read every platform and finding our route platform. in this case, the activity involves three language skills namely, reading, listening and speaking. These examples are also in line with harmer's opinion about the skills integrations. Harmer stated that we usually do speaking and listening simultaneously or reading and writing is at the same time[10]. Harmer further explains that the language skills can't be learned in an isolated way[11]. Considering this, the teacher should integrate language skills in a learning activity by using an integrated skills approach.

Integrated skills approach is the approach that appropriates for language learning. There are some researches that support the integrated skills approach as the preferable teaching approach. For instance, in Su's research, the students agreed that the integrated skills approach was a better

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[9] Ibid.

[10] Harmer, *The Practice of English Language Teaching 4th Edition*.

[11] Ibid.

approach rather than traditional learning[12]. The reason of this finding is the integrated skills approach gave the students better English improvement than the traditional. The students also perceived that the integrated skills approach give them both national examination needs and future needs. Another research about integrated skills approach was conducted by Tuncay. in this research, the students agreed that learning with integrated skills approach was useful for improving their proficiency. the integrated skills approach activity helped the students to communicate better than the other approaches.

In order to identify the integrated skills approach's benefit in language learning, the researcher should consider the students' perception as the important aspects in integrated skills approach learning activities. In this paragraph, there are some researches about the perception of the students. This paragraph explains the importance of identifying the students' perception in language learning. Students' perception is an important aspect of learning and teaching that should be considered by the teacher and institution. Students' perception is the students' feeling to the conscious experience they acquired in the learning process. Understanding the students' perception is important, especially for the institution. the institution can use the students' perception as an indicator of the learning programs. Freiberg stated that the students' perception is the key

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[12] Su, "Student's Changing Views and the Integrated Skills Approach in Taiwan's EFL College Classes."

components and indicator of learning[13]. On the same side, Van Petegem stated that, the students' perception accounts for significant variance in measuring the learning outcome[14]. By using students' perception as the indicators of the course program, the institution can improve the course and evaluate the lack and reshape the course into more appropriate for students.

This research's focus is the students' perception of the use of integrated skills approach. This research will explain the students' perception of their General English class. According to the person in charge (PIC) of General English class, General English class is using integrated skills approach as the approach of ELT in class. As mentioned earlier, there have been several previous pieces of research on students' perception. There are Su, Van Petegem, and Chen.

The first research is the Su's research about the students' changing perception toward their English course. In this research, Su examined the comparison between students' perception of the use of traditional separated skills against the integrated skills approach that used in English course in college. The result of Su's research was that the students perceived that integrated skills approach helped them better in improving their English proficiency rather than the traditional approach. The students also perceived

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[13] Jerome H Freiberg and T.A Stein, "Measuring, Improving and Sustaining Healthy Learning Environments." School Climate: Measuring, Improving and Sustaining Healthy Learning Environments" (1999).

[14] Karen Van Petegem et al., "Student Perception as Moderator for Student Wellbeing," *2006* (n.d.).

that the integrated skills approach provided them to use their English in real communication[15].

The second previous research about perception is the research about the students' perception as the moderator for their well being by Van Petegem. Wellbeing is the students' sum of needs and expectancy toward their school. in this research, Van Petegem used the students' perception as the moderator to understand the students' wellbeing in their school. The result of this research was that the students' perceived the interpersonal behavior of their academic and vocational teacher is mainly authoritative[16]. Based on the van Petegem's research, we can understand that **students' perception can give the researcher a different perspective** on things. For instance, in van Petegem's research, the teachers mainly typify their interpersonal behavior is tolerant. The teachers' argued that their authoritative behavior is part of the enthusiasm and inspiration for the students.

The next previous research on students' perception is the research by Chen. This research is talking about the students' perception and motivation toward the teaching effectiveness in class. This research examined the students' perception and motivation in order to rate the institution. The students' perception and motivation in form of evaluation is commonly used to provide the formative feedback to institution and teacher, as a

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[15] Su, "Student's Changing Views and the Integrated Skills Approach in Taiwan's EFL College Classes."

[16] Van Petegem et al., "Student Perception as Moderator for Student Wellbeing."

measurement of teaching effectiveness and as the information for the students before choosing course and teacher. The research by Chen proved that the students' perception is an important aspect to be understood in order to improve the course, teacher, and institution quality.

Even though those researches are talking about the perception of the students, but those researches diverse in the focus of the study. Su's research is about the comparison of the students' perception between the traditional approach and integrated skills approach. Based on the title, this research is focused on the students' perception of the use of an integrated skills approach in General English class. The differences between this research than the previous researches mentioned above are, this research is conducted in single major students, while the Su's research is conducted with multi-major students. The research conducted by preterm was about the students' perception of the interpersonal behavior between the students and teacher, while in this research is about the student's perception about the use of integrated skills approach in General English class. the last differences are, this research is only collecting the students' perception of the use of integrated skills approach in General English class without measuring anything unlike Chen's research, which collecting the students' perception in order to rate the institution and the course.

B. Research Question

1. How do the students' perceive the use of integrated skills approach in General English course?

C. The Objective of the Study

The objective of this research is to conclude the students' perception about integrated skills approach and the implementation of this approach in General English class.

D. The Significance of the Study

For the students of English teaching department, this research will help the students to understand the integrated skills approach and the implementation of this approach. by understanding this approach, the students of English teaching can encourage the use of communicative learning in secondary school. For a secondary school teacher, this research will help the teacher to implement the integrated skills approach in English learning, because this research gives the example of the implementation of this approach both form the expert's experiences and from the General English course program. For lecturer and institution, this research shows the students' perception about General English program. The students' perception is one of the important aspects to evaluate the course program and teaching improvement. The students' perception is important for understanding the students' need in course.

E. Scope and Limitation

The scope of this research is the students' perception of the implementation of an integrated skills approach in a General English class. In this research, the perception of the students is formed from the students' experience, feeling and expectation of the use of an integrated skills approach. In this research, the researcher only question and explain the students' perception without measuring anything.

The limitation of this research is the students as the subject is only the first semester of the English teacher education department of UIN Sunan Ampel Surabaya who joins the General English course.

F. Definition of Key Terms

1. Students' Perception

According to Schacter, perception is the organization, identificatiosn, and interpretation of sensation in order to form a mental representation[17]. The researcher argumentation of the form of mental representation stated by Schacter is similar with feeling because feeling come from the sensation and stimuli of the person. This statement also supported by Chudler, he stated that perception is the conscious experience about what people sense[18]. In this research, the term students' perception refers to the students' feels of their

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[17] Daniel L. Schacter, Daniel T. Gilbert, and Daniel M. Wegner, *Psychology*, 1st ed. (41 Madison Avenue New York, NY 10010: Worth Publisher, 2009).

[18] Mike May and Eric H Chudler, *Sensation and Perception* (132 West 31st Street New York NY 10001: Chelsea House Publishers, 2007), 01/11/2017.

learning experience in the use of integrated skills approach in General English course.

2. Integrated Skills Approach

Integrated skills approach is the approach that mixes more than one language skills in a single learning activity. The purpose of the integrated skills approach is to provide communicative activity in a language class. Communicative activity in learning English refers to authentic learning materials and tasks. According to Oxford, integrated skills approaches' goal is to give the students authentic language learning and challenge the students to interact naturally in language[19]. Not only authentic materials, communicative activity in integrated skills approach provide the students' opportunity to communicate naturally in target language just like every day's communication. According to Su, integrated skills approach is an approach that has a natural concept with day to day communication[20]. In this research, the term integrated skills approach refers to the approach which integrates more than one skill in a language learning activity in order to give communicative learning activity in English course especially in General English course.

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[19] Oxford, "Integrated Skills in the ESL/EFL Classroom."
[20] Su, "Student's Changing Views and the Integrated Skills Approach in Taiwan's EFL College Classes."

