

IMPLEMENTING INTEGRATED APPROACH TO IMPROVE NON-ENGLISH MAJOR STUDENTS' ENGLISH COMPETENCE AND LEARNING ENCOURAGEMENT

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Abstract: *The research objectives were to determine the students' improvement, instruction process, and the influencing factors on their language abilities and motivational beliefs. It was designed as an action research. Accounting Major students, which consisted of 37 students, were the participants of this research. Tests, observations, and interviews were included in the data gathering process. Then the findings revealed that 13.5 percent of students earned top grades. 40.5 percent of students got decent grades. However, there were already participants who obtained a sufficient level (32.5 percent) and less (13.5 percent). It was found that the Integrated Approach enables improving their English competence and learning motivation through the process of socializing, evaluating, controlling, assisting, and practicing. Furthermore, their improvement factors covered students' motivation, teaching approach, and lecturers' role. It illustrated progress in the learning process made by them. Eventually, this offers evidence that the Integrated Approach implementation favors optimizing their English ability and learning encouragement.*

Keywords: *Integrated Approach, English Competency, Learning Encouragement*

INTRODUCTION

In Indonesia, acquiring language skills in higher education applies to Law Number 12 of 2012. Students are required to have language skills within the program. Therefore, the English course intends to build skills that they can interact with and discuss at a certain level of knowledge. As a general subject,

English supports the teaching and learning activities in significant areas of the subject. In their field of study, they also have to read different sources that are published in English. Moreover, it is also used to convey knowledge at the international level.

Dealing with the non-English department curriculum of the Islamic University of Indragiri (UNISI),

Tembilahan, Riau, English courses are addressed in two semesters totaling five credits. English I (2 credits) includes both Basic English and English for specific purposes, and English II (3 credits) includes English for the TOEFL. It is believed that learners need enough English ability to help them in the job market.

The findings indicate that learners are often not adequately prepared to use English courses' competence and language aspects. For example, they have high English learning anxiety, lacking vocabulary, inadequate motivation, and limited practice times. Nevertheless, the course's learning outcomes are that they can demonstrate sufficient skills to use English as a medium of verbal and nonverbal communication. According to Megawati's research results (2016:149), many students' problems in learning English are foreign languages. It causes English is used only in a particular situation, not in daily life. Moreover, Kartika and Mastuti (2011:186) say that Indonesian students seem not motivated to learn because they want to deepen the knowledge they are learning, so their learning patterns

tend to passive and rely on other figures who are considered qualified, in this case, the lecturers with all the explanations they give during lectures.

Therefore, an approach is needed to help them apply language skills and language aspects in an integrated, practical, creative, and active manner. The researchers hand over a solution to the problems by implementing an Integrated Approach. In this case, English teaching is integrated into a single unit between language skills and language aspects.

Researchers have conducted some related studies. Mutma'inah (2017:431) researched to investigate the role of the Integrative Approach in Islamic studies' instructional process. The research findings suggested that Islamic religious instruction, particularly *Fikih*, needs to have an integrative scientific approach and model so that the teacher's teaching method becomes intact and does not separate one to another. Then Aljiffri (2010) conducted a study to provide a detailed overview of the integrated curriculum and its models, accompanied by an integrated assessment study in English and Social Studies that included literacy skills.

The results showed that the integrated approach produced more significant achievement improvements in literacy and social studies. Moreover, Hinkel (2018) discussed a problem in integrated-skills classes about teaching voice. The findings indicate that in the integrated teaching of L2 speaking, three significant concerns usually need to be discussed. Identify the needs and expectations of learners, and then decide what kinds of abilities are best suited for integration. Develop the emphasis on teaching and define successful methods and techniques for teaching. After that, the kinds and amount of trade-offs are often inevitable when operating on various and integrated language skills. The reviews above prove that the integrated approach has contributed to positive results and carried out in large issues.

Hence, the aims of this research are :(1). To seek out if the Integrated Approach boosts the English ability and learning motivation for non-English students, (2). To figure out how it improves English language learning skills and encouragement, and (3). To evaluate

the variables that influence improvement.

REVIEW OF RELATED LITERATURE

Learning of English in Higher Education

Each person needs to prepare reliable resources, particularly in communication, to set out in the globalization era. Every person knows that language plays a vital role in daily life, but not every person understands how important English is in life today. For global contact, the safest approach is to use foreign languages. Currently, English is mainly used for global communication (Valida, 2016).

