

**EXPLORING COLLABORATION SKILL IN ENGLISH FOR  
POPULAR SCIENCE COMMUNICATION COURSE AT  
ELESP UNJ**



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***A skripsi submitted as partial fulfillment of the requirements  
for the degree “Sarjana Pendidikan”***

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGES AND ARTS**

**UNIVERSITAS NEGERI JAKARTA**

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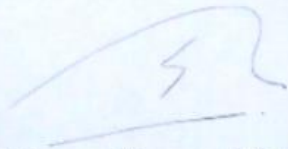
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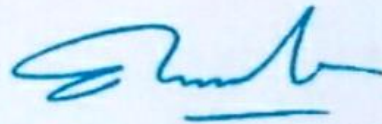
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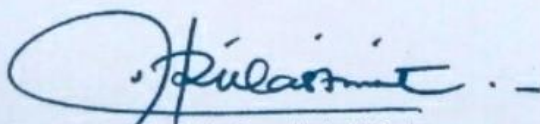
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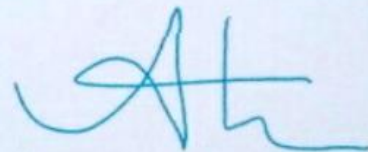
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## ***ABSTRACT***

ANINDYA PRAMESTI S.P. 2020. *Exploring Collaboration Skill in English for Popular Science Communication Course at ELESP UNJ*. Thesis, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Collaboration skill becomes one of the key skills to thrive in today's world, particularly for students especially in higher education level who are about to join the workforce soon as they graduate. In regards to this matter, the need to adjust the curriculum particularly from the element of course is therefore required to make sure all the skills required to thrive in have been integrated, including collaboration skill. This study aims to identify collaboration skill aspects integration in a course namely English for Popular Science Communication at English Language Education Study Program Universitas Negeri Jakarta focusing on two elements of the course; syllabus and learning activity to highlight the intention and implementation respectively. Indicators of collaboration skill are modified from ideas and statements of the two most recent literature of ACER and NCIEA published in 2020. Qualitative content analysis with directed approach is used for this present study, in which the data analysis procedure refers to Hsieh & Shannon (2005) study of directed content analysis. The findings showed that the aspects of collaboration skill stated in indicator of analysis were not yet addressed in syllabus and implemented in learning activity of the course. The intention of group formation was emerged, but the implementation through interaction in the learning activity did not yet indicate any of collaboration skill aspects stated in indicator. Interaction in the activity that emphasized group formation was more of student-teacher interaction rather than student-student interaction in a group activity for the matter of learning.

Keywords: Collaboration skill, Syllabus, Learning Activity,



## **ABSTRAK**

ANINDYA PRAMESTI S.P. 2020. *Ekspolarsi Keterampilan Kolaborasi pada Mata Kuliah English for Popular Science Communication di Program Studi Pendidikan bahasa Inggris UNJ*. Tesis, Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Untuk dapat menjawab tantangan di era abad-21, keterampilan berkolaborasi menjadi salah satu kemampuan penting khususnya bagi para siswa terutama di tingkat pendidikan tinggi yang akan segera memasuki dunia kerja setelah lulus. Terkait dengan hal tersebut, kebutuhan untuk menyesuaikan kurikulum hingga ke elemen-elemen mata kuliah sangat diperlukan untuk memastikan bahwa keterampilan abad 21 yang diperlukan siswa untuk berkembang sudah terintegrasi. Penelitian ini bertujuan untuk menyelidiki integrasi aspek-aspek keterampilan kolaborasi di mata kuliah English for Popular Science Communication di program Studi Pendidikan Bahasa Inggris Universitas Negeri Jakarta berfokus pada dua elemen mata kuliah tersebut, yakni silabus dan kegiatan pembelajaran untuk menggarisbawahi rencana dan implementasi dari rencana terkait integrasi aspek-aspek keterampilan kolaborasi. Indikator skill kolaborasi dimodifikasi dari penggabungan ide dan pernyataan dari dua literatur terbaru ACER dan NCIEA yang dipublikasi tahun 2020. Penelitian ini menggunakan metode analisis kualitatif dengan pendekatan deduktif, dimana prosedur analisis data menggunakan teori directed qualitative content analysis oleh Hsieh dan Shannon (2005). Hasil penelitian menunjukkan bahwa aspek-aspek keterampilan kolaborasi yang ada dalam indikator analisis belum dinyatakan dalam silabus dan diimplementasikan dalam kegiatan pembelajaran mata kuliah English for Popular Science. Upaya pembentukan grup sudah digarisbawahi dalam intensi guru, namun pada penerapannya interaksi dalam grup belum menunjukkan adanya aspek-aspek keterampilan kolaborasi yang dinyatakan dalam indikator analisis. Interaksi dalam kegiatan pembelajaran lebih kepada interaksi antar guru-murid bukan murid-murid dalam grup sebagai upaya pembelajaran.