3. **General English Course**

General English Course is a learning program in English Teacher Education Department at UIN Sunan Ampel Surabaya. General English course was conducted in the first semester. This course is the basic lesson about English language skills such as listening, reading, writing, and speaking. Based on the information, General English course adopting integrated skills approach as the learning method.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the previous theories and researches that related to the students' perception and integrated skills approach. This chapter is divided into three parts. There are the students' perceptions, the integrated skills approach and the previous studies related to the students' perception and integrated skills approach.

A. Theoretical Framework

1. Addressing the Students' Perception

a. Students' Perception

According to Schacter, perception is the organization, identification, and interpretation of sensation that formed mental representation[21]. The previous chapter has discussed that the mental representation is related to the feeling of the people toward their experience. Experience is the important aspect to understand people's perception because the perception is the response of the sensation. For example, when we visit the zoo and witnessing the lion roars in the cage, suddenly, we feel dread and decided not to get close to lion enclosure or maybe we feel entertained and decided to take lion's picture. Feeling dread and entertained is our

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[21] Schacter, Gilbert, and Wegner, *Psychology*.

perception of the lion's roar, the perception that comes out when we get the sensation. Chudler states that the perception is the conscious experience about what we sense[22]. In this research, the feeling and the perception is related to the learning experience in a General English class. Montague stated that students' perception is what the students feel about something[23]. Therefore to understand the student's perception, this research defines the students' perception is the students' feeling of their learning experience in a General English class. Learning experience means the learning activity in the class which involved an integrated skills approach.

b. The Importance of Understanding the Students' Perception

Students' perception is the important aspect of language learning evaluation. According to Chen, the students' perception is important to evaluate the teaching effectiveness[24]. The students' perception helps the teacher and institution to look from the students' point of view. Furthermore, the students' perception can be used to consider when deciding new course program by the institution. The institution in this paragraph refers to the educational institution such as school or university. In Su's research, the students' perception is examined in order to decide

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[22] May and Chudler, *Sensation and Perception*.

[23] Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Disabilities," *Pennsylvania State Univ* 18, no. Remedial and Special Education (1997): 46–53.

[24] Yining Chen and Leon B Hoshower, "Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation," *Carfax Publishing* 28, no. Assessment & Evaluation in Higher Education, (2003).

the changing of the learning method in an English program in Taiwan.

Moreover, the students' perception is an important aspect to measure the learning outcome and classroom climate indicator. In Van Petegem's research, the students' perception is the significant account in measuring the learning outcome[25]. The students' perception is also important to describe the classroom climate. Freiberg and Stein states that the perception of the students is the key component and indicators of describing the classroom climate[26]. Based on those statements, the researchers agree that the students' perception is an important aspect of the language learning process, not only for evaluation but also for teaching improvement purpose.

c. **The Formation of the Students' Perception**

Based on the theory, the students' perception is the students' feeling of their learning experience. In this research context, the students' learning experience refers to the learning experience in a General English class. In the previous chapter, the perception is the person feeling based on the conscious experience. Yet, according to Langton, the perception is formed by the combination of mental representation, which is the attitude, interest, expectation, motive,

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[25] Van Petegem et al., "Student Perception as Moderator for Student Wellbeing."
[26] Freiberg and Stein, "Measuring, Improving and Sustaining Healthy Learning Environments."
School Climate: Measuring, Improving and Sustaining Healthy Learning Environments."

and experience toward the sensation[27]. In this research perception includes only three mental representations namely experience, interest, and expectation. The reason for that three mental representations is because they are the most important aspect in the formation of the perception.

2. Integrated Skills Approach

a. The Definition of Integrated Skills Approach

The integrated skills approach is the approach which integrates more than one language skills in a learning activity in the class. According to Widdowson, the language learning process which avoids the skills isolation is the integrated skills approach[28]. For an example, Widdowson states that in language learning process, the students should be able to do writing by comprehending text through reading, and implementing information from the reading text through an act of writing[29]. However, the integration in integrated skills approach is not only for reading and writing skills but also listening and speaking. According to Oxford, integrated skills approach's goal is to give the students authentic language learning and challenge the students to interact naturally in language[30]. To give natural interaction in

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[27] Nancy Langton and Stephen P Robbins, *Fundamental of Organizational Behaviour*, Third Canadian Series (Canada: Pearson Education Canada, n.d.).
[28] Widdowson, *Teaching Language as Communication*.
[29] Ibid.
[30] Oxford, "Integrated Skills in the ESL/EFL Classroom."

language learning, the integration of language skills is essential because separating the language skills in learning can lead to misleading in language learning[31]. According to Harmer, the language learning cannot be learned in an isolated way, language learning employs a combination of some language skills at the same time[32].

Moreover, the integration in integrated skills approach is not only about the language skills integration but also the other subject in language learning such as grammar and pronunciation. According to Oxford, the integrated skills approach is the language learning process which interweaves not only language skills but also the structural skills such as syntax, vocabulary, and grammar[33]. Based on the statements mentioned above, the researcher concludes that the integrated skills approach is the approach which integrated more than one language skills in order to give the students a communicative learning experience.

b. The Importance of Integrated Skills Approach

The goal of integrated skills approach is to give students communicative and meaningful learning activities by integrating four language skills. In language learning, using an integrated skills approach as a teaching method is important, because of the nature

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[31] Widdowson, *Teaching Language as Communication*.
[32] Harmer, *The Practice of English Language Teaching 4th Edition*.
[33] Oxford, "Integrated Skills in the ESL/EFL Classroom."

and the benefit of the use of an integrated skills approach. The nature of the integrated skills approach is the natural communication between teacher to students and students to students. According to Su, the integrated skills approach is the approach that has a natural concept with day to day communication[34]. Su also stated that integrate skills approach enables the students to speak English as natural as possible[35].

The benefit of the integrated skills approach is that the learning process which provides the students with authentic activities. According to Oxford, the benefit of using integrated skills approach is that this approach exposes the students to authentic learning activities and challenge students to interact naturally in the target language[36]. Communicative learning activity in an integrated skills approach is important for the students because the communicative activity helps the students to communicate better. This argument is supported by Bastias which argued that the communicative situation in learning activity through integrated skills approach will help the students to enrich and develop their communication more complexly[37]. Hence, in this research, the use of integrated skills approach in language learning

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[34] Su, "Student's Changing Views and the Integrated Skills Approach in Taiwan's EFL College Classes."

[35] Ibid.

[36] Oxford, "Integrated Skills in the ESL/EFL Classroom."

[37] Munoz Bastias et al., "Integration Of The Four Skills Of The English Language And Its Influence On The Performance Of Second Grade High School Students," *Seminario Para Optar Al Título De Profesor De Educación Media En Inglés* (2011): 152.

is important due to the communicative activity provided by the integrated skills approach. Communicative activity helps the students to improve their communication skills in the target language.

c. The Implementation of Integrated Skills Approach

According to the previous chapter, the integrated skills approach is the approach which integrates more than one language skills in order to give the students communicative learning experience. Based on the Freeman's opinion, the communicative learning goal is to enable the students to communicate in the target language through communicative activity in the target language which is using the real context of learning[38]. However, the real challenge in using an integrated skills approach is the implementation of communicative activity in an integrated skills approach. Basically, the learning activity in an integrated skills approach requires more than one language skills in a learning activity. Yet, the integrating more than one language skill is not practical. The teacher of the language lesson needs a practical example in order to implement the integrated skills approach in class. Oxford stated that there are two kinds of learning instruction

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[38] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second. (Great Clarendon Street, Oxford, 2003).

that implemented the integrated skills approach. The first is task-based instruction, and the second is content-based instruction[39].

Task-based instruction gives the students authentic learning activities. In task-based instruction, the students are asked to complete a task in pair or group. While the students completing the task, the students will interact in the target language by doing the discussion. In this activity, the students will listen to the other student's opinion and try to understand each other's expression and expressing their own thought[40]. In this kind of activity, the students can correct their speaking and improve their communication skills. For example, the teacher asks the students to make a group, then the teacher gives each group a Europe map and asked the students to rank the widest county to the narrowest. With that task, the students have to discuss the task in the target language. The students will share their opinion about the ranks and interact with one another by using the target language.