Similarly, at the level of higher education, the Government has decided based on Decree No 232/U /2/2000 of the Minister of National Education of the Republic of Indonesia that the Higher Education curriculum in Indonesia consists of core and institutional curriculum. The core curriculum for undergraduate students varies from 40 to 80 percent of the total study program credits and is nationally decided by the Minister of National Education of the Republic of Indonesia, while each university decides the institutional curriculum.

There are several subjects in the institutional curriculum that students must learn; one of them is English (Manurung & Sambayu, 2017).

The English courses purposes of the current curriculum include: (1) Developing the ability to communicate both spoken and written, which covers four aspects; listening, speaking, reading, and writing; (2) Raising awareness of the importance of English as a foreign language to become the primary learning tool; develop an understanding of the relationship between language and culture and broaden cultural horizons.

To achieve the learning outcomes of English courses, the researchers need interrelationships between components in the curriculum according to the standards of the Indonesian National Qualifications Framework (KKNI). There is a change in the orientation of higher education that no longer only produces intelligent, knowledgeable people but also enables them to apply their knowledge in their communities (competency-based). According to Puspitasari (2013), the conceptualized curriculum is based on the competencies formulation that must be

achieved by college graduates according to the community's competencies or based on a needs analysis.

Integrated Approach

In the teaching and learning process, an educator must have a competition to use various approaches to fulfill its learning outcomes. One of the approaches used in language learning is the Integrated Approach.

According to several theories, the Integrated Approach is a language learning plan (a set of assumptions) by presenting subject matter (elements and language skills) integrative through unifying, connecting, or linking teaching materials. Therefore, they are taught interactively, even from other fields (Subana and Sunarti, 2009; Azizah, 2018).

This approach consists of two types (Gracia, 2010). Firstly, Internal integrity occurs between the learning materials themselves; for example, we can relate to reading and listening by focusing on writing during language lessons. Secondly, External Integrity, the relationship between one field of study and another field of study, for example, the field of language studies with science on the theme of the

environment, so we can ask to make an essay about floods for language lessons, then we can connect with reforestation or river pollution for science lessons.

The application of the integrated approach has an essential role in the mastery of language learning. According to Aljiffri (2010), an integrated skills approach, in contrast to a purely separate approach, this approach exposes English learners to authentic language and invites them to interact naturally in the language. They quickly get a real picture of the richness and complexity of the English used for communication. Zaid (2009) adds that it ties the mastery of language skills by mastering other relevant skills.

Competence

Lakerveld clarifies that competences as explained by European bodies, comprises of a part of information, a part of behavior, and a part of value. Then competences comprise of a variety of skills, experience, personalities and behaviors needed for a working world to perform effectively. Hager & Gonczi (2009) claim that according to the *Concise Oxford Dictionary*

competence means the capacity to do something or for a challenge. The *Macquarie Concise Dictionary* describes competence as the quality of being competent, where "adequately skilled" or "worthy" means competent. Noticeably, the primary emphasis of each of these dictionary concepts is on qualified persons with the skill or capacity to perform a certain project sufficiently. Usually, an interpretation of the skills or knowledge necessary for an occupation's competent performance refers to words such as information, abilities and behaviors.

Furthermore, competence is a combination of intelligence, skills, principles and beliefs (Mulyasa, 2009), which is expressed in the practice of thought and performing. Competencies are included in the teaching system to define the capacity of practice in which knowledge and conceptualization can be demonstrated at a greater level. These competencies can be gained by learning, coaching and other relevant levels of expertise in the area of experience.

The concept of competence in this study is, from some of the above definitions, a compilation of proficiency, capability, beliefs and

behaviors that should be acquired, lived, and handled by students who arise from education and experience that can perform their learning responsibilities in a highly qualified way.

Motivation

Motivation, an important issue in education, relates to one's activities in everyday life. According to Maslow in Suwatno (2009), it is only one aspect of determining behavior. Meanwhile, the behavior is almost always motivated and determined biologically, culturally, and in situations. Cascio and Hasibuan in Sunyoto (2012) say it is desirable as a driving force for a person produced by dreams to satisfy their needs. Heyell in Manullang (2012) adds that it refers to organizational readiness to narrow down some goals that determine the nature and strengths that drive the readiness level.

According to Nawawi (2012), there are two kinds of motivations; intrinsic motivation comes from within the individual. On the other hand, it is purely from the heart, and extrinsic motivation derives from other humans. Usually, it can be

influenced by the environment, praise, title, or others.

