

ABSTRACT

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DEVELOPING STUDENTS' COLLABORATIVE SKILLS: BENEFITS AND COMPONENT SKILLS NEEDED

(viii + 21 pages)

Collaborative skills are essential for students to own in this 21-st century which is very competitive. Practicing collaboration needs to be applied wisely to gain the positive impacts and minimize the negative ones. If the classroom provides collaborative environment, students can learn more enjoyably rather than learning in a competitive class. Thus, the aims of writing this paper are to analyze the importance of implementing collaborative skills and the component skills needed that can support the effectiveness of collaboration. This paper uses a literature review method which shows collaboration helps the students to develop cognitive and social skills. Besides that, students also practiced seeing their fellow friends as God's precious creation while collaborating. In addition, to support the effectiveness of collaboration which involves students' diversity, there are some skills needed to be practiced like negotiation, conflict resolution, open communication, perspective taking, and self-regulation. These skills are aimed to help students to respect, love, appreciate others, and control themselves when interacting with others. Suggestions that can be given for future researchers are to: (1) examine how teachers' rules and procedures support the implementation of the collaborative skills and (2) dig more about other skills needed in effective collaboration.

References: 50 (1986-2023).

ABSTRACT

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THE IMPLEMENTATION OF VISUAL AIDS TO SUPPORT K1 STUDENTS IN TAKING TURN IN ONE PRIVATE SCHOOL IN JAKARTA

(xi + 23 pages: 2 tables; 11 appendices)

Instruction is something that is inseparable from young learners. To make sure that the information is well received, teachers and students need to collaborate by taking turns in speaking and listening. By doing so, they practice respect and consider others as God always wants humans to do. However, based on the researcher's observation in an international private school in West Jakarta, students in grade K1 still found it hard to focus and follow instruction, especially instruction to take turns. Thus, the researcher implemented visual aids, such as talking sticks and response cards to attract students' attention. The aim of writing this paper is to describe and analyze the way of implementing visual aids and the impact on young learners' taking turn skill. The method used for this research is qualitative-descriptive method. The results show that the use of attractive visual aids with simple instruction in which the teacher still took control of it could help students to pay attention. Meanwhile, the complexity of applying visual aids and the teacher's lack of clarity could make the implementation ineffective. The researcher suggests that future researchers review again the visual aid that will be implemented whether it fits young learners' needs or not.

References: 53 (1979-2023).