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Teaching English Learning with 3 Cs to Improve Students' Life Skills in the 21st Century

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Abstract

21st-century learning is an activity that is faced with the fact that learners' English learning and learning activities need to be approached within the framework of critical, communicative, and collaborative (Cs) thinking in responding to circumstances and realities. This study aims to investigate learners' perspectives on English learning and how learners learn through English learning and explore teachers' views on English learning patterns with 3 Cs frameworks to improve 21st-century life skills at the junior high school level. Generally, this study was to map the learners' and teachers' points of view on the implementation of 3 Cs in teaching English in a wetland area. This study has significance for enriching the learning model on 3 Cs in English teaching at the senior high school level. This study was designed to tabulate all learners' and teachers' views on English language learning based on the 3 Cs skills. The research was classified descriptive qualitative. The instrument used was a questionnaire to present facts in the field regarding learners' and teachers' views on English language learning with 3 Cs framework in a wetland environment to improve 21st-century life skills. The results showed that 3 Cs framework encourages students' learning achievement in learning English both actively and passively. Student' ability to invite students to recall what has been learned in the previous meeting, answer trigger questions, learn variably, work in groups, communicate, and use river text as a topic. Both teachers and students have their ways of understanding the learning process in the wetland space. As a result, learners in the wetland can adapt to their environment critically, communicatively, and collaboratively. These learning stages become the design of a 3 Cs framework in the English learning model. By having this material, students are expected to be familiar with applying the values of 3 Cs frameworks in English learning of wetland areas.

Keywords: teaching English, critical thinking, communicative, collaborative, wetlands
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Introduction

Each of us should be adaptive to the change. The change in the way of thinking and responding to the issue determines the ability to solve the problem. Each change is the result of responding to the issue and how we treat the problem. It implies that the need for a framework of thought that is in line with the facts must be stated. The 21st century, which is synonymous with rapid change, should be viewed as a time where everyone can move quickly. Rahmad (2021) and Cannavaro et al., (2024) say that the 21st century is meant as an era of disruption with very rapid and dynamic changes. Changes occur very quickly; each person should make fast-paced adaptations. Adaptation means flexibility and flexibility in accepting every fact and reality. We must be open and open to every change while still relying on the advancement of civilization. When it comes to language, students should be able to respond quickly to questions while they are learning something. The ability to learn the language should be learned and practiced as well as possible. Learning a language, English is not enough to learn itself in the process because it does not solve the problem of achieving the learning goal. It should involve other skills to accelerate the learning process. To be successful in learning English, learners should use their minds so that the issues in language can be learned critically, communicatively, and collaboratively.

One benefit of using critical thinking skills in English language instruction is that students can acquire the language by asking questions that are thought to be challenging to answer and resolve in class. With the teacher and classmates, the discussion happens so that there is a dialogue (Raj et al., 2022; Altun & Yildirim, 2023). The skill of communication is also trained by students so that the function of language in the class stands for (AL-Garni & Almuhammadi, 2019; Rahmaniawati & Suparman, 2020; Some-Guiebre, 2020). The other component of the learning process is togetherness, which is known as collaborative skills; collaboration is necessary for pupils to succeed in learning English (Loes, 2022; Qureshi et al., 2023). In line with this, Banjarmasin, which is located in South Kalimantan, Indonesia, is a space that needs space for dialogue because this area has extraordinary potential that needs to be explored. With its wetlands and reputation as a thousand-and-one-river, Banjarmasin offers resources for the growth of possible regional interests. Raising the position of wetlands with critical, communication, and collaborative skills is a bargaining position so that our wetland environment can become a source of knowledge and new learning experiences. In the context of education and learning, students are expected to be able to get acquainted with wetlands so that they are deeply rooted in the roots of their locality as a wetland environment. They explore the natural resources in their surroundings and live and interact in the wetland environment. The demand to adapt to changing times is expected to be balanced with learning patterns that must be introduced and familiarized with students' lives.

