

**THE INCORPORATION OF PROBLEM-SOLVING SKILLS IN ENGLISH IN
ACADEMIC DISCOURSE SYLLABUS AT ENGLISH LANGUAGE
EDUCATION STUDY PROGRAMME UNIVERSITAS NEGERI JAKARTA**



*Mencerdaskan dan
Memartabatkan Bangsa*

Kamavia Prasia Aspastur

1202617029

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LEMBAR PENGESAHAN SKRIPSI

Skripsi ini diajukan oleh:

Nama : Kamavia Prasia Aspastur
No. Registrasi : 1202617029
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *The Incorporation of Problem-solving Skills in "English in Academic Discourse" Syllabus at English Language Education Study Programme Universitas Negeri Jakarta*

Telah berhasil dipertahankan dihadapan dewan penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

Dewan Penguji

Ketua Penguji



Dr. Siti Drivoka Sulistyaningrum, M.Pd
NIP. 197804282008012018

Pembimbing II



Dr. Sri Sumarni, M.Pd
NIP. 196005201985032001

Penguji Ahli Materi



Dr. Ratna Dewanti, M.Pd
NIP. 196211071988032001

Penguji Ahli Metodologi



Lasito, M. App. Ling.
NIP. 198002222008121002

Jakarta, 22 Agustus 2021
Dekan Fakultas Bahasa dan Seni



Dr. Liliana Muliastuti, M.Pd.
NIP. 1968052919920320

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Kamavia Prasia Aspastur

No. Registrasi : 1202617029

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : **THE INCORPORATION OF PROBLEM-SOLVING SKILLS
IN ENGLISH IN ACADEMIC DISCOURSE SYLLABUS AT
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NIM. 1202617029



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UPT PERPUSTAKAAN

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Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

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Nama : Kamavia Prasia Aspatur
NIM : 1202617029
Fakultas/Prodi : Bahasa dan Seni / Pendidikan Bahasa Inggris
Alamat email : kamavia0203@gmail.com

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ABSTRACT

Kamavia Prasia Aspastur. 2021. *The Incorporation of Problem-solving skills in English in Academic Discourse Syllabus at English Language Education Study Programme Universitas Negeri Jakarta.* A skripsi. Jakarta: English Language Education Study Programme, Faculty of Languages and Arts, Universitas Negeri Jakarta

Problem-solving skills have become the essential skill needed in the recent years. However, lack of information of problem-solving skills incorporated in the course syllabus. Hence, this study aims to discover the extent to which problem-solving skills are incorporated in the syllabus of “English in Academic Discourse” course and which components of the syllabus incorporate problem-solving skills. The data of this study were the 21 words/phrases/sentences that indicate problem-solving skills in the syllabus components of English in Academic Discourse course in English Language Education Study Program at Universitas Negeri Jakarta. Problem-solving skills indicators for the research instrument of this study are obtained from PISA (2012) Problem Solving Framework, Trilling and Fadel (2009), and Partnership for 21st Century Learning Framework. Qualitative content analysis is used as the methodology of this study and deductive content analysis by Mayring (2014) is used as the data analysis procedure of this study. The findings of this study show that all of the problem-solving skills indicators, including exploration, understanding, representation, solution identification, planning, plan’s execution, monitoring and reflection skills, are incorporated explicitly and implicitly in the course syllabus components. However, not all syllabus components incorporate problem-solving skills, only five out of eleven syllabus components incorporate it which are basic information of the course, learning outcomes, course objectives, learning method, and course activities.