Table 1. Learning Motivation Indicators

No	Learning Motivation	
	Variables	Indicators
1	Learning Persistence	Attendance at lectures Attending lectures in class Studying at home
2	Resilient in facing adversity	Attitude to adversity Enterprises in solving difficulties
3	Learning interest and attention	Habits in attending lectures Passionate about attending lectures
4	Learning Achievement	Achievement Desire Results Qualification
5	Learning Autonomous	Completion of lecture assignments Use opportunities outside of class hours
Riduwan (2005)		

METHODOLOGY OF STUDY

It is an action research study. Creswell (2012:577) defines it is structured methodologies carried out by teachers (or other people in an academic context) to collect data in which their unique educational environment works, their instruction, and ultimately develop them. By researching the challenges or concerns they face, educators strive to strengthen the instruction process. They honestly believe in the issues, gather and evaluate information, and incorporate improvements based on their results. In this case, it was undertaken at the Islamic University of Indragiri Tembilahan, Riau, for Accounting major students, which

consists of 37 undergraduates. The researchers used tests, checklists, and surveys while collecting data. The data analysis Test was also carried out using the Validity Test to achieve accurate results. The researchers use content validity by seeing what the test things are based on the current metrics (Azwar, 2013). Instead, they used quantitative and qualitative analysis to interpret the results.

The implementation of the Integrated Approach in teaching-learning process is based on the cycle of Action research, which consists of four core activities; planning, action, observation, and reflection. Eight meetings were the duration in implementing the approach.

Then, to determine if the process brought through the implementation of the Integrated Approach improves the learners' English competence and learning motivation, the researchers analyzed the test results before and after applying the approach. Also, they checked from the questionnaire results.

RESULTS AND DISCUSSION

Test Results

This research was carried out during eight meetings. In the first meeting,

the researchers noticed all relevant courses at this initial meeting and performed a pre-test to determine their basic knowledge. The initial assessment results are the following:

Table 2. Data Presentation of Preliminary Competence

No.	Class	Rank	Frequency	Percent (%)
1	A	80 – 100	0	0
2	B	70 – 79	5	13.5
3	C	60 – 69	18	48.5
4	D	50 – 59	12	32.5
5	E	00 – 49	2	5.50
Total			37	100%

The above table depicts that the participants' skills in learning English have not produced accurately. At scales C, D, and E, upwards of 50 percent of the respondents are already classified. Since the material in English Course II attempts to incorporate TOEFL standard material, it is due to the test given in a TOEFL level skill test. To improve their professionalism and desire to learn English, the researchers used an Integrated Approach as a proper solution.

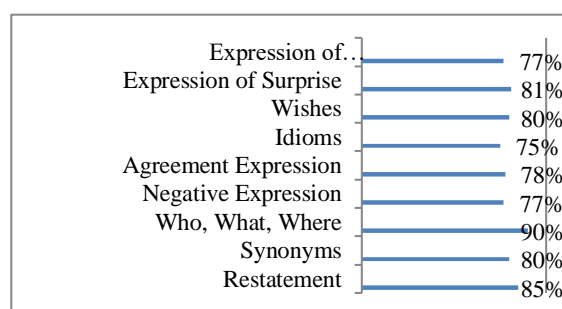
Then in the second session, they used an Integrated Approach in the teaching process. In this meeting, the core material is listening skills on the topic of short conversations. There are five sub-topics; listening to restatement, synonyms, who, what,

where, negative expression, and agreement. The research teams merged listening comprehension and vocabulary competence at this session. The participants were required to listen to the recording.

The third meeting was held to continue the previous material, the short dialogue sub-topic. Four skills were taught; Listen for uncertainty and suggestions, surprises, wishes, and idioms. In this session, the researchers combined the primary skills; listening, vocabulary, and pronunciation. The researchers reviewed what has been explained at the previous meetings. Then they provide new skills to students by playing the audio to the students.