However, it is not enough to simply explain what a wetland is. Learners must be familiarized with critical, communicative, and collaborative language learning to present a lively Banjarmasin space and its pedagogical meaning. Learners in school should have the soul and reason to appreciate the wetland environment in articulating language with a critical, communicative, and collaborative perspective. The reality of rivers, houses on stilts, and the like is the face of Banjarmasin's wetlands. By applying a critical, communicative, and collaborative thinking framework, various problems and potentials of Banjarmasin City can be a source of learning to produce meaningful learning. This strengthens the learners' capacity to develop themselves as learners. By using Banjarmasin as a learning resource, learners are more critical of their

environment, communicative, and collaborative in finding alternative solutions to problems. This is part of the effort that needs to be done continuously to be able to explore the potential and value of local wisdom as a work to maintain self-identity.

Numerous earlier research have been carried out in an attempt to maximize Banjarmasin Wetlands' potential to raise student proficiency. The research is about critical thinking (Li & Liu, 2021; Aufa et al., 2021; Novitaningrum et al., 2020; communication skills (Cloudia Ho, 2020; Farooq, 2015); collaborative skills (Lin, 2023; Normawati et al., 2023; Alahdal & Al-Ahdal, 2019); and environmental characteristics of wetlands (Febriyanti et al., 2022; Sakerani et al., 2022; Amelia & Chandra, 2021; Aufa et al., 2021; Taqwiem, 2020). Such studies were researched separately so it is important to combine such issues into one integrated topic into the importance of combining critical thinking, communicative, and collaborative skills in English language learning in wetland environments, considering that there is no complete research that examines this.

Because of the demands and difficulties of the modern world, students are encouraged to acquire the abilities that future instructors at schools situated in wetland regions need. The integration of such skills is needed to overcome various life problems that are increasingly complex and diverse when students are in the reality and facts of life (Alhamuddin et al., 2022; Asrizal et al., 2022; Zhaksylykovna et al., 2022). This study aims to investigate learners' perspectives on English learning with critical, communicative, and collaborative frameworks, how learners learn through English learning with critical, communicative, and collaborative frameworks, and explore teachers' views on English learning patterns with critical, communicative, and collaborative frameworks to improve 21st-century life skills at the junior high school level.

Literature Review

Critical thinking skills are the key to answering changes. We can read the conditions and opportunities that pave the way for change and progress (Sutoyo et al., 2023). Critical thinking means that each of us should be able to position ourselves to be able to dialectic with change and reality. After finding opportunities and chances, we are asked to be able to communicate what must be communicated to become material for dialogue to fulfill interests in any context. In addition, it is not enough for us to stop at critical thinking and communicative skills, collaboration to achieve common interests also needs to be carried out as a milestone for the work of change.

What is in the common interest should be the subject of collective thinking, critically examined to find a bright spot for the directin of future sustainability. We communicate in an open and constructive space. Collaborative dialogue in discussion forums is the solution to the prevailing issues. Critical thinking becomes the framework of life in reading and understanding every reality. Everyone thinks in their own way, but different ways of thinking will be in the two main currents of both inductive and deductive to be able to provide an assessment of reality, take a stance to decide on a problem that is being handled to solve the problem (Jensen et al., 2021; Lira et al., 2022; Wulan & Ilmiyah, 2022). In the context of language learning, learners need to have critical thinking skills so that what is being learned, faced with a problem in the classroom or outside the classroom, can be patterned to formulate problems, solve problems, find solutions, formulate conclusions, make calculations of possible decisions independently (Raisa et al., 2022).

The critical thinking paradigm enables them to read and understand issues that may emerge both within and beyond the classroom. (Alam, 2022; Chusni et al., 2022).