*Kata kunci: keterampilan kolaborasi, Silabus, Kegiatan pembelajaran.*

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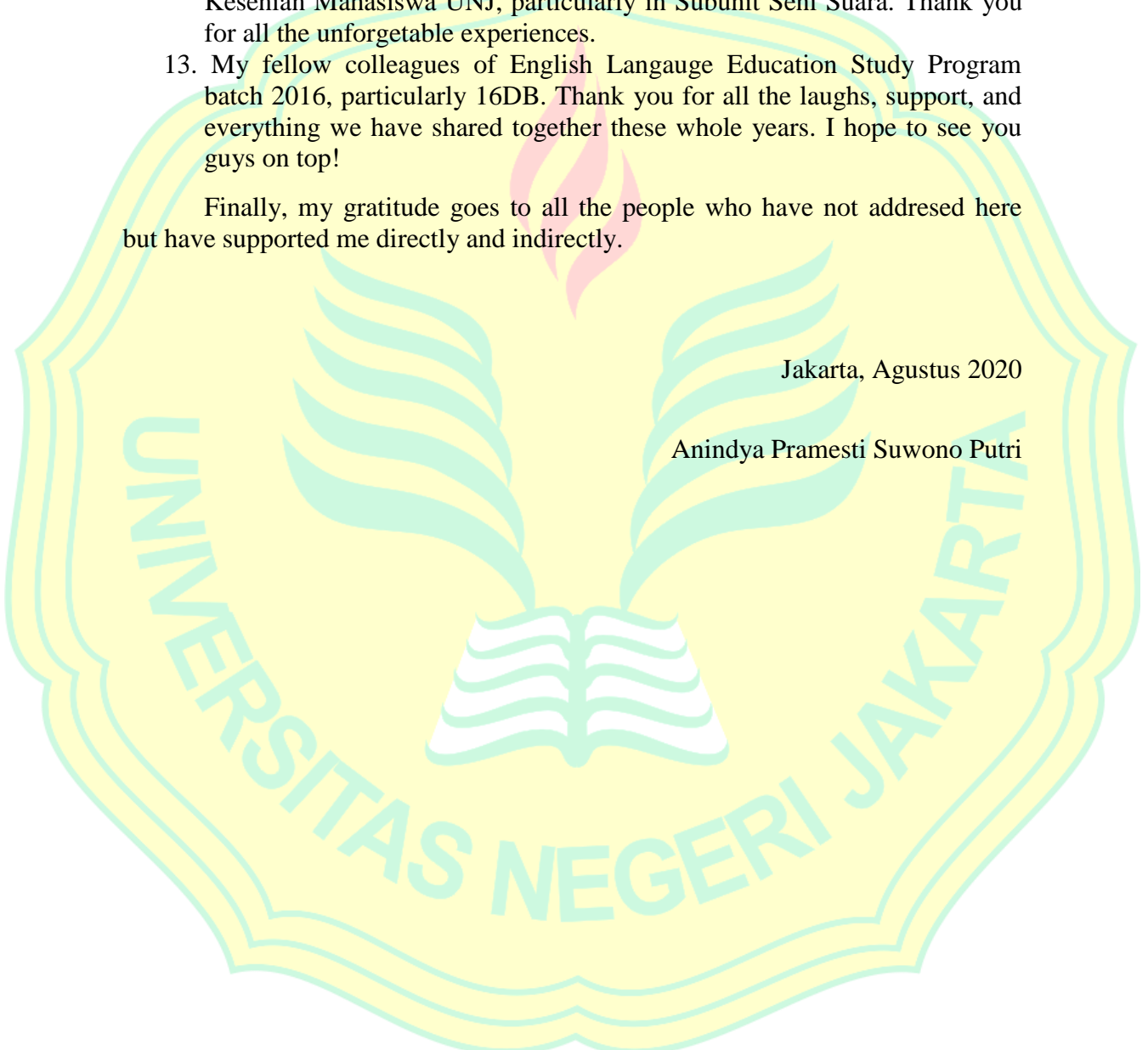