Content-based instruction is the learning activity that involves another course of study and English at the same time[41]. For instance, the students learn about the animal taxonomy in English. Similar to the task-based, the purpose of this activity is to give the student authentic materials and authentic communication.

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[39] Oxford, "Integrated Skills in the ESL/EFL Classroom."
[40] Larsen-Freeman, *Techniques, and Principles in Language Teaching*.
[41] Ibid.

In content-based instruction, the target language is only the media of communication not the subject of the study. According to Oxford, content-based instruction demands the students to practice all language skills in highly integrated and communicative learning activity[42]. For example, the teacher gives the students materials about the physic subject in English the students listen to the teacher's explanation and try to understand the meaning. The students also discuss the materials in English with the teacher and other students. However, the content-based instruction is not appropriate for low proficiency students, because the students have to understand the meaning of the explanation in the target language and also understand the materials of the non-English subject. Based on that two learning activity, the researcher believes that task-based instruction is more appropriate to be conducted in English class.

B. Previous Studies

In this chapter, the researcher will show several previous types of research that related to the student's perception and integrated skills approach. In this chapter, the previous research will be categorized into two. The first is the one who related to students' perception, and those who related to integrated skills approach.

The first research related to the students' perception is the research titled *Students' Evaluation of Teaching Effectiveness: an Assessment of Students'*

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[42] Oxford, "Integrated Skills in the ESL/EFL Classroom."

Perception and Motivation by Chen and Hoshower. That research was focussed on the students' perception for evaluating the course activity and the teacher's teaching. In that research, Chen and Hoshower asked the students to do judgment modeling decision exercise. This instrument provided the students with a set of cues for the students to express their judgment or decision about the learning activity and the teaching effectiveness. In this research, the subject comes from multi-department students. The result of this research is the improvement of teacher quality is essential. After that, the course materials and class development will be improved. From this finding, we agree that the students' perception is important in order to evaluate the school institution. According to Chen and Hoshower, students' perception in form of evaluation was the most influential measure of teaching effectiveness. Students' active participation can be critical to the success of the teaching evaluation system[43].

The second previous study related to students' perception is the research of *students' perception as moderator for students* well-being by Van Petegem. in that research, Van Petegem used students' perception as a measurement for the students' wellbeing. Van Petegem believed that the students' perception accounts for significant variance in the measurement of learning outcome[44]. Students' perception also measured the wellbeing of the students. In Van Petegem's research, the well-being of the students refers to the interpersonal behavior between teacher and students. The purpose of that

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[43] Chen and Hoshower, "Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation."
[44] Van Petegem et al., "Student Perception as Moderator for Student Wellbeing."

research was to enhance the well-being of the students and the teacher. To understand the students' well-being, the researcher used wellbeing inventory secondary education (WISE) questionnaire. The result of this research is the students mainly perceived that their teacher was authoritative. Authoritative means the teacher enthusiastic and know how to inspire the students.

The third previous research related to students' perception is *the study of teacher and students perceptions concerning the grammar-translation method and communicative language teaching* by Wang. This research is about the students' and teacher's perception of the difference between the grammar-translation method (GTM) and communicative language teaching (CLT) in Taiwan Institute of Technology. In that research, the students' and teacher perception was collected and analyzed in order to find the result of the students and teacher perception. The result of this research was the students' perceived that the CLT gave the students more enjoyable learning experience rather than GTM[45]. On the other hand, the teacher perceived that GTM was necessary for students. Based on those three previous types of research, the students' perception can be considered as the important aspect of learning to evaluate such as teaching effectiveness, the wellbeing of the students, and the learning method in English course.

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[45] Pin Ju Wang, "A Study Of Teacher And Student Perceptions Concerning Grammar-Translation Method And Communicative Language Teaching," *Department of English, TESOL Ph.D. Program, Tamkang University Department of Applied Foreign Language, Nanya Institute of Technology* (n.d.): 18.

In addition to the above mentioned studies on the students' perception, there have also been researches on integrated skills approach as follows.

The first previous study related to integrated skills approach is the research of *Integrated Skills Approach Using Feature Movie In EFL At Tertiary Level* by Tuncay. This was the case study research based on integrated skills approach using feature movie to English lesson. In this research, the students joined the language learning activity which involves integrated skills approach activity such as a feature movie. Feature movie refers to the activity which involved movie as media of learning while the students were doing pre and post watching activity in learning English such as pre-watching discussion, a picture telling activity, guessing quotation, and self-directed comprehensive task. In this research, the students wrote their opinion about the learning process in the questionnaire. The result of Tuncay's research was the students gave a positive response to feature movie activity. The students argued that feature movie as a kind of integrated skills approach activity helped them to improve their fluency and listening skills[46].

The second research related to integrated skills approach is the research of the *Students' Changing Views And Integrated Skills Approach In EFL College Class in Taiwan* by Su. In that research, the students are asked to fill a pre and post questionnaire about their perception of integrated skills approach and separated skills approach. The subject of this research was

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[46] Hidayat Tuncay, "An Integrated Skills Approach Using Feature Movies in EFL at Tertiary Level," *Kyrgyz-Turkish Manas University* 13, no. 1 (2014).

from multi-department students who join an English class. The purpose of Su's research was to examine the use of integrated skills approach in a college class and to examine the students' changing view regarding with the separated skills approach and the integrated skills approach. The result of this study was the students perceived that integrated skills approach was more advisable to be continued in the next program rather than separated skills approach[47]. Most of the students in Su's research endorsed an integrated skills approach to be implemented in the next semester.

The third research related to integrated skills approach is the research of the *Integration of Four Skills of The English Language and Its Influence on The Performance of Second Grade of High School Students* by Bastias. The purpose of this research was to identify the integration of four language skills in the second grade of high school. In this research, it was found that the integration of four skills gives a positive effect on the students 's performance in language learning class. In this research, the students drew a checklist questionnaire about the integrated skills approach activity. The result of this study was the integrated skills approach affected the students' performance in a language class[48].

According to those six previous pieces of research, there are differences between the previous research and this research of students' perception of the use of integrated skills approach in General English

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[47] Su, "Student's Changing Views and the Integrated Skills Approach in Taiwan's EFL College Classes."
[48] Bastias et al., "Integration of the Four Skills of the English Language and It's Influence on the Performance of Second Grade High School."

course. The first difference is about the research subject. In Chen and Su's research, the subject comes from different major while in this research the subject is from the single major of English education department in UIN Sunan Ampel Surabaya. The research by Wang and Van Petegem is about the students and teachers perception while in this research, the subject is students only. The second difference between this research and the previous research is the focus of the study; this research is focused on the perception of the students of the use of integrated skills approach in General English class, while the Tuncay and Bastias research focus is the implementation of integrated skills approach in language learning. These differences in term of the subject of study and the focus of the study may lead to a different finding. Hence, it is significant to research the single major students' perception of the use of an integrated skills approach.

CHAPTER III

RESEARCH METHOD

This chapter explains the research method that used in this research. The presentation of this chapter divided into five sections; there are the research design, the subject of the study, data collection technique, and data analysis technique.

A. Research Design

The objective of this research is to identify the students' perception of the use of integrated skills approach in General English course. To collect the perception of the students, the most appropriate research design is using survey research. According to Creswell survey research is the research which conducting a survey of a population of people in order to describe the opinion, behavior, belief, and attitude or the characteristics of a population[49]. The survey research use questionnaire or interview to collect the data. In this research, the researcher investigated the students' perception by giving the students questionnaire to describe their perception about the use of integrated skills approach in General English course.

B. The subject of the Study

The subject of this research is the first-grade students of the English teacher education department in UIN Sunan Ampel Surabaya. The

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[49] John W Creswell, *Educational Research*, 4th ed. (501 Boylston Street, Boston, MA 02116: Pearson, 2012), www.pearsonhighered.com.

researcher selected the first-grade students as the subject because of the General English course for the first-grade students. in General English course. in this research, there is no sampling population for data collection, because the number of the participant in the class is less than 100, so the research involved all the students of General English course as the subject. According to Fraenkel, there are at least 100 participants is sufficient for descriptive studies, [50].