Communicative is a reflection of one's ability to convey messages both verbally and orally. The learner's skill is able to convince everyone who receives it without having to be forced to think and think complicatedly (Kurnaz & Özbay, 2020). . Effective communication is predicated on efficacy, efficiency, and alignment with the objectives that constitute the ultimate goal (Lani et al., 2022; Sumaiya et al., 2022). Communication skills involve the proficient use of grammar, sociolinguistics, discourse, and good delivery strategies (Arana, 2022; Cui, 2022). In this case, communication is key for learners to be able to communicate effectively and efficiently (Cui, 2022; Zeeshan et al., 2022). A learner should train to have such skills.

Collaborative is a way of seeing and understanding everything in terms of working together to achieve common goals and interests. When this relates to educational activities, everything must work together and promote the idea that all students are there to support, encourage, and be there for one another as they grow. When an issue arises that might require group discussion, everyone collaborates to find a solution. Collaborative learning is needed in this context (Hua, 2022; Liu & Lin, 2014; Munahefi et al., 2018). In a collaborative learning approach, everyone has their role and cannot be separated from one another. Every member of the learning group is aware of and fulfills their duty (Gopinathan et al., 2022; Nahar et al., 2022). Collaborative learning brings all learners together with the teacher to recognize each other's roles. Learners play a role in their group and the teacher facilitates and directs so that the goal can be achieved properly.

Based on the explanation of critical thinking skills, communication skills, and cooperation skills, these things have a strong forerunner to foster and build the collective energy of learners in the context of caring for the Banjamasin environment which is classified as a wetland environment. Learning English as a foreign language should be brought closer to the interests of the locality so that English has a close locality with the interests of wetland promotion. Critical thinking skills that are trained through English learning and supported by good English communication skills make it easier for learners to learn English while recognizing the locality of Banjarmasin as a wetland area. The collaborative learning approach practiced is expected to foster the educational goals of language learning to be better and directed in accordance with the interests of English education and learning.

Research Method

This study was designed to tabulate all learners' and teachers' views on critical thinking, communicative, and collaborative skills-based English language learning in a wetland environment in which the situations of English learning experiences appear during the learning process. The research is called descriptive qualitative.

A questionnaire was employed as the instrument to gather data on the opinions of teachers and students on teaching English in a wetland setting using a framework of critical, communicative, and collaborative thinking in order to enhance 21st-century life skills. The question type is an open question for teachers in which the respondents write their views about 3 Cs in English language learning in a wetland environment with sixteen (16) questions. The question type for students is closed with eleven (11) questions and open with eight (8) questions. The instrument was validated through peer debriefing. Peer debriefing's primary goal is for researchers to ask another qualitative researcher to assist in analyzing some crucial data samples. The second step is member checking

to guarantee the study's validity, accuracy, and trustworthiness (Uri & Aziz, 2018: 174). All of their views were recorded in the questionnaire sheet results by highlighting the keywords of 3 Cs views in a wetland environment.

Six teachers and 177 pupils were chosen using the purposive sample technique from the population of three junior high schools to serve as respondents. Each school consisted of 59 students and two teachers either male or female equally.

The data collected was then subjected to manual coding (Saldana, 2013) to categorize the data in accordance with the interests of data collection. Categories of learners' and teachers' views were grouped separately. All of the chosen data that matched the study objectives was shown and prepared for analysis throughout the manual coding process. After the data were arranged according to categorization, content analysis was carried out (Krippendorff, 2004) to answer the problem formulation. Each finding was interpreted based on context so that the finding has meaning and significance to the research problems proposed. Therefore, interpretation in content analysis is based on looking at messages in different situations and drawing conclusions as to the cause of a message to answer the question of why the message "content" appears in a certain form.

Findings

This finding results from recording the learners' perspectives on English learning with 3 Cs and teachers' views on English learning patterns with 3 Cs frameworks to improve 21st-century life skills at the junior high school level.