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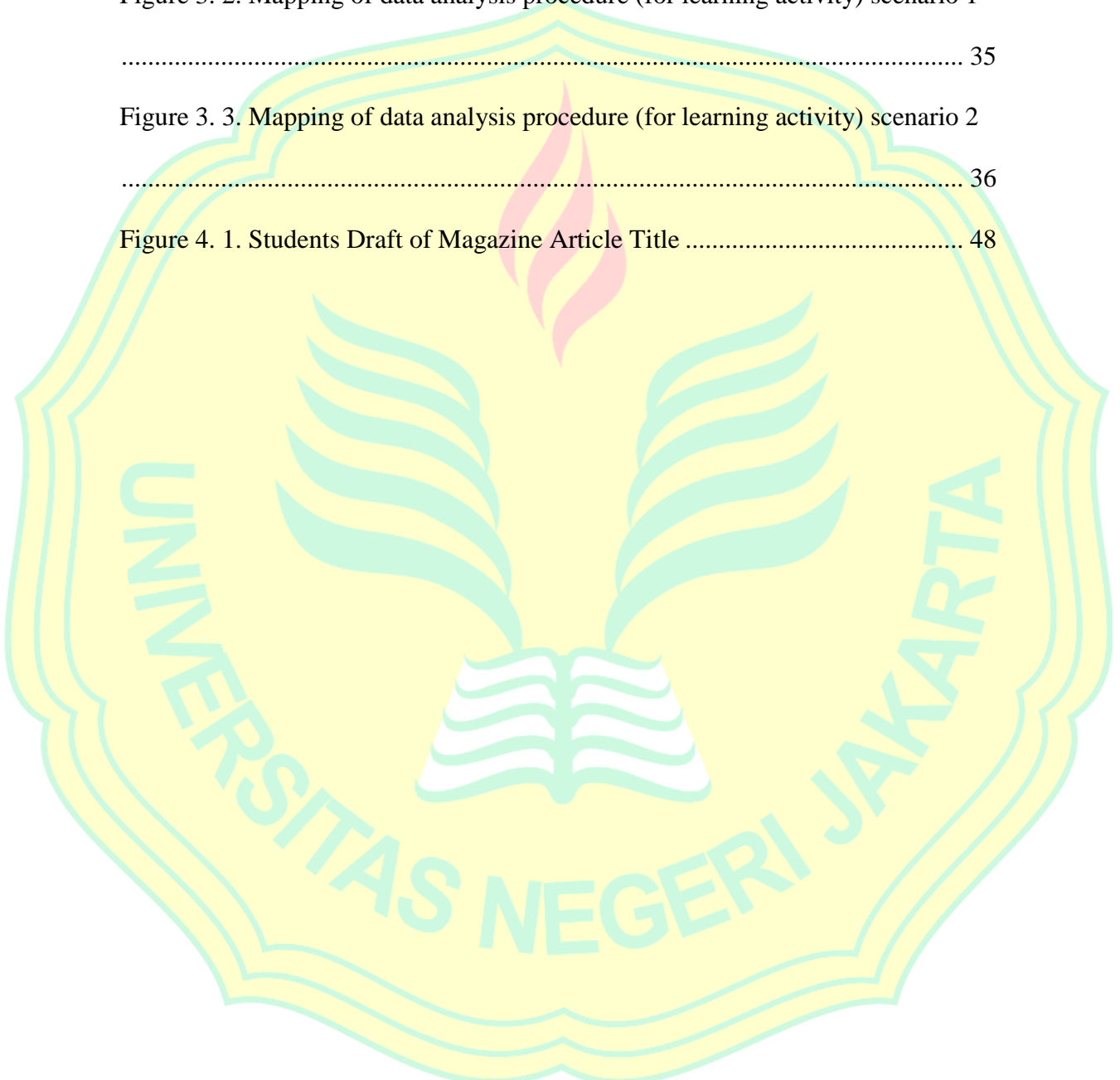
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