C. Data Collection Technique

In this research, the data was collected from the survey questionnaire. The survey questionnaire is used to describe the students' perception of the use of integrated skills approach in General English course. To describe the student's perception, the questionnaire consisted of three chapters. The first chapter is the questions about the student's students' expectation and student's prior experience, the second is the student's feeling of the General English class, and the last is the open-ended question about the student's perception about the General English class.

Besides the survey questionnaire, the research also conducted a small interview with the head of the General English course in UINSA as preliminary research. The small interview is for the preliminary information about the integrated skills approach in GENERAL ENGLISH and the

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[50] Jack R Fraenkel and Norman H Wallen, *How to Design and Evaluate Research in Education*, 7th ed. (1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill, 2009).

implementation of integrated skills approach according to the teacher's perception.

1. Research Instrument

As stated in the previous section, this research uses the survey questionnaire as the main data collection instrument and small interview as the preliminary information. According to Fraenkel, conducting a preliminary inquiry before the survey research is advisable[51]. The purpose of the preliminary inquiry is to assess the base information related to the subject and the object of the research. The second instrument is the survey questionnaire. The purpose of survey questionnaire is to collect data about the student's perception of the use of integrated skills approach in General English class. According to Creswell, survey questionnaire is the research instrument to collect survey data[52]. According to Fraenkel, using survey questionnaire is more effective than the personal question in term of the number of data. By using a questionnaire, the number of the population covered in this research is bigger than a personal interview[53]. Because of this reason, in this research, there is no personal interview with the participant but substituted with an open-ended question in the questionnaire. In this research, the questionnaires consist of close-ended Likert scale questionnaire and

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[51] Ibid.
[52] Creswell, *Educational Research*.
[53] by Fraenkel and Wallen, *How to Design and Evaluate Research in Education*.

open-ended questions. The open-ended questions in the survey questionnaire enable the researcher to collect qualitative data in a large population. The open-ended questions in the questionnaire are about the student's feeling regarding with the General English course classroom activities.

D. Data Analysis Technique

After the data is collected from the survey questionnaire, there are a set of steps to analyze the data. In this research, the survey questionnaire is consists of two different types of data, there are quantitative data from the close-ended Likert scale questions and qualitative data from the open-ended questions. Both data types are analyzed with a statistical package for social science (SPSS) application. Since the data types are different, the data were treated differently. For close-ended questions data, the researcher uses descriptive statistic analysis by searching the mean of the data[54]. The mean of the data is important as the indicator of the agreement based on 5 scales of the Likert scale. 5 scales in this research refer to five categories of agreement in the questions namely (strongly disagree, disagree, neutral, agree, and strongly agree)

To ease the close-ended analysis presentation, the close-ended data was divided into three levels, namely; low mean rank, medium means rank and high mean rank. Based on al-Nouh, low mean refers to low agreement

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[54] Julia Pallant, *SPSS Survival Manual : A Step by Step Guide to Data Analysis Using SPSS or Windows*, Third. (Open University Press, 2007).

based on the Likert scale the range of the low mean rank is 1.00 to 2.33, medium means the medium agreement which ranged from 2.34 to 3.66, and high mean refers to high agreement with 3.67 to 5.00 mean ranges[55].

For the open-ended qualitative data, the researcher used descriptive analysis technique with SPSS. The data were coded into some categories in order to find the frequency of the data. Furthermore, the results of the frequency data were then explained in form of the descriptive data report.

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[55] Nowreyah A Al-Nouh, Muneera M Abdul Kareem, and Hanan A Taqi, "EFL College Student's Perception of Difficulties in Oral Presentation as a Form of Assessment," *Kuwait University* (2015).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the result of the research about the students' perception of the use of integrated skills approach in General English class. This chapter is divided into two sections; as follows the research finding and discussion of the finding.

A. Finding

The questionnaire data were analyzed descriptively using Statistical Package for the Social Science (SPSS). The results of data analysis are presented into three sections, namely the types of activity conducted in General English class, the student's prior experience and students' expectation about integrated skills approach and the student's feeling about the General English class.

1. The Types of Activities Conducted in Class

To understand the students' perceptions of the use of integrated skill in GE, understanding the types of activities frequently experienced by the student is important because the types of activities influence the student's perception of GE class. The question in this section is multiple responses in which the student could give more than one responses. Hence, the number of the responses is 105 from 89 respondents. The result of the responses is categorized into five categories, namely linguistic skills, exercising, separated skills,

integrated skills, and lecturing. The activities that didn't cover in those

five categories are under category 'other'.

Table 4.1: The Types of Activities Conducted in General English

Class

Linguistic Skills	Exercising	Separated Skills
Grammar **Pronunciation** **Memorizing** **vocabularies**	Classroom exercising Reviewing the textbook Examination Workbook exercise Quiz	Activity using one of the language skills.
Integrated **Skills**	**Lecturing**	**The Other**
Activity using **one of the** **language** **skills.**	Listening to the lecture	Games Singing

As described in Table 4.1, linguistic skills refer to the activities related to linguistic skills such as grammar, pronunciation, and vocabulary, exercising refers to exercise the workbook in class such as reviewing, practicing, examination, and quiz. Separated skill activity is an activity using one language skill in one activity, for example, students reading the passage and answering the questions, the integrated skills activity in the other hand, refer to the activity related to more than one language skills for instance, the students listen to the story and make a comment and suggestion about the story in speaking, the last is lecturing, which refers to the students who listened to the lecture in class. The term 'other' refers to activity such as singing and games.

While Table 4.1 above presents the types of the activities frequently conducted in GE class, the Chart 4.1 presents the frequency of each activity in the General English class. This data determines the condition of the General English class learning activity.
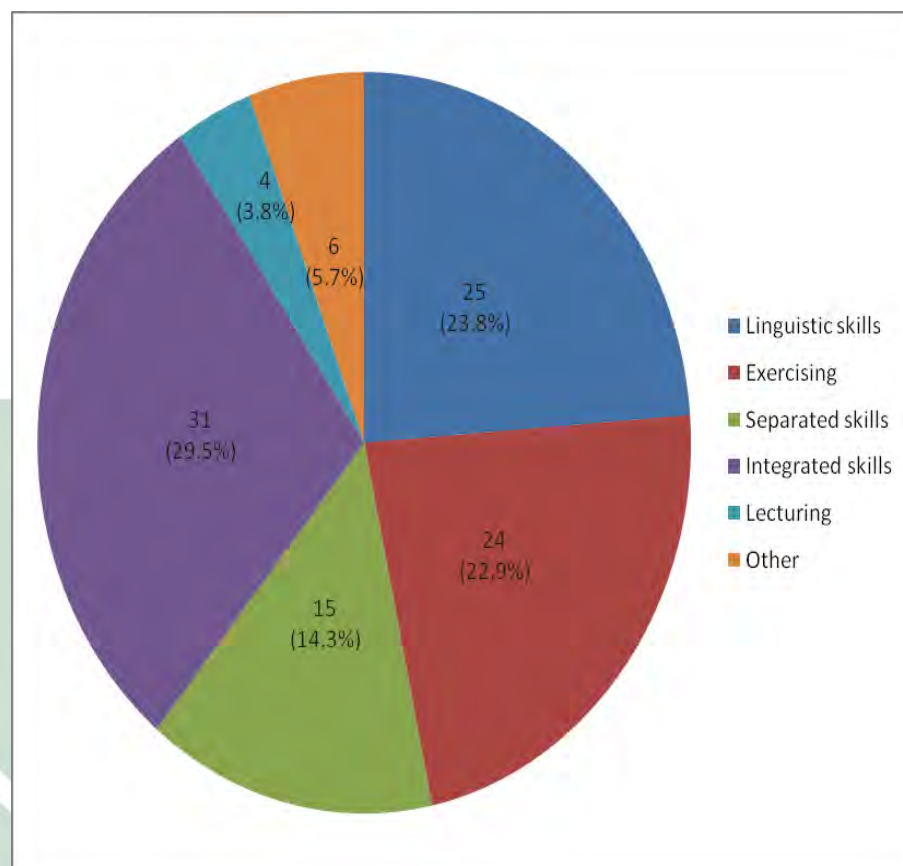
Chart 4.1: The Most Frequent Activities in General English

According to Chart 4.1, the frequency of the activities conducted in General English class is variants. In this chart, the linguistic skills activity was conducted in General English class quite often. The chart shows that there are 25 students who answered linguistic skills activity as the most frequent activity conducted in General English class. The exercising, was also the activity that conducted often, there are 24 students who answered exercising as the most frequent activity. The separated skills activity can be categorized as mediocre, because the separated skills approach only obtained 15 answers in the data. The integrated skills activity on the other hand, is categorized as the most

frequent activity by obtaining 31 answers. Both lecturing and 'others' are categorized as the least frequent activities conducted in General English class. Lecturing obtained 4 answers from the students while the 'others' obtained six answer from the students.