Likewise, in the previous meetings, the researchers asked the students to pronounce the vocabularies they heard from the audio. In this session, they were still hesitant to pronounce the words they heard because they were afraid of being mispronounced. The researchers' task is to combine the results they see with their vocabulary skills and pronounce them correctly. One of the researchers' cases was the word *know*; how to pronounce this word was not quite

right even though it was still understandable. Often it says /no:/ or /nau/ but the correct one is /nəʊ/ (source: Oxford Learner's Dictionaries https://www.oxfordlearnersdictionaries.com/definition/english/know_1?q=know). Then other vocabularies as *anything* is a word that is very familiar to students so that when the word is heard in the audio, they can immediately listen to it properly. However, the pronunciations are not quite right. The word anything is often pronounced with /eniting/ this pronunciation is not perfect; it should be /'eniθɪŋ /. It is the emphasis of this third meeting, which is the integration of listening, vocabulary, and pronunciation. Therefore, they not only have large vocabularies but also enable them to pronounce them correctly. As an evaluation of the material at the meeting, the researchers provided daily exercises to them, and the results were as follows:



Graph 1 Students' Competence in the Short Dialogue

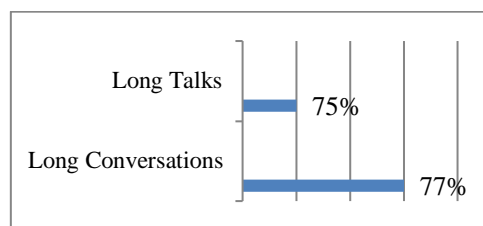
From the table, it reveals nine skills taught. It relates to the questions of actor (who), object (what), and state (where) obtain the highest score by a percentage of 90%. It is followed by listening for restatement skills, which achieve 85%. It shows that the skills in answering questions about the Expression of Surprise get an excellent score by a percentage of 81%. Both listening for Synonyms and Listening for Wishes were placed in 80%. It indicates that they have no difficulty in answering questions related to this. Meanwhile, the question about Listening for Agreement Expression got 78%. Then questions relate to the Listening of Expression of uncertainty, and Negative Expression obtains 77%. Furthermore, listening to idioms skills is something that is considered quite difficult for students. It is proven by the percentage which only reaches 75%. Even so, these results are still in the proper category.

Furthermore, in the fourth meeting, the primary material was still listening skills. There are two sub-materials in the session; Long Conversation and Long Talks. The researchers merged among listening, vocabulary, pronunciation, and simple

writing. Before delivering the material in this session, they reviewed the previous topics. After that, they explained the meaning of Long Conversation and Long Talks on the TOEFL and how to answer them. It is not so much different from the previous meetings; they listened to audios.

After playing the audio several times to the students, the researchers asked what vocabulary they got. Dealing from previous meetings, they have been familiar with the integrated approach applied by the researchers. Thus they responded by mentioning the words they hear by pronouncing it. If the pronunciation is not correct, the researchers provided the true ones. They added to this integrated process by asking them to write down as many words as they heard on a sheet of paper. They also asked several students to write down the words they got on the board while reciting them. Next, they divided the students into groups, discussed and gave conclusions from the audio they had heard, and then answered the questions. This process combines language skills and language components in one lecture activity.

The results of the evaluation at this meeting are as follows:



Graph 2 Students' Competences in Long Conversation and Monologue

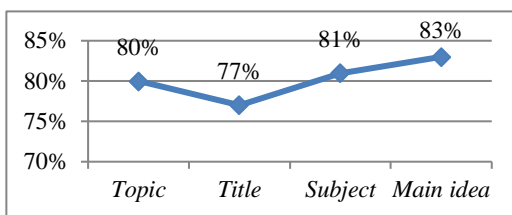
The data above illustrates the students' ability to listen to long conversations and long talks. Both skills show promising results, although they are not yet maximized, with a percentage of 77% for long conversations and 75% for long talks. It is expected it can be improved again.

Furthermore, in the fifth meeting, the primary material was reading skills. It begins with explaining reading comprehension for the TOEFL. It then follows the things and skills required to take the reading comprehension test for the TOEFL. This meeting discussed one type of talent in answering the reading text related to questions about the main idea and the topic. The researchers explained the main ideas and issues in the reading text and how to answer them. Furthermore, they continued to apply the integrated approach in the

instructional process by combining reading, listening, vocabulary, and pronunciation skills.