Keywords: problem-solving skills, syllabus, English in Academic Discourse

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ABSTRAK

Kamavia Prasia Aspastur. 2021. *Inkorporasi Keterampilan Memecahkan Masalah dalam Silabus Mata Kuliah English in Academic Discourse di Program Studi Pendidikan Bahasa Inggris di Universitas Negeri Jakarta. Skripsi.* Jakarta: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta

Keterampilan memecahkan masalah menjadi keterampilan yang sangat penting saat ini. Namun, informasi mengenai inkorporasi keterampilan memecahkan masalah dalam pembelajaran, terutama di dalam silabus masih sangat sedikit. Sebab itu, penelitian ini bertujuan untuk mengetahui sejauh mana keterampilan memecahkan masalah terinkorporasi pada silabus mata kuliah *English in Academic Discourse* dan pada komponen silabus apa saja keterampilan tersebut terinkorporasi. Data yang dianalisis di dalam penelitian ini adalah 21 pernyataan dalam bentuk kata/frasa/kalimat yang mengindikasikan inkorporasi keterampilan memecahkan masalah di dalam komponen silabus mata kuliah *English in Academic Discourse* yang ada pada program studi Pendidikan Bahasa Inggris, Universitas Negeri Jakarta. Indikator keterampilan memecahkan masalah yang digunakan untuk instrumen penelitian ini diambil dari *PISA (2012) Problem Solving Framework*, *Trilling and Fadel (2009)*, dan *Partnership for 21st Century Learning Framework*. Metode penelitian yang digunakan adalah kualitatif analisis dan menggunakan teori konten analisis deduktif dari Mayring (2014) sebagai prosedur analisis data. Hasil penelitian menunjukkan bahwa semua indikator keterampilan memecahkan masalah, yaitu indikator keterampilan *exploration, understanding, representation, solution identification, planning, plan's execution, monitoring and reflection*, terinkorporasi secara eksplisit dan implisit di dalam komponen silabus. Namun, tidak semua komponen silabus menginkorporasi keterampilan memecahkan masalah, hanya lima dari sebelas komponen silabus yang menginkorporasi keterampilan memecahkan masalah yaitu informasi dasar mata kuliah, capaian pembelajaran lulusan, capaian pembelajaran mata kuliah, metode pembelajaran dan rincian rencana kegiatan.

Kata kunci: keterampilan memecahkan masalah, silabus, *English in Academic Discourse*

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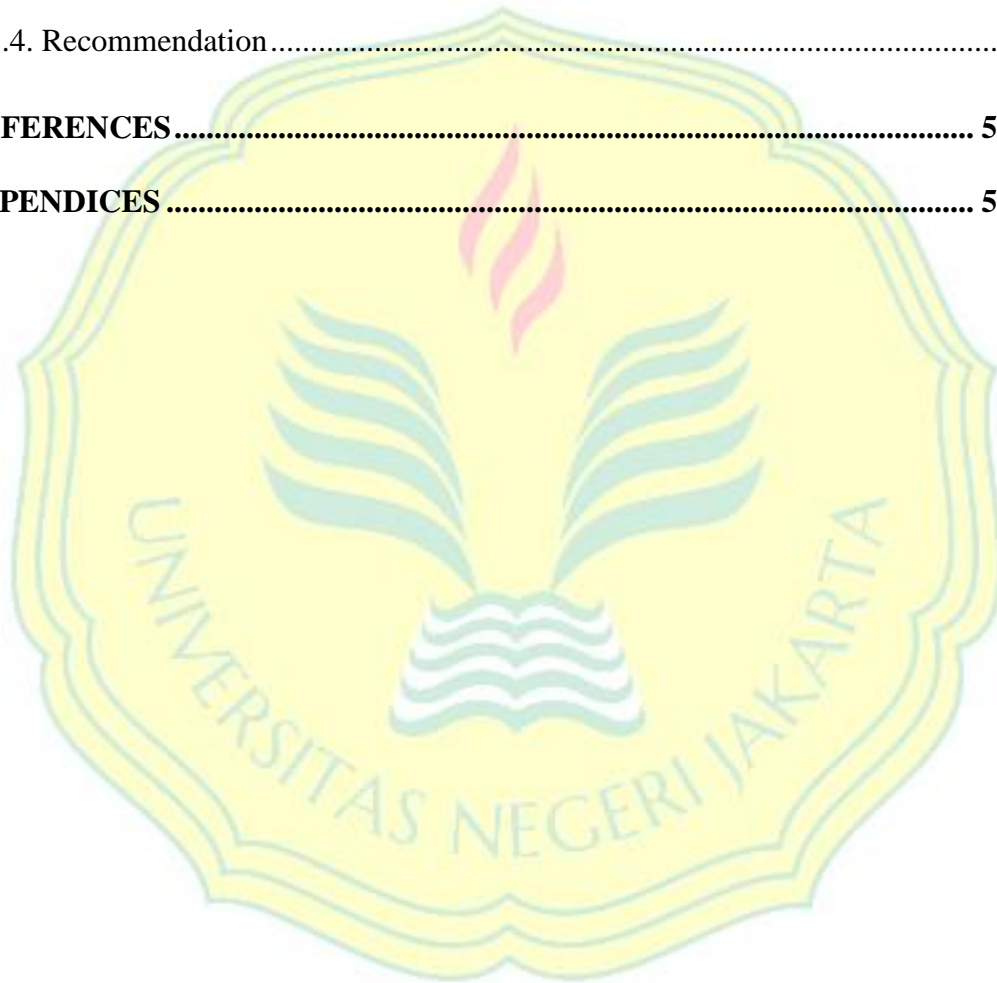
Lastly, my gratitude goes to those who help, support, and motivate me which cannot be mentioned one by one here. Thank you so much, definitely wouldn't reach this stage without all of you. The researcher realizes that this study is not perfect yet, but hopefully this study will be useful for other researchers and for the readers. Therefore, criticism and suggestion towards this study are highly expected and appreciated.