Chart 4.1 shows the three most common activities applied in GE are integrated skills, linguistic skills, and exercising. From those three common activities, integrated skill is the most frequent activity applied in a General English class with 31 responses. Linguistic skills and exercising obtained second and third rank with 25 and 24 responses respectively. The least frequent activity applied in General English was lecturing. This indicates that the teachers only give lectures when there are some important materials need to be explained. The integrated skills activity earned the highest responses because the lecturer conducted integrated activity frequently due to General English class uses an integrated skills approach.

2. Student's Prior Experience and Students' expectation

Experience is the important aspects in addressing the human perception. According to Chudler, perception is the personal feeling of conscious experience[56]. To understand the students experience and the students' expectation, the researcher used close-ended questionnaire. The researcher gave the students six statements about the students' prior experience and students' expectation. The students gave their agreement or disagreement with the statement by choosing one to five scales provided.

The six questions of students' expectation and prior experience of integrated skills approach are; the question about the linguistic skills that should be emphasized in General English class, the question about the students' linguistic skills and language skills, the question about the teacher which translate the difficult sentences in class, collecting the data about the language skills in class whether separated into different class or not, question about the language skills should be parted into a different section in class, finding their opinion about the General English classroom activity which is different than their former high school study.

In Table 4.2, the six statements of the questionnaire are coded into term EU (Experience and Understanding). There are six items in this section, EU1, EU2, EU3, EU4, EU5, and EU6. These items are

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[56] May and Chudler, *Sensation, and Perception*.

analyzed descriptively by finding the mean of each item. Finding the mean is important to understand the students' agreement with the statements in the questionnaire. According to al Nouh, there are three ranks of mean used to divide the level of the agreement. The first is low-rank means, medium rank mean and last is high-rank means.

Low mean rank   = 1.00 – 2.33

Medium mean rank   = 2.34 – 3.66

High mean rank   = 3.67 – 5.00

Table 4.2:   The Finding of the Students' Students' expectation and Prior Experience

Item	Statement	Min	Max	M	Std
EU1	linguistic skills should be emphasized	1	5	3,90	1.039
EU2	students' skills in linguistic are better than language skills	1	5	3,38	0.943
EU3	The teacher should translate the difficult words	2	5	4,09	0.774
EU4	Language skills should be separated into a different class.	1	5	4,04	0.970
EU5	Language skills parted into the different section in class.	1	5	3,83	0.824
EU6	General English classroom activity which is different from high school English class	1	5	4,08	1.019

Note:

1. **Min: Minimum value of the data**

2. **Max: Maximum value of the data**

3. **M: Mean of the data**

4. **Std: Standard Deviation**

I

In Table 4.2, there are six questions that represent the students'
expectation and the prior experience by the students. each items in the
questionnaire is presented as item EU. Item EU1, asked the students
about the linguistic skills learning in English class whether need to be
emphasized or not this item obtains 3,9 means. According to the mean
level of agreement, EU1 is categorized as high mean. the item EU2
which represents the students' agreement about the students' linguistic
skills is better than language skills obtains 3.38 means. The EU2 can
be categorized as the medium mean rank of agreement. Items EU3
refers to the teacher should translate the difficult word. This item
obtains high rank mean of agreement by obtaining 4,09 mean.

Item EU4 refers to the questions about each language skills
should be separated into different class. In the table, it shows that the
mean of EU4 is high by obtaining 4, 04 means. The next is EU5, this
item is quite similar with EU4 yet not same, which is about each
language skills should be separated in different section in the same
class. This items rank means also similar with the EU4 which is also
high rank mean by obtaining 3,83 mean. The last question is the item
EU6. This item refers to the questions about the students' learning
experience in General English class. This item asked about the
General English activity is different with the students' former high

school English learning. The mean rank of item EU6 is high by obtaining 4.8.

Table 4.2 shows that the students perceived that linguistic skills activity should be emphasized in GE class. The Item EU1, which is about the linguistic skills should be emphasized obtains 3.9 means. It indicates that the students agreed with the statement of EU1. The students perceived that linguistic skills were important to be taught in GE class. This finding is also supported by item EU3. In Table 4.2, the EU3 item is about the teacher should translate the difficult passage to the students, and train the students translating. The mean rank of the EU3 is high by obtaining 4.09 mean. The students perceived that the translating of difficult passages was important. Moreover, learning translating was important as well.

Item EU2 is about the students' tendency in English skills, their skill in linguistic was better than language skills. The mean rank of the EU2 is 3.38 which means categorized in medium mean rank. It indicates that the students were moderate to the statement of EU2. It indicates that the students' ability in linguistic skills was not better than language skills or vice versa. Table 4.2, the EU4 statement is about the language skills should be separated into a different class. The mean of the EU4 is 4.04 which considered as high rank mean. The students perceived that their skills in linguistics were better than language skills or vice versa.

In EU5, the students agreed that General English class separated the language skills into several sections. The mean rank of EU5 is 3.83. It indicates that the students agreed with the statement of EU5. This finding showed that based on the perspective of the students, the General English lecturer divided the language skills section. According to the interview to the PIC of the General English course, the General English class adopted an integrated skills approach, but the sequence of learning depends on the lecturer. Based on the students' experience, they perceived that the learning in General English was different from their former study in high school. The students highly agreed with the statement of EU6. This high agreement was caused by the separated sections of the skills in General English rather than themed learning in high school English class.

3. **The students' Feeling about General English Class.**

This section presents the finding of the students' feeling of General English class. This relates to their personal feeling about the use of integrated skills approach in General English class. The questions were close-ended questions in which the students chose whether to agree or disagree with four statements about their feeling in General English class. These questions are important because perception is from personal feeling so asking the studentss' personal feeling helps identify their perception.

Table 4.3 presents the students' feeling about General English namely student has the opportunity to speak in class (SF1), the General English class is successful for improving their English (SF2), students enjoying the language skills activity (SF3). The lecturer tends to teach linguistic skills than language skills (SF4).

Table 4.3: The Finding of the Student's Feeling of the General English Class

Item	Statement	Min	Max	M	Std
SF1	The students has an opportunity to speaks in class	1	5	4,26	,773
SF2	The General English class has successfully improved their English	1	5	4,11	,827
SF3	Students enjoying the language skills activity.	2	5	3,94	,770
SF4	The lecturer tends to teach linguistic skills than language skills	1	5	3,21	,966

Note:
1. Min: Minimum value of the data
2. Max: Maximum value of the data
3. M: Mean of the data
4. Std: Standard Deviation

Table 4.3 presents the mean of the student's feeling of the learning activity in General English class. There are four questions related to the students' feeling. the item SF1 stands for the students' feeling about the opportunity to communicate in target language in the class. Based on the Table 4.3, the SF1 obtains 4,26 means rank. Based on the mean rank agreement, 4,26 is categorized as high mean rank. The second is item SF2. The item SF2 refers to the students' feels that the General English class has succeeded to improve their English proficiency. The mean rank of this item is high by obtaining more than 3,66 mean. The third one is the item SF3. This item refers to the students enjoyed the General English class. Similar to the previous finding, the students agreed that the General English class in enjoyable. The items SF3 obtains 3,94 mean. The last finding in the Table 4.3 is the question about the teacher tent to teach linguistic skills rather than language skills (SF4). The item SF 4 showed that the students moderate to this item. SF4 obtain medium rank mean.