Finding the main idea of a text is an essential aspect of good reading comprehension. The main idea can be stated directly or implicitly. In general, the main idea is found in the first sentence of the paragraph. Nevertheless, sometimes, the main idea can be found in other sentences in a paragraph (Deborah, 2001). The researchers asked several students to read the text aloud. It was done to assess aspects of pronunciation. If there is an incorrect pronunciation, they gave an example of the correct pronunciation. For example, a student pronounced the word *condor*, and this word is pronounced a lot with /kondor/, it is not perfect because in the dictionary how to pronounce it /'kɒndɔ:(r)/ or /'kɑ:ndɔ:r/ (Oxford Learner's Dictionaries <https://www.oxfordlearnersdictionaries.com/definition/english/condor?q=condor>). Moreover, there are many other incorrect pronunciations. This approach indirectly also teaches them to improve their listening ability by listening to correct pronunciation. Next, they were asked for focusing on

the initial sentences in the example paragraph above "*Chances are you've never seen a California condor, and you probably never will.*" It intends to help them to gain the main idea in the paragraph by understanding the existing vocabulary. This activity is carried out on different reading materials to improve their ability to find the reading text's main ideas. As an evaluation material, the researchers gave a test. The test results can be seen in the graph below:



Graph 3 Students' Competences in Finding Main Ideas

The graph describes the ability to find information on main ideas in reading, which is divided into four indicators; topic, subject, main idea, and title. The ability to see the main idea gets the highest score compared with others. This is evidenced by 83% of the percentage. Finding the correct title on the reading gets the lowest score, with a ratio of 77%. This result is still categorized at an acceptable level.

Data collection was continued at the sixth meeting; the primary material was still reading comprehension skills. At this meeting, the main sub-material was to answer TOEFL questions relating to explicit and implied information in the reading (stated and unstated details) and vocabulary in the reading text. The method carried out by the researchers was not much different from the previous meetings by integrating reading, listening, vocabulary, and pronunciation. They explained the skills to answer reading questions concerning stated and unstated details in the reading texts. They asked the students to read the texts first. The sample text is as follows:

Flutes have been around for quite some time, in all sorts of shapes and sizes and made from various materials. The oldest known flutes are about 20,000 years old; they were made from hollowed-out bones with holes cut in them. In addition to bone, older flutes were often constructed from bamboo or hollowed-out wood. Today's flutes are generally made of metal, and in addition to the holes, they have a complicated system of keys, levers, and pads. The instrument belonging to well-known flutist James Galway is not just made of any metal; it is made of gold.

1. According to the passage, the oldest flutes.

After the students read aloud, they corrected if there was an incorrect pronunciation of vocabulary. It is done

to improve vocabulary understanding and articulation of language correctly. These activities also train the students' skills in listening to English vocabulary that other students convey. According to Deborah (2001), to answer questions related to detailed express and implied information, you must first find the keywords and find these words in the paragraphs. An example of a question is, "According to the passage, the oldest flutes ..." they directed the students to search for keywords in the question. The keywords found were "the oldest flutes." They asked them to find these keywords and read several times several sentences related to these keywords. Here they integrated reading skills and vocabulary mastery.

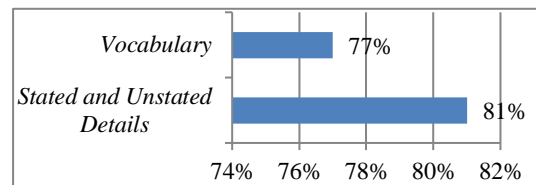
Furthermore, in answering questions related to vocabulary, they carried out the same activities by applying the integrated approach - reading skills and vocabulary mastery. Examples of the taught text are as follows:

*One of the leading schools of psychological thought in the twentieth century is **the behaviorism**-the belief that the role of the psychologist is to study behaviour, which is observable, rather than conscious or unconscious thought, which is not probably the best-known proponent of behaviourism is B.F. Skinner, who is famous for his research on how positive and negative reinforcement*

influence behaviour. He came to believe that positive reinforcement such as praise, food, or money was more effective in promoting good behaviour than negative reinforcement, or punishment.

The Question: In "behaviorism" inline 2, a psychologist is concerned with.....

They carried out this activity on different reading texts to train the students in these skills. As an evaluation material, they gave a test, which are the results as follow:



Graph 4 Students' Competencies in Finding Stated, Unstated Details and Vocabulary Information

The information above illustrates the student's ability to find explicit and implicit information and vocabulary with a percentage of 81% for finding information express or implied in the text and 77% for finding information related to vocabulary mastery. Both of these results can be categorized as good results. However, this capability still needs to be improved.

The data collection process was then continued at the seventh meeting; the subject matter was still related to reading comprehension skills. There are two main sub-

materials; finding references and inferences in reading material.

