

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research question, purpose of the study, scope of the study, and significance of the study.

1.1 Background of The Study

English Language Teaching in the 21st Century learning should enhance students with life skills, among of them are communication and collaboration. English language teaching and learning has always been concerned with the basics of good communicating—correct speech, fluent reading, and clear writing—digital tools and the demands of our times call for a much wider and deeper personal portfolio of communication and collaboration skills to promote learning together (Trilling and Fadel, 2009 p.54). In the classroom, Communication and Collaboration also have an important role to support learning activities. Communication helps the teacher to convey the learning material and help students to convey their ideas. While Collaboration helps the teacher and student during group discussions or group work. Therefore, these competencies have to exist in the learning activities.

Partnership for 21st Century Skills (P21) (2019) defines Communication Competence as “Communicate clearly” i.e. articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts, listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions, use communication for a range of purposes (e.g.

to inform, instruct, motivate, and persuade), use multiple media and technologies, and know how to assess impact and their effectiveness a priori, and communicate effectively in diverse environments (including multilingual and multicultural). Meanwhile for the Collaboration Competence, P21 (2019) defines as “Collaborate with others” i.e. demonstrate ability to work effectively and respectfully with diverse teams, exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal, assume shared responsibility for collaborative work, and value the individual contributions made by each team member. Thus, as a result of students working collaboratively, the group can generate more knowledge, making collaboration a key ingredient to student success in today’s global society.

In addition, Communication and Collaboration are important Competencies in today's era and are often even linked to each other, especially in language teaching learning. According to NEA (2012), Communication Competence such as clearly articulating ideas through speaking and writing are closely related to Collaboration Competence, such as working effectively with diverse teams, making necessary compromises to accomplish a common goal, and assuming shared responsibility for collaborative work.

In 2016, the government revised the 2013 Curriculum on its graduate competency standards, specifically on the skill dimension. According to the revised skill dimension, learners should be trained to think and act critically, creatively, collaboratively, and communicatively (4Cs) through strengthening attitudes, knowledge, and skill (The Regulation of the Minister of Education and

Culture no.20 on 2016 about “*Standar Kompetensi Lulusan*”) that can be observed and measured (The Regulation of the Minister of Education and Culture no.22 on 2016 about “*Standar Proses*”).

However, in the field, the practice of implementing the 4Cs especially Communication and Collaboration Competencies within the learning process in the classroom as already mandated in the law has not been very visible. Some research findings showed that students' critical thinking, communicating, collaborating, and creative skills were still inadequate (Zubaidah, 2016; Yulianti, 2017; Saputri, Sajidan & Rinanto, 2017).

A previous study on this field was conducted by Putri (2018) investigated An Analysis of 4C Skills Incorporation in Students' Teaching Practice of English Teacher Education Department UIN Sunan Ampel Surabaya. This study aimed at knowing how the student teachers incorporate 4C skills and what are the challenges faced by student teaching practice. Qualitative descriptive design was used in this study. In particular 9 student teachers in 9 different microteaching classes were analyzed by doing observation and watching their videos in teaching practice. The researcher gave questionnaires and interviewed them to support the data in order to know student teachers challenges in incorporating 4C skills in teaching practice. Based on the findings and the discussion, the research showed that most student teachers incorporate 4C skill, but they have challenges in incorporating written communication skill, creativity skill through stimulates student's creative thinking to collect question, the use digital material in teaching

and critical thinking skill in evaluating students' ideas and critical thinking skill through evaluating, identifying and solving the problem.

Another previous study by Aulia (2021) investigated the Implementation of 4C Skills in English Teaching Learning Process. This study aimed at finding out the implementation of 4C skills in the English teaching learning process and the challenges faced by teachers on implementation of 4C skills in English teaching learning process. The writer used descriptive qualitative design and data collection techniques used interview and document in the form of lesson plan from two English teachers at SMAN 1 Kurau. The writer found that 1). The implementation of 4C skills (communication, collaboration, creativity and critical thinking) in teaching learning process had been carried out properly by every teacher. In critical thinking skills, there was one aspect that had not been implemented by the teacher, compared and differentiates between the ideas submitted by students. In collaboration, there were still aspects that had not been implemented by teachers; teacher did not use creative methods in forming groups. In creativity skills, there were still aspects that had not been implemented, using digital media when learning. And in communication skills, there was one aspect that had not been implemented by teachers, namely written communication 2). the challenges faced by teachers are implementation 4C skills in teaching learning process, in critical thinking skills, the challenge was that students found it difficult to be asked to expressed their opinion. In collaboration skills, the challenge was not to use creative methods for group division. In creativity skills, the challenge was that students were embarrassed to asked questions, and in communication

skills, teachers had challenges because not all students were confident to communicate in English, due to the lack of vocabulary that students had.