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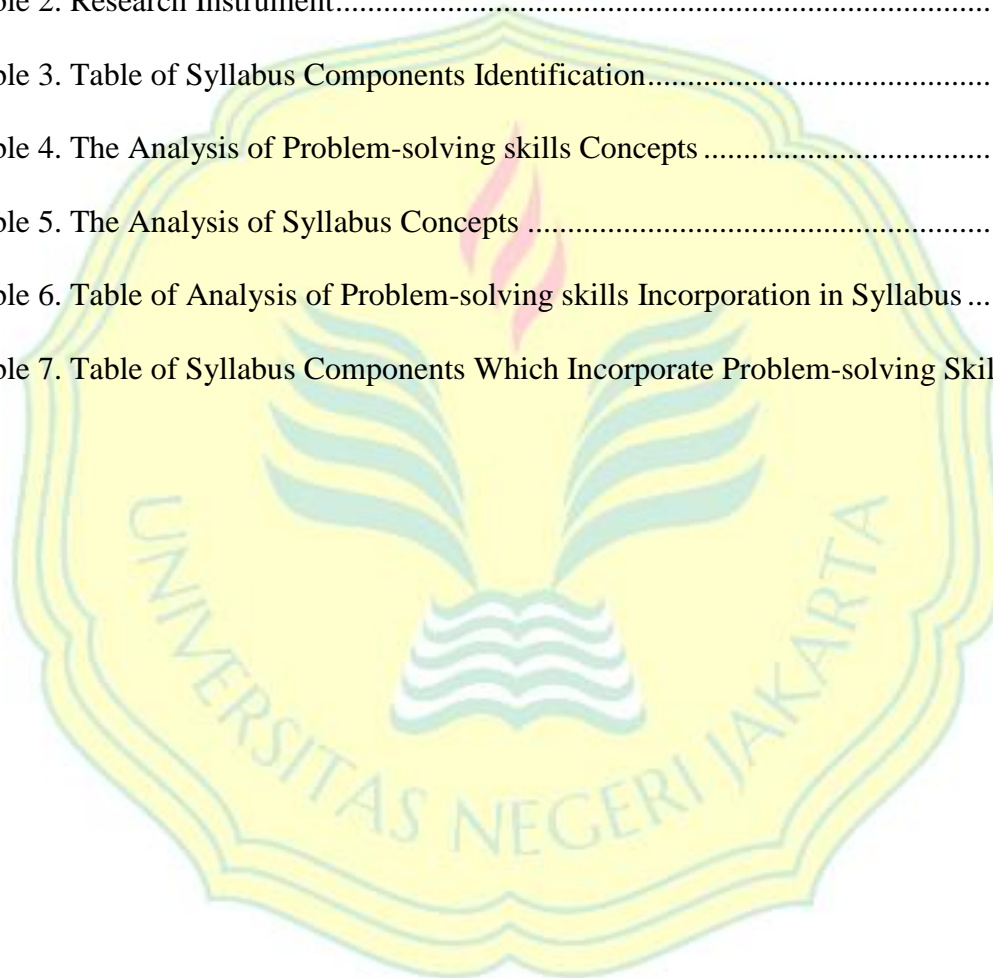
