

**THE INCORPORATION OF COMMUNICATION SKILLS IN EFL LEARNING
MATERIALS FOR SENIOR HIGH SCHOOL STUDENTS**



**A Skripsi Submitted in Partial Fulfillment of The Requirements for The Degree of
“Sarjana Pendidikan”**

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ABSTRACT

Maudy Rahmawati. 2022. The Incorporation of Communication Skills in EFL Learning Materials for Senior High School Students. A *Skripsi*. Jakarta: English Language Education Study Programme, Faculty of Languages and Arts, Universitas Negeri Jakarta, Desember 2022.

Communication skills play many essential roles in effective classroom learning. In a communicative classroom, where students are encouraged to be creative, spontaneous, and collaborative, the use of learning materials is to keep learners' attention. Learning materials inspired teachers to be creative and help language learners improve fluency, accuracy, and pronunciation. This study aims to investigate the extent of which communication skills are incorporated in EFL learning materials also to describe the ways how communication skills are incorporated in EFL learning materials for senior high school students. This qualitative study used content analysis to analyze 32 learning materials collected from four different senior high school teachers in East Jakarta. This study found that communication skills are incorporated in all learning materials. However, not all communication skills indicators are found in all learning materials. There are 2 out of 14 indicators of communication skills that do not appear in all EFL learning materials for senior high school students. Communication skills mostly appear through tasks (66 occurrences), following the instructions (41 occurrences), the whole type of learning materials itself (24 occurrences), provision of a picture (17 occurrences), questions (11 occurrences), provision in a text (5 occurrences) and utterance in a video (5 occurrences).

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Keyword: communication skills, senior high school students, EFL learning materials.

ABSTRAK

Maudy Rahmawati. 2022. Inkorporasi Keterampilan Komunikasi dalam Materi Pembelajaran Bahasa Inggris sebagai Bahasa Asing untuk Siswa Sekolah Menengah Atas. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas bahasa dan Seni, Universitas Negeri Jakarta, Desember 2022.

Keterampilan komunikasi memiliki banyak peran penting dalam pembelajaran yang efektif. Di kelas komunikatif, siswa didorong untuk menjadi kreatif, spontan, dan kolaboratif, materi pembelajaran dapat digunakan untuk menjaga perhatian siswa. Materi pembelajaran menginspirasi guru untuk menjadi kreatif dan membantu siswa meningkatkan kelancaran, akurasi, dan pengucapan. Tujuan dari penelitian ini adalah untuk menganalisis sejauh mana keterampilan komunikasi dimasukkan ke dalam materi pembelajaran Bahasa Inggris sebagai bahasa asing untuk siswa SMA serta mendeskripsikan bagaimana caranya. Studi kualitatif ini menggunakan metode analisis isi untuk menganalisis 32 materi pembelajaran yang dikumpulkan dari empat guru SMA yang berbeda di Jakarta Timur. Studi ini menemukan bahwa keterampilan komunikasi dimasukkan dalam semua materi pembelajaran. Namun, tidak semua indikator keterampilan komunikasi ditemukan di semua materi pembelajaran. Ada 2 dari 14 indikator keterampilan komunikasi yang tidak muncul di semua materi pembelajaran Bahasa Inggris sebagai bahasa asing untuk siswa SMA. Keterampilan komunikasi sebagian besar muncul melalui tugas (66 kemunculan), diikuti dengan instruksi (41 kemunculan), 1 jenis materi pembelajaran itu sendiri (24 kemunculan), pemberian gambar (17 kemunculan), pertanyaan (11 kemunculan), teks (5 kemunculan) dan ujaran dalam video (5 kemunculan).

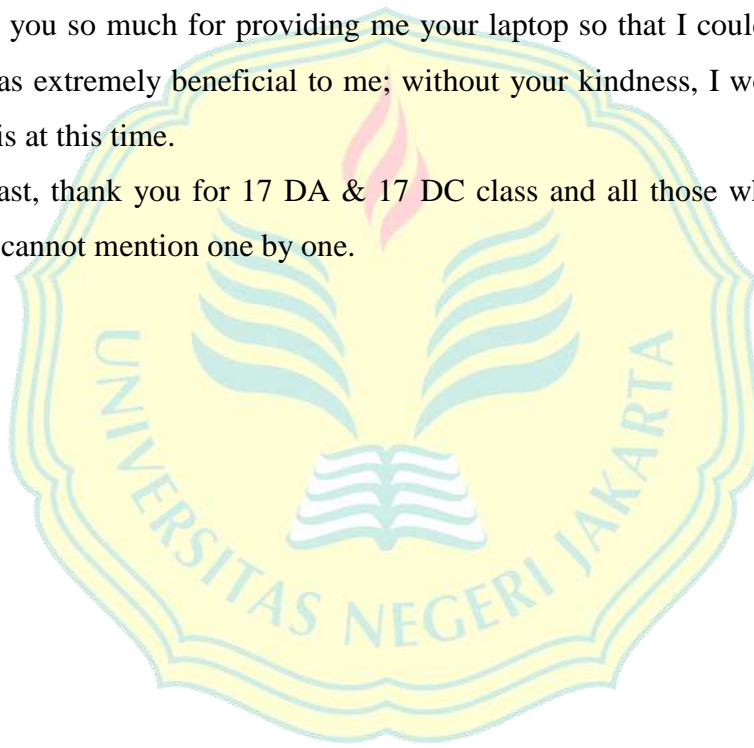
Kata kunci: keterampilan komunikasi, siswa sekolah menengah atas, materi pembelajaran Bahasa Inggris sebagai bahasa asing.

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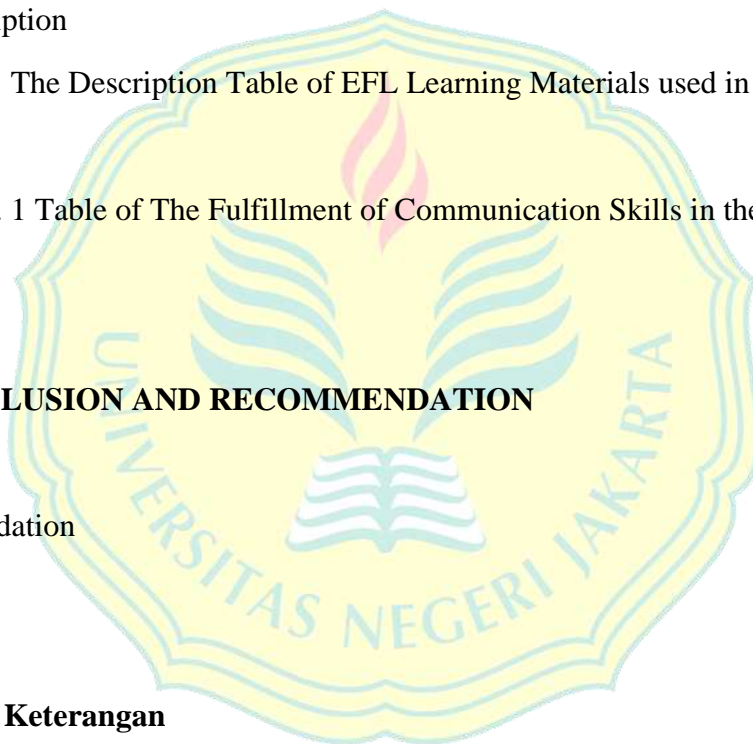


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