

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

21st century learning uses well known term called 4Cs (Critical thinking, communication, collaboration, and creativity) is four skills that has been identified as very important skill and needed for education in 21st century. According to the framework of 21st century skills for communication students is expected to communicate their ideas effectively by using oral and written media or technology. And for collaboration students is expected to solve the problem they found during learning as a group of teams. In Indonesia 21st century learning regulated in *Permendikbud Nomor 65 Tahun 2013* about standard process, model learning that primarily used in learning are Inquiry Based Learning, Discovery Learning, Project Based Learning, and Problem Based Learning which mainly engage in 21st century skills. *UU Sisdiknas, Nawacita* and *RPJMN Pendidikan Dasar, Menengah, dan Tinggi* also added two additional standards in accordance to curriculum policy and government policy, there are strengthening in educational character strengthening focused to character building and spiritual value.

Talking about 21st century learning skills there are some definition about it, Pacific Policy Research Center (2010) define 21st century learning skills as the ability to collect and/or retrieve information, organize and manage information, evaluate the quality, relevance, and usefulness of information, and generate accurate information through the use of existing resources. NCREL (2003) identifies broader 21st century skills as achieving 21st century learning through digital age literacy, inventive thinking, effective communication, and high productivity.

Joynes et al (2019) define 21st century skills as ‘new competencies’ which society is increasingly demanding of the existing workforce and, in educational terms, of the youth who need to be trained today for future jobs and careers. 21st century skills also have a framework according to Ministry of Education Singapore (2021) there are core values of the framework of 21st century competencies the core values are respect, responsibility, resilience, integrity, care and harmony. In facing 21st century era there are some competencies that we must have there are civic literacy, global awareness and cross cultural skills, critical and inventive thinking, leadership and responsibility, productivity and accountability, and communication and collaboration. As an english language learner and teacher, english is part of key subjects of 21st century learning. English Language Teaching in the 21st century learning should enhance students with life skills, among of them that most important are communication and collaboration. Communication & collaboration as a part of competencies of 21st century skills hold a very important role to be a must have skill in facing 21st century era.

Collaboration is the practice of working together to achieve a common goal. Collaboration is important because whether students realize it or not, they’ll probably work with other people for the rest of their lives. Virtually every job requires someone to work with another person at some point, even if it’s for something as simple as what to get for lunch. Practicing collaboration and teamwork helps students understand how to address a problem, pitch solutions, and decide the best course of action. It’s also helpful for them to learn that other people don’t always have the same ideas that they do. In fact, as students practice collaboration more and more, they’ll learn that they have almost none of the same ideas that others do. This can affect students in one of two ways. First, it could discourage them since nobody seems to agree with them that often. Second, it could embolden them because they realize they’re bringing something unique to every conversation. As a teacher, it’s crucial that you encourage students to look at themselves through that second lens. That way, students learn that they should speak up when they have an idea.

Communication is the practice of conveying ideas quickly and clearly. Communication is often taken for granted in today's society. In the age of text-based communications — SMS, emails, social media, etc. — it's never been more important for students to learn how to convey their thoughts in a way that others can understand them. That's because text-based communications lack tone, which is critical to understanding the context of someone's words. Still, even in situations where vocal tone is available, students need to learn how to communicate effectively. That includes minimizing tangents, speaking directly to an idea, and checking other participants to make sure they're engaged. Reading an audience — even if it's just two other people in a group discussion — lets students determine whether they should keep expanding on an idea or wrap up their point. Their audience could even be their family at dinner. The point is that as students practice communication, they become better at efficiently conveying an idea without losing their point “in the weeds,” so to speak. With communication locked down, students can streamline their ideas and make a positive impression on those around them. Still, it's important to note that communication isn't enough on its own to help students with 21st Century skills. To really succeed, students need to use all four of these skills together. Communication is arguably one of the most essential skills for any student. Today's prevalence of group projects, global teams, and remote employees makes communication more critical now than at the beginning of the 21st century.

Pacific Policy Research Center (2010) stated communication and collaboration skill sets refer to the ability of individuals to communicate clearly, using oral, written, and non-verbal languages, and collaborate effectively and responsibly with diverse populations. While education has focused on the fundamentals of good communication – speech, writing, and reading- the demands of social relations and global economy call for a much more diverse set of communication and collaboration skills.

Communication is arguably one of the most essential skills for any student. Today's prevalence of group projects, global teams, and remote employees makes communication more critical now than at the beginning of the 21st century. For the K-12 classroom, there have been many remedies for closing

the communication gap among administrators, teachers, parents, and students. Often, the most successful solution is the implementation of a learning management system (LMS). An LMS is a comprehensive teaching and learning platform connecting students, teachers, parents, and administrators. LMS is a one-stop shop for even more C's: content creation and curation, collaboration, and communication. It's a place where every person dedicated to learning can assess a student's progress on learning objectives and identify students who are falling behind in specific areas. Create space for students to collaborate internally within groups or externally with content experts in real time via technology, access apps for assisted learning for example, a student could playback their upcoming speech to the class and hear potential mistakes. Send in-system messages, such as a student's missing homework, a positive note home, or encourage student-to-student communication. Communication can be hard to differentiate from the other C's, but it comes down to concisely articulating a thought or idea.