Critical Thinking

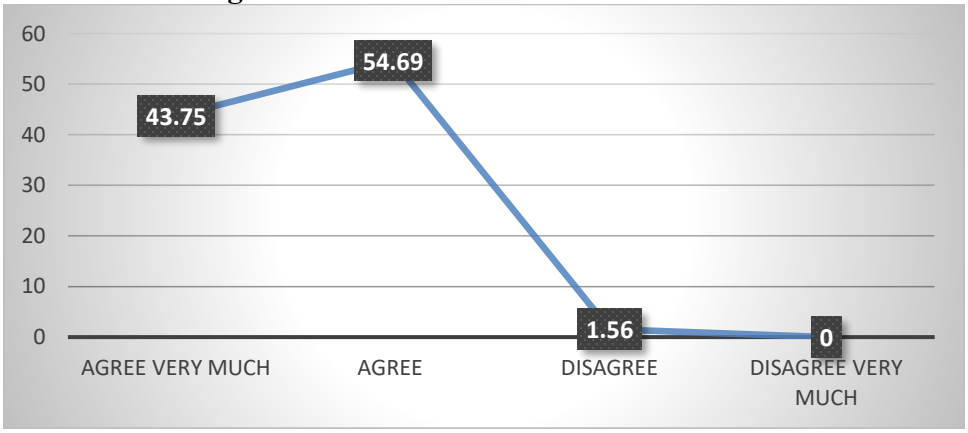


Figure 1. Learning English starts by recalling what is learned in the previous meeting

The data obtained shows that participants are encouraged to start the classroom lesson by encouraging each of them to remember what they have learned. Remembering what was learned means that they need to have a high memory of the learning material in the previous meeting. An effective way of learning is by recalling what has been learned so that this condition makes it easier for students to continue the topic at the next meeting. They argue that when the teacher asks the students to recall the previous material, it aims to connect the past and present to create an effective learning dynamic and achieve the learning objectives.

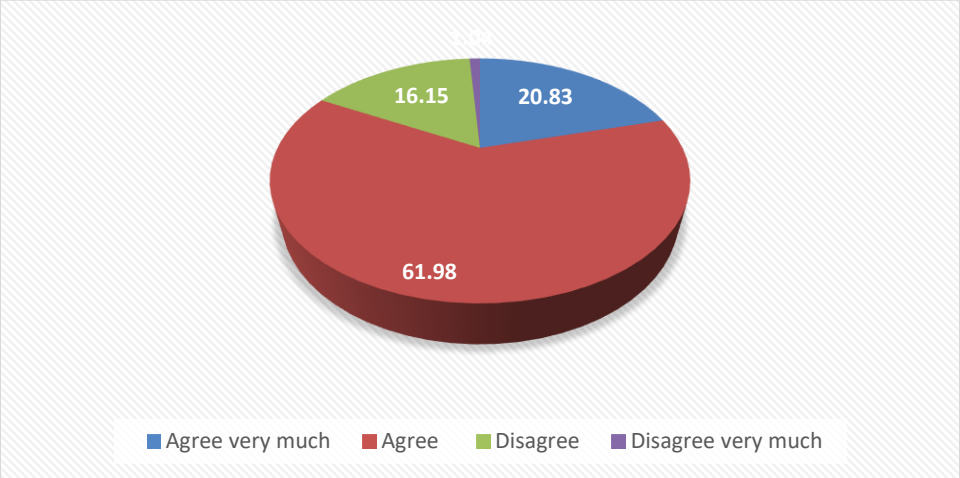


Figure 2. Learners share what they have learned

This data reinforces that prior learning experiences can be shared in class with peers. The sharing of learning experiences and memory of the topic of the previous meeting enriches the learning experience during class so that there is meaningful interaction in learning. Sharing learning experiences is the reality of experiential data that introduces and strengthens knowledge understanding of the topic being studied. According to the students, exchanging experiences enriches the repository of information and educational opportunities. Therefore, What they discuss in class serves as a forum to improve comprehension of the subject and enhance the educational process.