Table 4.3 presents that there are three items which obtained a high-rank mean. There are SF1, SF2, and SF3. In SF1, the students were asked to answer about their feeling about the opportunity to speak in General English class. The result of item SF1 is high. The mean of SF1 is 4.26 which mean the students agreed that they have an opportunity to speak in front of the class. This finding also indicates that the lecturer had provided the students' day to day communication.

According to Su, day to day communication is the key to integrated skills approach[57]. The SF3 statements are the students enjoys the language skills in General English class. In Table 4.3, the mean of SF3 is high by obtaining 3.94 points. The Table 4.3 showed that the students' agreed about the SF3 statements which mean the students agreed that they enjoy language skills activities in General English class. The students agreed to the SF3 statements because the language skills activities especially integrated language skills activity provided the students with a communicative activity. The last high mean rank is about the SF2. Table 4.3 showed that SF2 obtain 4.11 mean. It indicated that the students felt the General English class is successful to improve the students' English proficiency. There is only one item obtained medium mean rank, the SF4. The SF4 statement is about the lecturer who teaches linguistic more than language skills. The Table 4.3 showed that the mean rank of SF4 is medium. It indicates that the students were moderate toward the SF2 statement.

a. **The Interesting Activity**

This section presents the interesting activities in a General English class based on the students' responses in open-ended question. The result of this section was described in Chart 4.3.1. This data is important to address the students' feeling toward the General English class activities. This section showed the activities

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[57] Ya-Chen Su, "Student's Changing Views and the Integrated Skills Approach in Taiwan's EFL College Classes," *Asia Pacific Education Review* 8 (2007): 27–40.

that are preferred by the students in a General English class. The data in the Chart was taken from the open-ended question and analyzed by searching the frequency of the data. In the Chart 4.3.1, the data were categorized into five categories namely, the linguistic skills, exercising, separated skills, integrated skills, and lecturing. And also 'Other' which covers the activities not covered in the five categories. The data was multiple responses which mean the students might answer more than one response.

Below is Chart 4.3.1, about the interesting activities in a General English class according to the students' feeling.

Chart 4.3.1: The Interesting Activity Conducted in General English Class
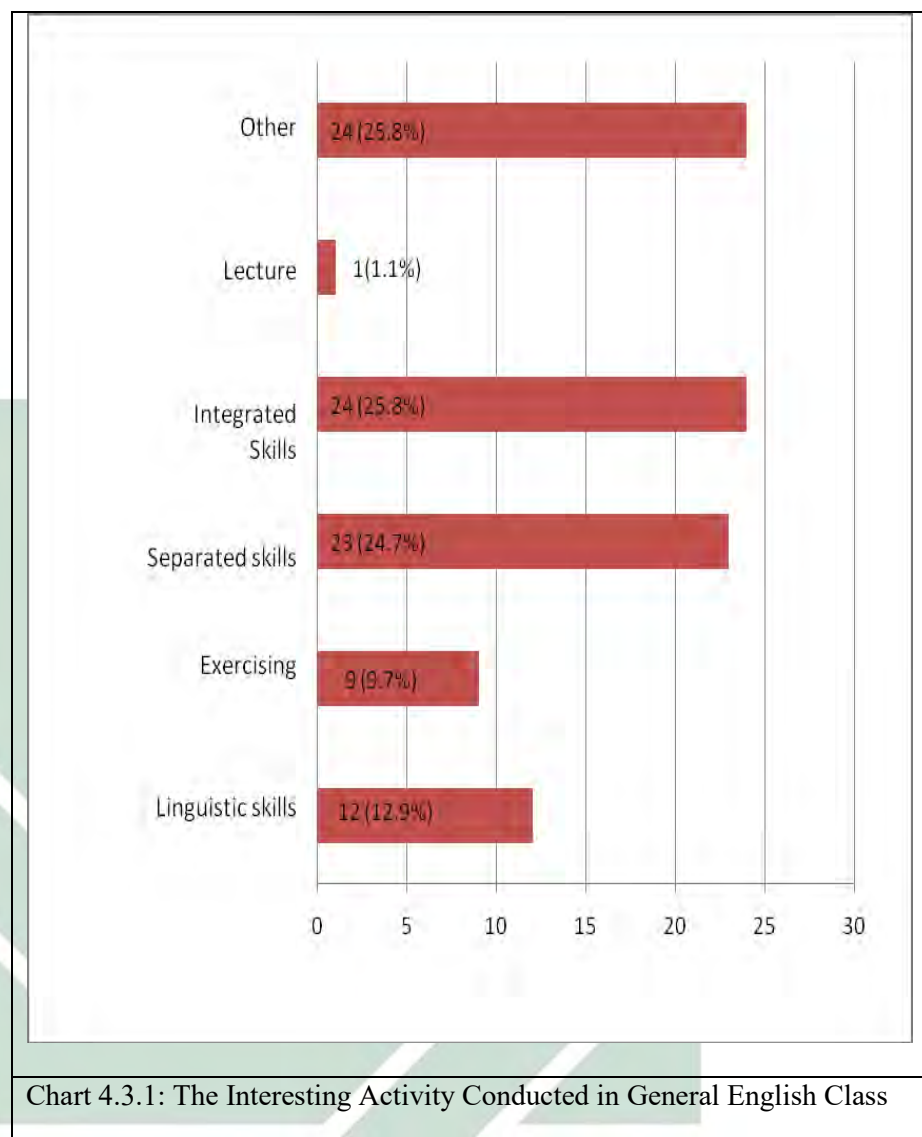
Chart 4.3.1 presents the interesting activities in General English class. There are 12 answers in this research answered linguistic skills activity as the most interesting activity in General English class. Lower than linguistic skills, exercising obtain 9,7% answer from the students. The next is separated skills activity. The separated skills activity obtains quite big number of answers from

the students. There are 24,7% of the students agreed that single skills activity in separated skills approach is interesting for them.

Little bit higher than separated skills approach, integrated skills activity obtain the highest answer in this chart. There are 24 answers from the students who agreed that integrated skills approach is the most interesting activity in General English class. The least interesting activity in General English course is the lecturing. This item only obtains 1 student. The 'other' category in the Chart 4.3.1 obtains 24 students. It means the 24 students agreed that the 'other' activities are the most interesting activity in General English class.

Chart 4.3.1 shows that the most interesting activities in General English class were the other, separated skills, and the integrated skills. The integrated skills and the other are the most interesting activity perceived by the students by earning the same frequency. Both activities earned 24 answers in the questionnaire. It indicated that the students perceived integrated skills activities and 'other' activities are the most interesting than the rest.

The second most interesting activities in Chart 4.3.1 was the separated skills activities. The separated skills obtained 23 answers in the questionnaire. It indicates that separated skills activities are an interesting activity more than linguistic skills, exercising, and

lecturing. In the Chart 4.3.1, the least interesting activity in General English class is lecturing. There is only one answer about lecturing in the questionnaire. The students perceived that lecture is the least interesting activity in General English class.

b. The Challenging Activity in General English Class

This section describes the result of the data about the most challenging activities in General English class. The result of this section was taken from an open-ended question. In the Chart 4.3.2, the data were analyzed by searching the frequency of the activities conducted in General English class. This result is important to understand the difficult activities in the class. The result of the data was categorized into five categories, there are linguistic skills, exercising, separated skills, integrated skills, and lecturing. The activities do not cover in the categories is added to the 'other' category.