According to Syamsuddin (2005: 169), English refers to objects to not experience boredom because of repeating words using reference words. Besides, Sharpe (2009) said this type of question asks you to determine a specific word (pronoun) or phrase that refers to a word in the text. Sometimes, there are several pronouns used by the writer in the text. Readers have to understand that pronouns vary. Two of them are: 1) personal pronoun, for example, I, you, we, they, she, he, it. And 2) a demonstrative pronoun; this, that, these, those. The researchers integrated language skills and components; reading, vocabulary, and grammar. They previously asked the students to read the text given. The example text used as follows:

*The full moon that occurs nearest the equinox of the Sun has become known as the Harvest Moon. **It** is a bright moon which allows farmers to work late into the night for several nights; **they** can work when the moon is at its brightest to bring in the fall harvest. The Harvest Moon, of course, occurs at different times of the year in the Northern and Southern Hemispheres. In the Northern Hemisphere, the Harvest Moon occurs in September at the time of the autumnal equinox. In the Southern Hemisphere, the Harvest Moon occurs in March at the time of the vernal equinox.*

1. The pronoun "It" in line 2 refers to

Next, they asked for finding pronouns in the text or according to the questions given. In the text, two pronouns can be found (*it* and *they*). To improve their knowledge of grammar in English, they explained these pronouns (*it* and *they*). Then look for the word that the pronoun refers to. For example, *it* relates to the word *Harvest Moon*, and the pronoun *they* refers to *farmers*. This integrated activity helps them understand the reading contents and improve their understanding of vocabulary and simple grammar.

The next activity is to improve the skills to find conclusions (inference). According to Sharpe (2009), sometimes writers do not express ideas directly in the text, but readers can understand the concept logically from what the writer wants to convey. This refers to the readers' observation process or background knowledge to obtain conclusions. To improve these skills, they continued to apply the integrated approach by combining several components: reading skills and vocabulary mastery.

The researchers guided them to answer questions related to these skills. They directed them by

integrating reading skills and vocabulary mastery by looking at the available answers one by one and making sure whether the answer choices are in the paragraph or not. They asked to look for keywords in the question. If they found the keywords in the paragraphs, the researcher asked them to read several sentences related to these keywords. An example of texts taught is as follows:

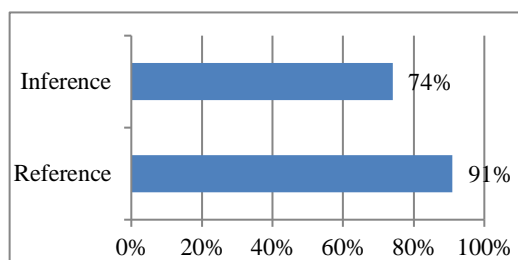
The Hawaiian language is a melodious language in which all words are derived from an alphabet of only twelve letters, the five vowels a, e, i, o, u, and the seven consonants h, k, l, m, n, p, w. Each syllable in the language ends in a vowel, and two consonants never appear together, so vowels have a much higher frequency in the Hawaiian language than they do in English.

*This musical-sounding language can be heard regularly by visitors to the islands. Most Hawaiians speak English, but it is quite common to hear English that is liberally spiced with words and expressions from the traditional language of the culture. A visitor may be greeted with the expression **aloha** and may be referred to as a malihini because he is a newcomer to the island. This visitor may attend an outside **luau** where everyone eats too much and may be invited afterwards to dance the **hula**.*

The Question: It is *implied* in the passage that a luau is

- (A) a dance
- (B) a feast
- (C) a concert
- (D) a language

After doing these activities in several texts, the researchers gave tests to students to determine their ability to use the skills. The test results are as follows:



Graph 5 Students' Competence in Finding References and Inferences

This graph provides information that the students' ability to find a reference to a word in reading gets an excellent score. This can be seen with a percentage of 91%. These results indicate that they have no difficulty in finding references to words in the text. Furthermore, concluding information in the text is not easy; this is proven by 74%. This value is the lowest compared with the abilities in other indicators.

Furthermore, at the eighth meeting, the researchers gave a test to determine students' cognitive improvement. The test was conducted using an online system because face-to-face lectures were temporarily suspended. The results of the test are:

Table 3. Data Presentation of Test Results

No.	Class	Rank	Frequency	Percent (%)
1	A	80 – 100	5	13,5
2	B	70 – 79	15	40,5
3	C	60 – 69	12	32,5
4	D	50 – 59	5	13,5
5	E	00 – 49	0	0
Total			37	100%

The results describe that there are 13.5% of students who got excellent grades. It was followed by 40.5% of students gained good grades. However, there were still students who obtained enough grades (32.5%) and less (13.5%). However, this shows an improvement achieved by them in learning English. Of course, this provides information that applying the integrated approach makes a positive contribution to improving their competence in learning English.