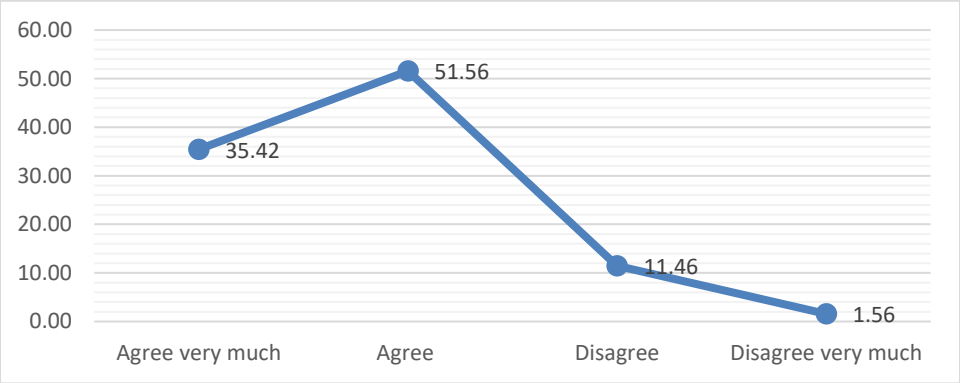


Figure 3. The lesson begins with a triggering question to the students by introducing Banjarmasin as a city surrounded by many rivers

According to this evidence, the instructor should begin the session with a triggering question that seeks to investigate students' prior knowledge and instill critical thinking skills in order to make them aware of the challenges they encounter. Introducing students to the river life in Banjarmasin is part of the educational effort so that they can come to know their surroundings more deeply as a city surrounded by many rivers. Critical thinking skills should start with simple questions that encourage them to think deeply. Bringing them closer to their surroundings provides a platform for students to identify and map any problems in their area.

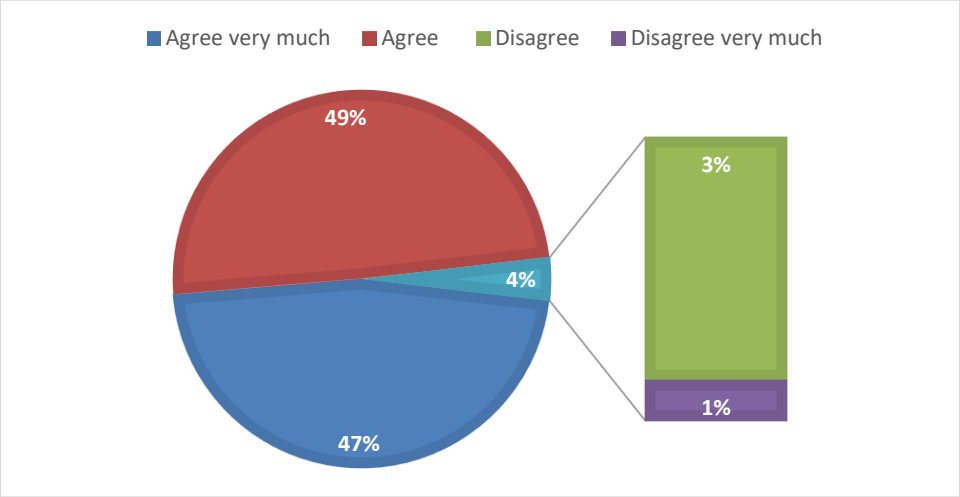


Figure 4. Learners are given time to answer and ask questions again

This data reports respondents' views that during the learning process, learners are given time for question-and-answer sessions so that in this session they can ask questions related to issues and topics that are not understood during the lesson. Participation and activeness of learners in learning, asking and answering questions are part of a series of learning activities carried out as an effort to make the classroom a place for students to learn, develop themselves, increase their capacity as active learners in the classroom, always become individuals who like to ask and answer when question and answer sessions are facilitated. Indicators of students' ongoing development and self-improvement include their continued participation in class and dissatisfaction with the education they have received. They tend to be given a long time to think about answering questions and asked to question when there are problems they don't understand.