Chart 4.3.2: The Challenging Activity in General English Class
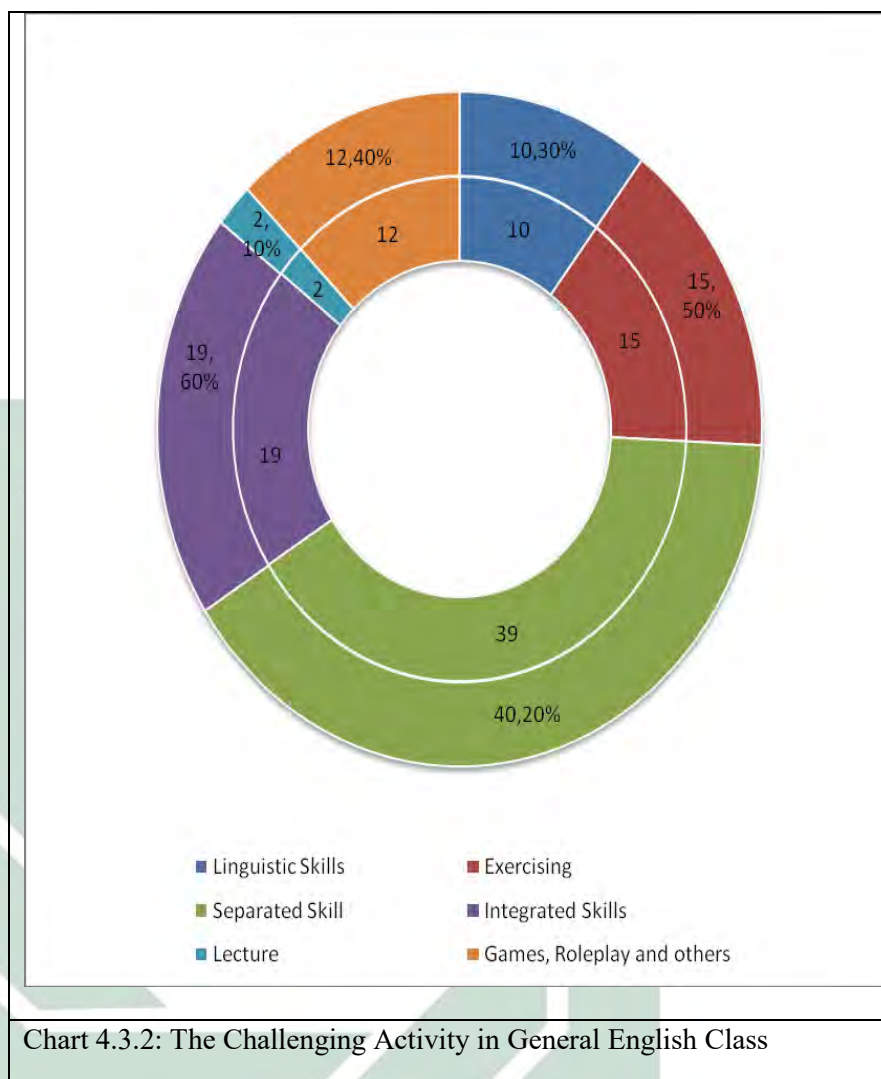
This chart presents the most challenging activities conducted in General English class. The linguistic skills, presented in blue colour in this chart obtains 10,30 % of participant in this research. Which is means about 10 students answered linguistic skills activity as the most challenging activity in General English course. The green part of the chart belongs to separated skills approach. The separated skills approach obtains 40,2% of the chart. It means

there are 30 students who agreed that separated skill activity is the most challenging activity in General English course. The next is integrated skills approach. Integrated skills approach obtains 19,6% of the participant in this research. The cyan part of the chart is belongs to the lecturing category. Similar with the interesting activity above, in the challenging activity, lecturing is the least of all. There are only 2 students who answered lecturing as the challenging activity. The 'other' obtains 12 participants in this research,

The Chart 4.3.2 shows that the most challenging activity in General English class is separated skills. The number of the answer of the separated skills is 39. The second challenging activity in a General English class is integrated skills activity by obtaining 19 answers. This finding is a contrast to the interesting activities finding. In the interesting activities, the separated skill is the less than integrated. The reason of this result might because of the integrated skills activity was more communicative than the separated skills activity. Harmer stated that separating the language skills is not reflecting the real-life communication[58]. For instance, the student is listening to the passage and asked to write the answer according to the passage. This activity might less enjoyable than the students are asked to tell their story to the class and the other

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[58] Harmer, *The Practice of English Language Teaching 4th Edition*.

students are asked to question their friend's story. The least challenging activity in the Chart 4.3.2 is lecturing. The lecturing was the least challenging activity because the students did nothing in lecturing activity, only listen to the lecturer and taking a note.

A. Discussion

This section is presenting the interpretation and the discussion of the result of the study of the students' perception of the use of integrated skills approach in General English class. According to the theory, the students' perception is the students feeling of the conscious experience in learning. In the finding, the result of the study is divided into three subheadings; the types of the activities, the students' prior experience, and the students' feeling. The salient findings in this research are the linguistic skills in integrated skills approach and the challenging activity in a General English class.

1. The Linguistic Skills in Integrated Skills Approach

According to Su, integrated skills activity is the day to day communication activity[59]. The purpose of an integrated skills approach is the learning should be formed as natural as possible, by providing real context communication. To do this kind of activity, the lecturer has to combine more than one skill in an activity, for instance, speaking and listening and writing in one activity. In General English

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[59] Su, "Student's Changing Views and the Integrated Skills Approach in Taiwan's EFL College Classes."

class, the lecturers have tried to conduct integrated skills activity. Yet, from the students' perception, the activity that they believe is important for their study was linguistic skills. It shows in finding that more than a fifty percent of the students agree that linguistic skills should be emphasized in learning English. This was because of the student ability in English. From the high school, the learning of English was emphasized on the linguistic skills. Therefore, they have more understanding in linguistic skills. For evidence, in the student's students' expectation of the Integrated Skills Approach, fifty percent of the student agree that they have a better understanding of Linguistic skills rather than language skills.

On the other hand, the linguistic skills activity was not really enjoyable for the student. In term of student's felt about the General English class, in context of the most interesting activity, it was found that only a few of the student agree that the linguistic skills activity was not really interesting. There were only twelve students who agreed with linguistic skills activity was the most interesting activity in General English class. That statement also was proven by the finding of the student's feeling about General English class. In that matter, the students enjoyed the language skills activity more than the other five categories of activity.

In the context of the Integrated Skills Approach used in the General English course, the linguistic skills were needed by the

student. The student thought the linguistic skill was important to be taught and understand in General English. Yet they also stated that they needed more interesting activity such as language skills activity, especially integrated skills activity. Related to the research question, it can be said that the student's perception about integrated skills approach was about the interesting activity of integrated skills approach should be combined with the important linguistic skills. However, the student felt that the linguistic skills were important to be understood but in more interesting activity rather than in exercise type. The role of the linguistic as important as the language skills itself in the context of Integrated skills Approach activity, day to day normal communication need a linguistic skills as the walking stick. Moreover, Oxford stated that integrated skills approach is not only about integrating language skills in an activity but also integrating every aspect in language learning activity for instance linguistic skills[60]. Oxford further explained that one of the implementation of integrated skills approach activity is by conducting content-based instruction. In content based instruction, we not only teach about language skills but also integrate it with another subject other than language object[61]. Linguistic skills guide the communicator to communicate clearly and effectively. For Instance, we cannot disobey the rule of grammar in conversation with the other people. Good

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[60] Oxford, "Integrated Skills in the ESL/EFL Classroom."
[61] Ibid.

grammar can lead us to a good and understandable conversation. As well as grammar, pronunciation is also important to guide people who speak English to the other people in order to have more effective and understandable conversation. This finding is in-line with the previous research about the feature movie in integrated skills approach, this research conducted integrated skills activity with exercising. In this research, Tuncay integrated not only language skills activities but also exercising together[62].

