

CHAPTER I

INTRODUCTION

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

1.1 Background of the study

In recent years, 21st-century skills have moved rapidly toward various life sectors. For example, on the implication of technology in our society, many jobs for routine production workers will probably disappear because of the increasing potential of technology to take over recurring tasks (Reich, 1992). Society not only faces a change in the type of recent jobs but also in jobs that do not yet exist, which is why young people need to be educated for this reason (Fisch & McLeod, 2009; Voogt & Odenthal, 1997). To face this challenge, new competencies nowadays, often referred to as 21st-century skills - are being asked for. In the education field, there is a need to change curricula so that students develop competencies needed in the 21st century (e.g. Anderson 2008; Voogt & Pelgrum, 2005). The term 21st-century education was created to encompass the aspects that should be integrated into all subject lessons (Anugerahwati, 2019). 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 will focuses on communication skills as one essential skills needed in the 21st-century era. Communication skills are associated with personal, academic, and career success (Metusalem et al., 2017). Communication is an essential professional and life

skill, enabling us to share information and ideas and express feelings and arguments (Cenere et al., 2015). 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 (ISTE, 2007). Developing effective communication skills requires skills that support the successful conveying of meaning and, ultimately, the achieving of desired outcomes. When conveying meaning, the messages must be clearly crafted to promote the outcomes. An act of communication is effective when it achieves one or more intended outcomes. Message clarity depends- minimum at on the use of appropriate vocabulary, grammar, and logical structure, but clarity does not rely solely on these factors. It also depends on pragmatics or issues related to the broader context in which a message is situated. (Metusalem et al., 2017).

Communication skills are important for students to form good relationships with their classmates and teachers at school, making them feel comfortable and motivated to study. In teaching communication skills, using learning materials can encourage learning and make the learning process more efficient by helping to explain, facilitate, and entertain the learning messages communicated by the teacher to the students. Students in Senior High School can do more learning activities and other things like watching, doing, demonstrating, and so on when they use media to learn English. Learning English in senior high school aims to train students to talk and write to each other (Marpaung S, 2020).

Zulfitri et al. (2020) analyzed factors affecting English speaking difficulty in English Education students of UMN Al-Washliyah Medan. it was found that one of the reasons students didn't have good communication skills was that their professors didn't teach them

well or choose suitable teaching materials. It made students bored in class and unwilling to practice speaking English.

In 2015, a study conducted by L Fanrinti et al. The goal of this study is to analyze the effectiveness, the efficiency, and the attractiveness of the media. This study indicated that learning with CD media was quite successful shown by the rise in student learning outcomes from 63.43 to 73.86. Learning CD media also can be used to enhance procedural text material for eleventh-grade high school students.

Aligned with Zulfitri et al. (2020), Tambunsari and Gilingging (2021) examined problems facing English students in understanding English lessons. According to the findings of this survey, students indicated that the teacher/instructor had a significant impact on their ability to master English. The used of ineffective teaching methods and a passive teacher, including using learning materials, decrease students' motivation to learn English.

Based on the above findings, it can be stated that learning materials play a significant role in English education, including the development of communication skills. This is why the researcher must examine if the learning materials now utilized by teachers incorporate the communication abilities required by EFL students. Therefore, to fill the gap in previous studies, the present study is concerned on the incorporation of communication skills in EFL learning materials for senior high school students. The goal of this study is to provide information to what extent communication skills is incorporated in English materials for senior high school students. Hopefully, the findings of this research will serve as a reference for further research and development of a program incorporating communication skills into learning materials for senior high school students.

1.2 Research questions

The research questions of this study are:

- a. To what extent is communication skills incorporated in the existing EFL learning materials for Senior High School students?
- b. How are communication skills incorporated in the existing EFL learning materials for Senior High School students?

1.3 Purpose of the study

The purposes of this study are:

- a. To investigate the incorporation of communication skills in the learning materials for Senior High School
- b. To describe ways of communication skills are incorporated in the learning materials.

1.4 Scope of the Study

This study focuses on how communication skills are incorporated in the EFL learning materials for Senior High School students. To be more specific, this study focuses on investigating the learning materials components in which communication skills are incorporated. The study was carried out based on analyzing the EFL learning materials for Senior High School students in East Jakarta.

1.5 Significance of the Study

The finding of this study is expected to be beneficial both in theoretical and practical ways as preference information in the language teaching field, especially in English learning materials. This study has the advantage of providing general knowledge on how communication skills are incorporated in EFL learning materials for Senior High School. Hopefully, this research can help teachers incorporate communication skills in their own learning materials by the indicator served.



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Memartabatkan Bangsa*