Questionnaire Results

The researchers constructed a questionnaire to evaluate the students' motivation while learning English. Riduwan (2005) classifies five indicators to measure their motivation. Then, they are developed into fifteen items that must be completed by the participants. The description of the questionnaire results as follows:

Table 4 Students' Questionnaire Results of Learning Motivation

No	Indicators of Learning Motivation	Students' Responses				
		1	2	3	4	5
1	Learning Persistence	73	16	11	0	0
2	Resilient in facing adversity	38	55	7	0	0
3	Learning interest and attention	71	27	2	0	0
4	Learning Achievement	51	45	4	0	0
5	Learning Autonomous	42	33	25	0	0

- 1 = Strongly Agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly Disagree

The data displays the students' motivation during the teaching-learning process in each indicator. The first indicator of learning motivation is learning persistence. It consists of three sub-indicators; attendance at lectures, attending lectures in class, and studying at home. The students' responses reveal that they have high motivation in learning persistence. It can be proven from the results that 73% of them answered strongly agree, then 16% agreed, and 11% were neutral as their responses. The second indicator relates to resilience in facing adversity. It has two sub-indicators; attitude to adversity and enterprises in solving difficulties. The results describe that 38% of the participants answered strongly agree, 55% agreed, and 7% gave neutral responses to the items given. The third indicator is learning interest and attention, including two points; habits in attending lectures and passionate about attending lectures. The analysis shows that they have high interest and attention in learning. It proves that 71% of them answered strongly agree. It follows 27% of them chose to agree; meanwhile, only 2% responded neutrally to the issues. The next

indicator is learning achievement. It has two main points; achievement desire and results in qualification. Of those sub-indicators, the results show that half of the respondents (51%) answered strongly agree, 45% agreed, and only 4% were neutral to the situation. Finally, the fifth indicator is learning autonomously. It relates to how independent the respondents in learning. It has two primary situations; completion of lecture assignments and uses opportunities outside of class hours. The data present that 42% of students answered strongly agree, 33% agreed, and 25% were neutral to the cases. Moreover, the data informs us that no one responded to disagree and strongly disagree with the statements distributed. To sum up, the participants mostly have high motivation in learning. It means that the instruction process brought by the researchers contributes positively to their learning encouragement.

The Process of Students' Learning Improvement

The researcher evaluated the qualitative and quantitative data involving the mean score of students' English competence in the base score and post-tests to achieve this goal. After evaluating the results, they

concluded that there was an increase in the students' English competence by implementing Integrated Approach practices.

Some activities, such as socializing, evaluating, controlling, assisting, and practicing, were covered in the process. *Socializing* covered the process by explaining the selected teaching materials; the researchers explained them in detail. It was done in each session. The technique used, Integrated Approach, was also clarified. It tries to provide a complete sense of order to the students in order to achieve. It was then *Evaluating* involved the activities in reviewing the previous explanation done by the researchers. In each meeting, what they had explained in the previous meetings was checked. The approach used was to ask questions verbally. It was suggested to assess how strong the comprehension of the students was. Moreover, *Controlling* included the process of observing the respondents' activities during the instruction process. It was undertaken to figure out if the participants could do the classroom tasks well and assess if or not they have learning difficulties. The method was carried

out during the conduct of the study at each meeting. *The assisting* process was undertaken by the researcher to aid them who gained difficulties in learning. The participants were willing to ask him about learning difficulties that included proper vocabulary, grammar, and other issues. Therefore, this approach enhances their English skills more effectively. The students would, as a consequence, be more encouraged. *Practicing* was another effective method. In this scenario, it was anticipated that the respondents could apply the Integrated Approach practices. By combining language skills or elements, they have done the procedure. During the implementation of the report, this procedure was carried out. In brief, to improve the respondents' competence and encouragement, several procedures were brought systematically.

The Influencing Factors of Students' Improvement

After analyzing the data, some factors influenced the students' learning improvement; students' motivation, teaching approach, and lecturers' roles.