Based on the previous studies, the first study focused on 4C skills incorporation in students' teaching practice. The study was conducted in English Teacher Education Department (ETED) of the sixth semester at Sunan Ampel State Islamic University of Surabaya which was used 9 students teacher in 9 different microteaching classes. This study used qualitative descriptive design with observation, questionnaire, and interview as data collection techniques. Meanwhile the second study focused on the implemented of 4C skill in English teaching learning process. The study was conducted in SMA Negeri 1 Kurau, South Kalimantan which was used lesson plan from two English teachers. This study used qualitative descriptive design with interview and documentary in the form of lesson plan as data collection techniques. The results of the two studies were same. From the 4Cs they studied, only two skills appeared the least, which are in communication; written communication aspect did not appear, and in collaboration; did not use creative ways in making groups.

However none of these studies portray on how Communication and Collaboration Competencies have been integrated in the English Teaching and Learning at Junior High School in the classroom activities by framing the knowledge, skill, and attitude through online classes. Whereas, despite the pandemic situation and the teaching and learning process is carried out through online classes, learners have a same demand to achieve the standard competence as mandated by 2013 curriculum learners should be trained to think and act

critically, creatively, collaboratively, and communicatively (4Cs) through strengthening integrated attitudes, knowledge, and skill (The Regulation of the Minister of Education and Culture no.22 on 2016 about “*Standar Proses*”).

Thus, the researcher would like to investigate the Communication and Collaboration Competencies have been integrated in the English Teaching and Learning especially in classroom activities for seventh grade students of 139 Junior High School which is located on Jalan Bunga Rampai X No.12, RT.12/RW.6, Malaka Jaya, Kec. Duren Sawit, East Jakarta. Here the teacher and students use WhatsApp Group as learning media during the pandemic. The teacher chooses the WhatsApp Group as a learning media because it is more effective and relatively inexpensive. Most of the students come from middle to lower economic level. They also did not get English lesson when they were in elementary school.

Referring to background above, the present study would portray the “Communication and Collaboration Competencies in English Teaching and Learning at 139 Junior High School; A Case Study at A Junior High School in Jakarta”. The researcher analyzed on the detail Communication and Collaboration Competencies indicators by framing the knowledge, skill, and attitude through online classes by using WhatsApp Group for seventh grade students of 139 Junior High School.

1.2 Problem Identification

Base on the gap stated, some problems on the Communication and Collaboration Competencies integration in English Teaching and Learning can be identified as the following:

1. In Communication, aspects of written communication are still lacking in the teaching and learning process. Most teachers only use oral communication in the classroom.
2. In Collaboration, aspect of creative ways in making a group is still not carried out by the teacher. The teacher directly grouping them based on their seat row to make it fast and make sure that students do not make a noise.

1.3 Research Question

By paying attention to what has been elaborated in the background, the research problems to be answered by this proposed study will be stated as follows:

1. How Communication and Collaboration Competencies accommodate in the English Language Teaching and Learning for 7th grade students of 139 Junior High School Jakarta?

1.4 Purpose of The Study

This study aimed to find out the integration of Communication and Collaboration Competencies in the English Language Teaching and Learning for 7th grade students of 139 Junior High School Jakarta and to show in which

Teaching and Learning components of the Communication and Collaboration Competencies are integrated.

1.5 Scope of The Study

This study focused on the Communication and Collaboration Competencies indicators integrated in the English Teaching and Learning components (objective, activities, teacher roles, learner roles, excluding learning material) observed in 7th grade students of 139 Junior High School in Jakarta.

1.6 Significance of the Study

The result of the study will signify to:

1. Theoretical Contribution:

- a) This research provides identification and elaboration of the relevant indicators of Communication and Collaboration competencies that might be useful for English teachers who are required to address and accommodate them in their teaching enterprises.
- b) The Identification and elaboration of the relevant indicators of Communication and Collaboration competences might also be useful for other researchers on English Language teaching who want to concern on the respective competences in their further researches.

2. Practical Contribution:

- a) This research promotes clarity for the researcher (as the candidate of a Novice English Teacher) in understanding the relevant indicators of Communication and Collaboration competencies which are supposed to be developed in the 21st Century Education, including in the English Teaching and Learning.
- b) This research also encourages better practices of English Teaching and Learning especially in accommodating competences required in the 21st century education.

