

# CHAPTER I

## INTRODUCTION

This chapter describes the background of the study, the research questions, the purpose of the study, the scope of the study, and the significance of the study.

### 1.1 Background of the Study

In past 50 years ago, mastering the “Three Rs” (reading, writing, and arithmetic) was enough regarded as basic skills and the fundamentals of an education . But, recent year the pace of change in the 21st century is moving rapidly toward various sectors of life. A constantly changing environment characterized by volatility, unceirtanty, complexity and ambiguity that can commonly named by VUCA (volatile, uncertain, complex and ambiguous) as cited in Johansen, 2007. In such disruptive changes future employment require to adapt to new knowledge and skills to anticipate the fourth industrial revolution (Schwab, 2017).

To thrive in complicated and complex era, citizenship requires some skills which considered as “21st century skills”. According to Partnership for 21st Century Skills (P21) Framework for 21st Century Learning, there are essential skills compiled as the Four Cs (Communication, Creativity, Critical Thinking, And Collaboration Skills). Although, this study would focussed on communication skills as one of the important skills needed in facing the disruptive era. Stated by Richards (2005) communication skills can promote successful social relationships and enable individuals to work effectively with others. As well as cited in Dede (2010), in 2007 the International Society for Technology in Education (ISTE) students are expected

to master communication and collaboration skills to use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Therefore, it is important to foster communication in educational environments and need to be fully integrated into classroom to prepare future generations for the 21st century.

The focus in language education in the twenty-first century is no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe (Eaton, 2010). Thus, the demand being put on educators is to discover approaches to incorporate these identified skills in their lessons so that students have an adequate amount of time to practice and master these skills in the course of their daily routines. A study carried out by Awang and Daud (2015) presents a problem-based approach towards the environment of the engineering classroom in improving a communication skills and the results show that the effects of problem-based learning upon the capability of students' communication skills and student learning approach were significant. Another study carried out by Andresta (2018), the purpose of this study is to make Lesson Plan using stimulant questions that emphasize the communication skills. The results indicated that by giving stimulant questions can make students to be focused more and can make them understand the learning materials better. Following those studies, communication skills can be improved by using problem-based approach and stimulant questions, therefore the aim of this study to analyze how communication skills is addressed in

the syllabus of English for Popular Science Communication course has not yet been found in another study.

Since this research is going to explore communication skills in English for Popular Science Communication course in which this course is a genre-based course, according to Bhatia (2004) states genres are recognizable communicative events, characterized by a set of communicative purposes identified and mutually understood by members of the professional or academic community in which they regularly occur. In addition, this approach in which the teaching and learning processes focus on teaching language skills and the development of learners's skills. Along with genre based approach aimed to help students become effective participats in their academic and professional environment as well as in their broader communities (Derewinka, 2003). Hence, genre-based approach in accordance to enhance students' communication skills.

Genre based on Swales (1990) (as cited in Bhatia, 1991) as a class of communicative events with some shared set of communicative purposes has been extremely influential in ESP genre studies. Science popularization is indeed a genre, due to the fact that there are some lexical and syntactic adjustment when scientific texts are being rewritten for different audiences (Nwogu, 1991). Therefore, English for Popular Science Communication course in English Language Education Study Programme that will learn about some kinds of texts is considered using genre-based approach.

According to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi* highlights the curriculum adjustment in higher education in order to integrate 21st century skills in all elements of course design. Hence, to collect information about learners' needs in 21st century the need analysis must be conducted in several courses in English Language Education Study Programme. This study focuses on observing the syllabus, learning materials and learning activity(s) of English for Popular Science as one of genre-based course. Moreover, the result of the study is expected to pioneer a further research for development program of integrating 4CS into teaching and learning activity(s) in English Language Education Study Programme Universitas Negeri Jakarta.

### **1.2 Research Questions**

The research questions of this study are:

1. What aspects of communication skills are supported in the planned learning activity(s)?
2. What aspects of communication skills are supported in the implemented learning activity(s)?

### **1.3 Purpose of the Study**

The purpose of the study is to describe aspects of communication skills in the planned learning activity(s) and in the implemented learning activity(s) in English for Popular Science course at English Language Education Study Programme Universitas Negeri Jakarta

#### **1.4 Scope of the Study**

This study was carried out based on observing the syllabus and learning activity(s) in order to explore skills of communication in the course of English for Popluar Science Communication course in English Language Education Study Programme Universitas Negeri Jakarta. The exploration process which covers the describing and identifying process will be based on the observation in the syllabus and in learning activity(s) videos.

#### **1.5 Significance of the Study**

The result of the study is expected theoretically as preference information in the language teaching field. The study is carried out to analyze how communication skills is adressed in the syllabus, and integrated in learning activity(s) of English for Popular Science Communication course in ELESP UNJ. In addition, the result of the study is expected to pioneer a further research for development program of integrating 4cs into teaching and learning activity(s).