Encouragement plays an integral part in the instructional process. In this study, it is recognized as one factor that affected the enhancement of their English

capability. It can be discovered through their behaviors during the course. While being asked by the researchers, they were often able to give constructive answers, and they were often optimistic and active in offering thoughts or opinions. It may have a positive impact on students' learning outcomes. By referring to the observation findings, the researchers motivated them to do the best they could. They were supposed to be inspired to develop their learning process more effectively. Then the researchers proposed a relevant argument to support the finding. Tamimi and Shuib (2009) notice that the encouragement significance to improve second or foreign language learning is inarguable.

Another factor is the teaching approach. This finding was suitable with the open questionnaire results that most participants answer the question, "*Does the method used by the lecturer in English lectures make you more confident? Why?*" Some responses are as follows:

"Saya bisa lebih percaya diri lagi karna di saat dosennya mengajar ada waktunya serius dan ada waktunya untuk tidak, dan dosennya juga bisa membuat suasana didalam kelas lebih rileks"

dan tidak monoton, sehingga mahasiswa nya lebih percaya diri la, dan selalu bilang jangan takut salah karena kita semua masih belajar"

"Iya. Karena Mr. Amri saya tahu bahwa bahasa inggris tidak sesulit yang saya kira dulu. Saya ingin bisa berbahasa inggris yang bagus dan lancar"

Another question was, *"Do you feel there has been an increase in your knowledge of English during the lecture? Why?"* Some answers are below:

"Ya tepat sekali. karna metode belajar yang digunakan membuat saya jauh lebih memahami bahasa inggris daripada saya belajar di SD SMP maupun SMA. untuk soal metode belajar sangat membuat bahsa inggris terasa jauh lebih mudah."

"Ya, sangat. Karena metode pengajaran dosen tsb sangat mudah dimengerti, jadi terkadang saya lebih mengingat apa yang dosen katakan daripada yang tertulis dibuku sehingga banyak pembelajaran yang saya ingat."

The researchers' role was another factor that affected the students' English competence development. Throughout this context, they often tried to monitor and assist the participants during the instructional process. As they positively responded to them, they

were not reluctant to question them when they were having learning difficulties. It keeps the feeling more relaxed. The theory supports Trigwell et al. (2012). They explain that good teaching is described as teaching that includes providing constructive input, making an effort to consider the students' challenges, being good at explaining, bringing the subject interesting, ensuring the students' most outstanding results, inspiring the students, and expressing interest in everything they have. In other words, their assistance inspired their competence and enthusiasm for learning.

To support the results, some survey results are presented. The participants gave responses while asking, *"Do lecturers always help students if they have difficulties in English learning? Why? (You can give examples of what the lecturer did in helping with student difficulties if any)."* Some response is as follow:

"Ya, dosen akan menjelaskan ulang jika ada mahasiswa/i yang belum paham. Serta dosen memberikan penjelasan dengan bahasa yang mudah dimengerti."

"Iya. Mr. Amri akan membantu saya menjelaskan materi yang saya tidak pahami. Contohnya

pada saat saya bingung harus menggunakan verb 1 atau verb 2 untuk simple present tense untuk kalimat verbal. Mr. Amri menjelaskan bahwa dalam simple present tense untuk kalimat verbal menggunakan verb 1 + s/es."

CONCLUSION AND SUGGESTION

By analyzing the results, it could be inferred that through the implementation of Integrated Approach activities applied in the instruction process, the respondents' English competence and learning motivation improve. The approach includes socializing, evaluating, controlling, assisting, and practicing. There are also three significant determining variables for their enhancement; students' motivation, teaching approach, and lecturers' roles.

Finally this research project contributes to the Integrated Approach implementation model that can be the greatest important factor in developing the English skills and learning encouragement of EFL learners. Several suggestions are provided to lecturers as to see the significant role of lecturers in enhancing the English competence and learning motivation of EFL learners. It has been mentioned

that the lecturers play a role in promoting learners by developing their English skills and encouraging learning. It is therefore proposed that they have sufficient understanding of learners' English skill significance and the learning promotion in the process of language learning and how to develop it. They may also recognize the learning patterns of their learners and aggregate them to produce better learning outcomes. Several inputs are then presented to potential researchers. It is proposed that upcoming researchers perform other study to provide different outcomes by using different research designs. In addition, the future researcher is required to perform an analysis of the effectiveness of the Integrated Approach to grammatical aspects, as in this current study it focuses mainly on listening and reading skills.

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