2. **The Interesting and the Challenging**

In this research, challenge and interest are two factors that reflect the student's feeling about Integrated Skills Approach in General English class activity. From the finding, we found an interesting fact about the student's feel about General English. In term of more interesting activity, the students stated either separated skills activity or Integrated skills activity have almost the equal point. The number of the students who felt separated skills activity in more interesting was 23 students, while the counterpart, Integrated Skills Approach had 24 numbers of students who agreed. This finding means that whether the integrated skills or separated skill activity conducted in class, as long as it was language skills activity, they perceived the activity was interesting. In the questionnaire, the students perceived that the language skills activity was enjoyable for them. Yet, the

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[62] Tuncay, "An Integrated Skills Approach Using Feature Movies in EFL at Tertiary Level."

students' didn't say that separated skill is more interesting than integrated or vice versa.

In the previous paragraph, the students perceived that language skills activity was interesting and enjoyable as the learning activity, both separated and integrated. However, based on the data of research about the students' students' expectation about Integrated Skills Approach, the students believes that the language skills learning should be parted into a different class. It means, although the language skills were parted into a different class, the students perceived that the activity still enjoyable and interesting as well as integrated.

On the other hand, based on the finding the students' perception of the most challenging activity stated that separated skills activity was more challenging than Integrated activity. It was interesting to say that, even though both separated skills and integrated skills share nearly equal point in term of most interesting activity, yet in term of the challenge, separated skills activity is more than integrated. It means that the integrated skills activity is less challenging activity due to the integrated skills nature which is communication. Started by freeman the integrated skills activity enables the students to communicate in real context[63]. In the real context means day to day communication, which less challenging for the students because of the activity just like the normal communication. this finding is supported

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[63] Larsen-Freeman, *Techniques, and Principles in Language Teaching*.

by Su's and Bastias' previous studies. In Su's study, the students perceived that the integrated skills activity is more interesting than separated skills activities[64], moreover, the students endorsed the integrated skills approach was conducted in the next semester. in Bastias study, integrated skills activity improved the student's performance[65]. In this study, the students gave positive response toward the integrated skills approach.

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[64] Su, "Student's Changing Views and the Integrated Skills Approach in Taiwan's EFL College Classes."
[65] Bastias et al., "Integration of the Four Skills of the English Language and It's Influence on the Performance of Second Grade High School."

CHAPTER V

A. Conclusion

This chapter explains the conclusion of the research of the students' perception of the use of integrated skills approach in General English course. this section is divided into two parts, there are the linguistic skills in integrated skills approach and the challenging and interesting activities in a General English class. According to the finding, the students' perception is built from the students' expectation, experience and interest.

a. Students' Expectation

In this research, the students expected that the learning process in General English course should emphasize more on the linguistic skills. The students perceived that the linguistic skills were the important skills in improving English proficiency. The students further expected that the General English class should separate each language skills into different sections. Although, the evidence showed that the students preferred integrated skills activities rather than separated skills activities.

b. Students' Experience

Based on the students' experience, the General English class separated language skills into different section in the class. The students also perceived that the learning activities in General English class is different with their former English class in high

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school. Generally, in the high school, English lesson materials and activities is divided based on the learning materials not language skills, while in General English, the lessons and learning activities are divided based on the skills.

c. Students' Interest

According to the finding, there are two activities that drew the students' interest more than the others, the integrated skills activities and the 'other' activities. Both activities were interesting for the students because both activities provided enjoyable yet communicative activities.

The finding showed that, the students perceived that the linguistic skills were important in learning English. However, the students also perceived that the linguistic skills activity was not interesting. The solution to this condition is by combining the linguistic skills activity with the integrated skills approach. Furthermore, the students perceived that integrated skills activity was an interesting activity, enjoyable but less challenging. By integrating linguistic skills in language skills activity, make the activity interesting and challenging and also communicative. According to the research question, the students' perception of integrated skills approach in General English class was the integrated skills activity is an interesting way to learn English, but

the linguistic skills should be added in the integrated skills activity in class.

B. Suggestions

Related to the result of this research, the researcher provides some suggestion as follows:

1. For English teacher

Implementing integrated skills activity in learning is not difficult. In integrated skills approach learning, the teacher needs to give more effort to provide more authentic activities. To achieve the ability to teach integrated skills activity, the teacher should practice and understand more about the integrated skills approach. There are many activities that integrate more than one skill. For example, the teachers can use feature movie in the classroom, or the teachers can design their own actions which integrate the language skills such as class discussion about the news and et cetera. for addition, in teaching materials with integrated skills approach, the teacher not only teach integrated language skills activities, but also teach the other's skills, especially linguistic skills, because integrated skills approach is the integration of all skills in English, whether language skills, linguistic skills, and et cetera.

2. For the future research

Because of this research is about the students' perception of the use of an integrated skills approach, there are still many kinds of research can be conducted. The implementation of an integrated skills approach needs to be more described in the next research and the perception of the other's parties such as teachers, parents, and institution also available.
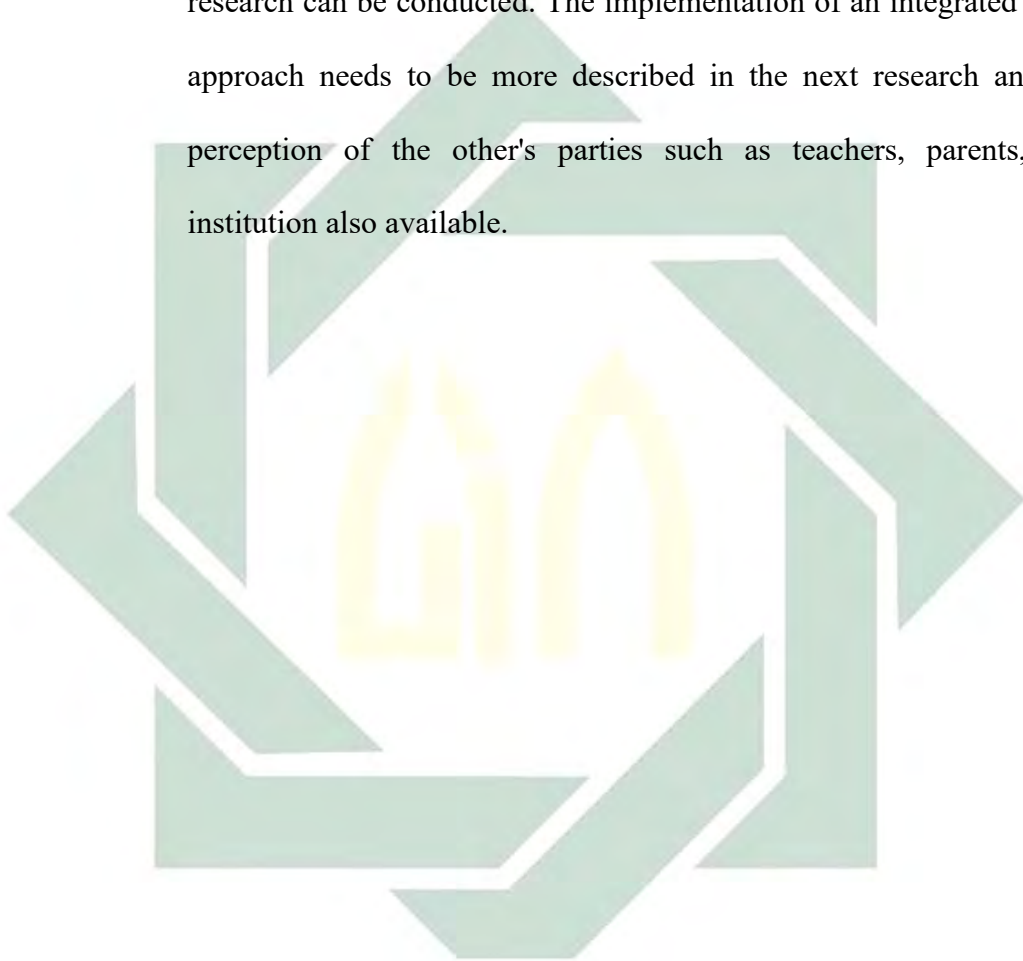
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