Collaboration is closely related to communication. Group projects and global teams are most successful with effective communication and collaboration skills. In K-12 education, this means integrating technology into the classroom to allow voices and ideas from all over the world especially from students to collaborate and help teach. Send the message that collaboration is an expectation, not an extra. In addition to setting the example and building a culture that values and supports collaboration among students, it's crucial to provide plenty of opportunity for implementation. The key is in the planning for example, the Center for Teaching Innovation at Cornell University recommends the following: Establish ground rules and vet out assessment processes before beginning. Break down group work into stages and plan adequately for each part. Use team-building exercises, self-reflection strategies, and consider the use of written contracts to help everyone work efficiently and understand their responsibilities to others and themselves. Incorporate both peer and self-assessment into the process. Done right, collaboration is much more than "doing group work." As we emerge from an isolating time in our history, establishing an authentic, collaborative classroom culture will yield significant benefits for students. Most schools start by asking technology-savvy teachers to train others, but sometimes this is neither

realistic nor effective. With professional development programs, coaches and teachers can collaborate to create models for better and more effective use of technology in the classroom. Collaborating and communicating this way throughout a school, or even district, can level any discrepancies and strengthen organizational culture as a whole.

Teaching materials have been considered as an important component of English as Foreign Language (EFL) for a quite long time. Sugirin (2011) stated that teaching materials are an important means to achieve learning objective because teaching materials help lecturer in preparing learning activities and guiding learners in learning the topics both at school and home. With interesting teaching materials, learners will be able to generate new ideas, exchange information, simplify problems, and complete assignments well. In addition, the development of teaching materials also helps lecturers design an effective learning environment. Learning materials carry the methodological insight that shape language teaching and learning. Materials facilitate not only linguistics interaction but they let learners and lecturers engage in cultural interactions. As Tomlinson (2011) said that language learning materials must foster and lay the instructional, experiential, elicitive, and exploratory context for language learning. In this current era where the technology are quite advanced learning materials are also developed to be so many kind, lecturers can use digital books, mobile applications, podcasts, printed textbooks, e-learning platforms and other forms of instructional materials as a learning materials. Learning materials are also need to be keep updated and developed so it can further support the 21st century learning skills.

Thus, the aims of this research are to investigate the knowledge and skills of communication and collaboration from the English learning material *Bahasa Inggris Tingkat Lanjut* for grade XI that has been provided by the Ministry of Education Indonesia. In this study the writer investigating and analyzing how communication and collaboration are implemented in English learning material. This study focused on finding out to what extend are the indicators of communication and collaboration skills integrated in the existing English learning material in Indonesia especially the learning material that has been provided

officially by the Minister of Education Indonesia. Since integrated communication and collaboration in English learning is not yet taken to its full range of possibilities. Pešikan, A., & Lalović, Z. (2017) on their research on Montenegro also find that the problem why 21st century skills especially communication and collaboration is not yet taken on full range possibilities because teaching is still more content-oriented, and much less focus is being given to learning the contents or we can say learner-orientation, wordings of curriculum objectives and outcomes lack precision and clarity, and least present problem solving, information literacy, collaboration, responsible decision making, self-direction, citizenship and health and pursuing healthy lifestyles.

1.2 Research questions

Based on the problems, the research question of this study is formulated as follows:

- a) What communication and collaboration skill indicators are relevant and potential to be developed for grade XI of Senior High School students in Indonesia?
- b) Which communication and collaboration skill indicators have been integrated in the English Learning materials covered at *Bahasa Inggris Tingkat Lanjut* for Senior High School Grade XI?

1.3 Purpose of the study

This study aims to find out and frame the relevant and potential skills of Communication and Collaboration to be developed in ELT, and to analyze empirical data about the integration of indicators of communication and collaboration skills implemented in the English Language Learning Material. In short, the research purposes are stated as:

1. To find out the relevant and potential indicators of Communication and Collaboration skills proposed in the pertinent literature and references in the language education.
2. To find out the integration of indicators of communication and collaboration skills implemented in the English Language Learning

Material *Bahasa Inggris Tingkat Lanjut* for grade XI in Senior High School.

1.4 Scope of the Study

This study focused on the documents of pertinent literature on Communication and Collaboration skills as the references for 21st Century Education. And the English Learning textbook module *Bahasa Inggris Tingkat Lanjut* for grade XI Senior High School in Indonesia as the data source.

1.5 Significance of the Study

The result of this study is expected to provide an empirical data about communication and collaboration is being integrated and implemented at English learning classroom. Also, this study intended to give benefits both theoretically and practically. It can be used as a basic consideration for next researcher who are interested in developing similar study. This research can used as the source of information for the teachers. The result of the study will signify to:

1) Theoretical Contribution:

- a. This research provides identification and elaboration of the relevant and potential skills of Communication and Collaboration in the English Language teaching and Learning that might be useful for English teachers who are required to address and accommodate them in their English Teaching enterprises.
- b. The Identification and elaboration of the relevant and potential Communication and Collaboration skills 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 the relevant and

potential knowledge, skills and attitudes (competences) of Communication and Collaboration 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.

This paper is divided into five sections including the introduction on the first chapter which consists of background of research, the problems, the purposes, the scope of research and significances; on the chapter 2 is the literature review, the methodology is the third chapter consisting of the method, time and place, data, data source, data collecting procedures and so forth; the findings and discussion is chapter 4, and the last section is conclusion which consists of the summary of research. The findings of this research are still required to be investigated deeply on the forthcoming research whether this related to implementing communication and collaboration in English learning.