

ABSTRACT

Ferianda, Sandy. 2013. *Perception on Integrated Skills Implementation in Critical Listening and Speaking Class by English Language Education Students of Sanata Dharma University*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

In the process of Learning English, there must be various teaching approaches used. One of the approaches that becomes the focus of this research is an integrated skill approach which is implemented in Critical Listening and Speaking (CLS) class. The writer uses this topic to find out students' perception of the ELESP Sanata Dharma University on the approach implemented in the class.

In this research, the researcher addresses two research problems, namely 1) how is the implementation of Critical Listening and Speaking (CLS) course? and 2) what do the students perceive on integrated skills approach implemented in CLS? To answer the research problems, the writer uses the theory of perception, theory of integrated skills, and theory of teaching learning methods. Each theory will be applied to help the researcher find out the correlation between the result of the research and also theories proposed by the experts.

In this research, the researcher uses a survey research method. In order to collect the data, the researcher distributes the questionnaires to all of the ELESP Sanata Dharma University students who are in batch of 2011. Besides, the researcher also conducts an interview with the course coordinator of CLS class. The interview is conducted in order to help the researcher discover the answers for the first question, and the second question is answered by distributing the questionnaires.

From the interview, the researcher finds that the implementation of CLS has already been appropriate and gives positive effects to the students in order to increase their English ability, such as the students' listening and speaking skills are improved at the same time. From the questionnaires, the researcher finds that most of the students (80%) give their positive responses to the whole statements. From the results, the researcher infers that the students comprehend, feel, and experience the implementation of integrated skills approach. Furthermore, the researcher also infers that the implementation of integrated skills approach is applicable and acceptable to be implemented in CLS class. Besides, the researcher also finds some suggestions from the students. The students suggest the lecturers create the materials more challenging to them in order to make the students encouraged to learn more. Furthermore, the level of the materials' difficulty should be increased in order to make the students feel challenged.

Key words: students' perception, integrated skills, critical listening and speaking (CLS)

ABSTRAK

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Pada proses pembelajaran Bahasa Inggris ada banyak pendekatan yang digunakan. Salah satu pendekatan yang menjadi fokus penelitian ini adalah pendekatan Integrated Skills yang diterapkan pada mata kuliah Critical Listening and Speaking (CLS). Penulis mengajukan topik tersebut untuk melihat persepsi mahasiswa PBI Universitas Sanata Dharma Yogyakarta terhadap penggunaan pendekatan tersebut.

Dalam penelitian ini, penulis mengajukan dua masalah, yaitu 1) bagaimanakah pengimplementasian mata kuliah Critical Listening and Speaking (CLS) dilaksanakan? dan 2) Bagaimanakah persepsi siswa terhadap pengimplementasian pendekatan Integrated Skills? Untuk menjawab dua pertanyaan tersebut, penulis menggunakan teori persepsi, teori integrated skills, dan teori metode belajar mengajar. Teori tersebut diterapkan untuk mengetahui korelasi antara hasil penelitian dengan teori-teori yang dibuat oleh para ahli.

Penelitian ini menggunakan metode penelitian survei. Untuk memperoleh data, penulis membagikan angket kepada seluruh mahasiswa PBI angkatan 2011 Universitas Sanata Dharma Yogyakarta. Selain itu, penulis juga mewawancarai kordinator mata kuliah CLS. Wawancara dilakukan untuk mendapatkan jawaban pertanyaan yang pertama, dan pertanyaan kedua dijawab dari hasil angket yang dibagikan kepada mahasiswa.

Dari hasil wawancara, penulis mengetahui penerapan kelas CLS sudah baik dan memberi efek positif kepada mahasiswa untuk meningkatkan kemampuan ber Bahasa Inggris mereka, seperti kemampuan mendengarkan dan berbicara mereka meningkat secara bersamaan. Dari hasil angket yang disebar, hampir seluruh mahasiswa PBI angkatan 2011 (80%) setuju dengan penerapan pendekatan Integrated Skills. Dari hasil yang didapat, penulis menyimpulkan bahwa mahasiswa mengerti, merasakan, dan mengalami penerapan pendekatan tersebut. Penulis juga menyimpulkan bahwa pengimplementasian pendekatan Integrated Skills dapat diterapkan dan diterima di mata kuliah CLS. Penulis juga mendapatkan saran dari mahasiswa. Materi yang digunakan dan tingkat kesulitannya harus lebih menantang dan ditingkatkan agar mahasiswa lebih tertantang untuk belajar.

Kata Kunci : students' perception, integrated skills, critical listening and speaking (CLS)