

CHAPTER I

INTRODUCTION

1.1 Background of Study

In the 21st century education, Education becomes an essential part of human life. Education is a strong device in developing the knowledge, skills, attitudes and values which encourage the big impact towards the establishment of sustainable future. It is also supported by education in 21st century focuses on preparing human being to tackle the complex global challenges ahead such as resilience, responsibility, risk-taking, creativity, competition, and knowledge-based do not only relies on students' outcomes anymore. Besides, according to education in 21st century the concept of 4C skill which includes communication, critical thinking, and collaboration and creativity skill. According to Saleh, (2019) the nation of 21st century skills was developed in 2007 in USA as a seek to improve education outcomes to prepare USA citizens for the demands of 21st century occupational.

Integrating 4C skill in classroom is really important. According to Davila, (2016) applying 4Cs in the environment of learning changes the role of teachers in classroom. Teachers are not being a central of learning anymore but teachers become facilitators during teaching and learning proces. In this circumstance, the students become active and responsible for their own learning process (Santosa, 2017). Besides, Kurshan, (2017) emphasizes that students have to possess various skills because employers over a massive various industries increasingly call them. Having 4C skill acknowledge people to prosper in the new economy since they

help people: a) access, synthesizes, and communicates information, b) work collaboratively over differences to solve complex problems, and c) design new knowledge through the innovative use of various technologies (Ledward, C., & Hirata, 2011)

In Indonesia, 4C skills have been implemented by the Ministry of Education and Culture of the Republic of Indonesia to mature the revised curriculum 2013 for elementary, junior high school, senior high school, and vocational school. Many EFL countries had also integrated 4C skill one of the skill is communication skill in English classroom and brought many benefits for EFL learners.. From the four skill of 4Cs communication skill the integration of communication skill in the curriculum require a change in the materials that are the methods of teaching used an being taught, and the assessment strategies being employed (Saleh, 2019).

In learning English, being able to communicate using English become the main goal of learning English itself. As stated by Xi-chun, S. & Meng-jie, (2015)evolving students learners' ability to communicate in the target language is the mean of language teaching and learning. Fandiño, (2014)states that students' communication skill is required because students need to express their thought and succesfully using oral, written and non-verbal communication in classroom. That is why communication as the third skill of the 21st century and currently its integration in EFL classrooms becomes essential.

In integrating communication skill in classroom, teacher can use varieties of communication activities. Others communication activities can be applied for this purpose such as role-play , oral presentations, group work, pair work, discussion, games, class circles, countdown, and word association, (Patterson, 2016) these activities should be consist or involved interesting topics for students in the purpose to gain their motivation to participate actively. Besides, buildup effective interaction and communication in the EFL classrooms have to use different communication strategies such as ‘*achievement*’ and ‘*reduction*’ strategies(Cervantes, C. & Rodrigue, 2012). Thus, it can be said that developing EFL learners’ communicative competence cannot be acquired if teachers do not implement more communicative and interchangeable teaching.

As we know in teaching English as a foreign language, teacher need to carefully design the teaching and learning process in their lesson plans. Lesson plan is essential in helping teacher to design suitable and proper activities and select effective materials in order that student learning is aid to success(Jantarach & Soontornwipast, 2018). Lesson plan also helps the teacher to integrate teaching components and put them into practice. Furthermore, Celce, (2001)Saidall teaching an subject require components that are include in a plan an its enables to make student to learn an lesson planning is the reflections of the teaching quality an achivements.

By looking at the importance of integrating communication skill and having lesson plan in classroom, this study was intended to explore how English

teachers in public school in Singaraja integrate communication skill in their lesson plans.

1.2 Problem Identification

English teacher in 21st century is required to integrate communication skill in classroom. It is believed that integrating communication skill in classroom helps students to become autonomous learner and prepare them for facing challenges in the future. Many English teachers still have low awareness on integrating 4C's skill especially communication skill in classroom. Most of them focus on teaching grammar instead of helping the students to acquire communication skill. That is why this study intended to explore how English teachers in public school in Singaraja integrate communication skill as an essential skill in language learning in their lesson plan.

1.3 Research Questions

1. What are the characteristics of Communications skill which appear on the teachers' lesson plans?
2. How do the teachers integrate Communication skill in their lesson plans?

1.4 Research Objectives

1. To figure out the characteristics of Communications skill which appear on the teachers' lesson plans.
2. To find out how EFL teachers integrate Communication skill in their lesson plans.

1.5 Limitation of Study

Because of the limitation of time and cost, this study merely focused on the existence of communication skill in EFL teachers' lesson plans. The curriculum used in implementing communication skill was the revised curriculum 2013 (K13). Besides, this study was limited on the number of subjects. This study involved three English teachers from three Senior High Schools in Singaraja, Bali.

1.6 Significance of the Research

The results of this study are expected to give significant benefits in terms of theory and practice, as:

1. Theoretical Significance

The result of the study is expected to add literature and give contribution to the development of education. It is also likely to give insight into Communication skill in teaching English as foreign language.

2. Practical significance

a. For the teacher

Practically, the result of this study is on purpose to give a meaningful benefaction to English teachers to obtain a deeper understanding and knowledge about Communication skill in 21st century learning. Moreover, from the result of this study, the teachers

can reflect and evaluate the implementation of Communication skills in their lesson plan.

b. For the students

The result of the study is expected to be assistances for the students to reflect on their Communication skills as well as their understanding of the Communication skills in learning. Furthermore, the result is also expected to give insight for the students of the 21st century skills in learning.

c. For the other researcher

The result of the research can be other sources or guideline when conducting the further research. Beside that the researcher wants to support other researchers who want to have extra information related to the existence of communication skill in EFL teachers' lesson plans.