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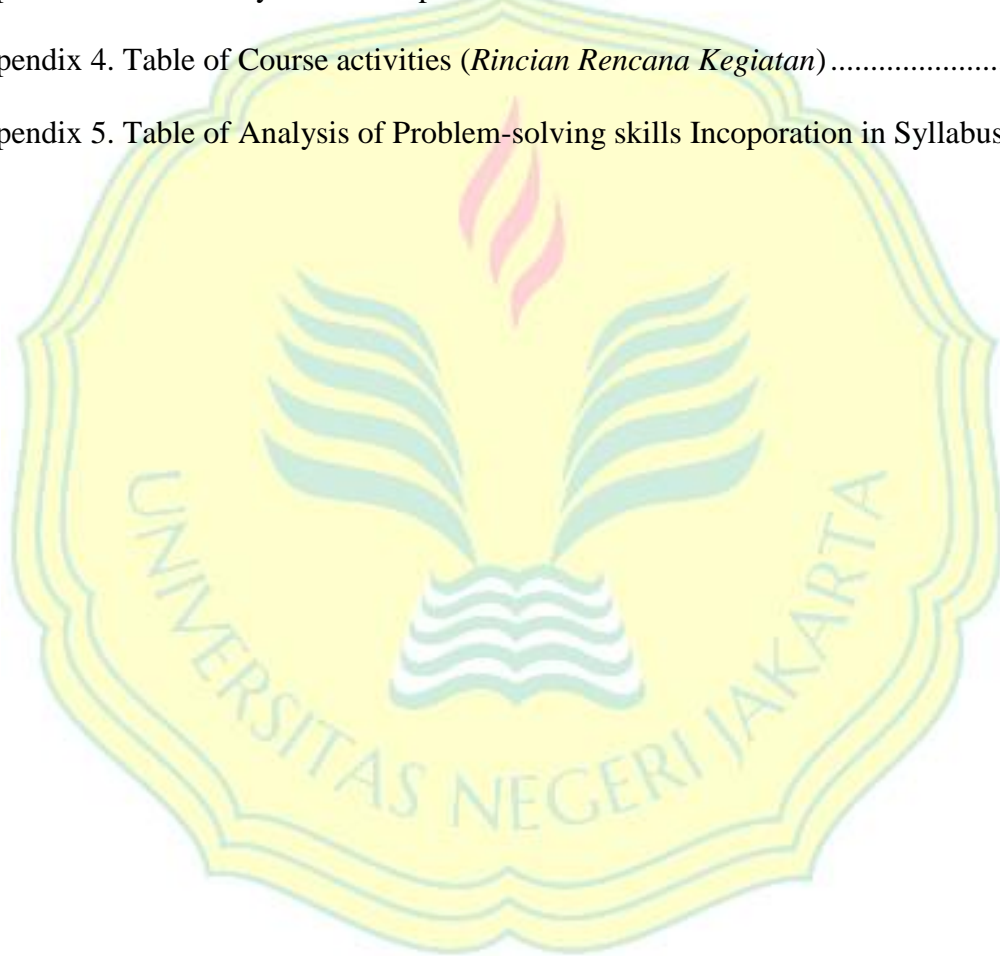
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