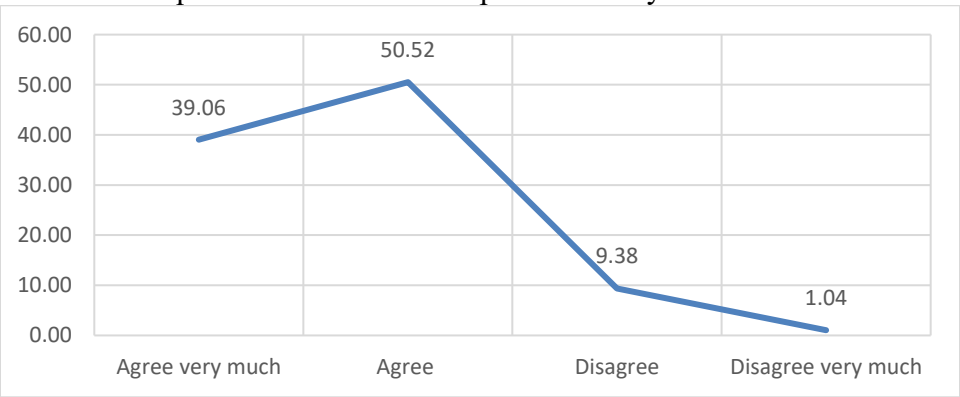


Figure 5. Question and answer session between the teacher and students

The data shows the importance of question-and-answer sessions between teachers and students. Students view the need for a question-and-answer room so that the process of asking and answering occurs. What needs to be emphasized in this context is that question-and-answer sessions are required to explore critical thinking skills. Indicators of students' ongoing development and self-improvement include their continued participation in class and dissatisfaction with the education they have received. The question-and-answer room is part of the

effort to foster critical thinking skills. Students learn to organize thinking patterns so that they are sensitive to facts and reality. The question-and-answer session becomes a forum for strengthening self-ability, placing themselves as subjects who process in such a way.

Communicative Learning

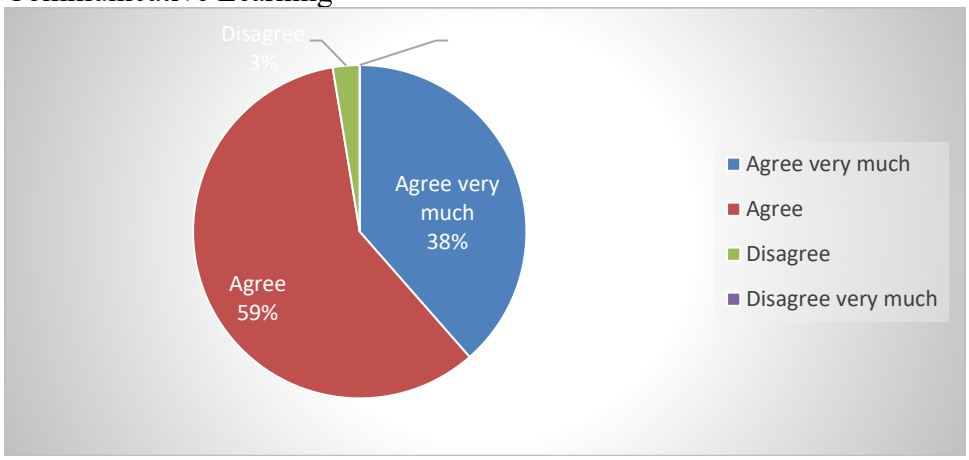


Figure 6. Communicative teacher-student interaction

The recorded data shows that learners perceive the importance of communicative teacher-student interactions. To enable students to bring dialogical management to reality, teachers must oversee this talent. Through this managed skill, communicative teacher - student interactions encourage the creation of a good learning process. Communicatively managed student-teacher interaction is an important note for the development of dialogic learning. Students argue the need for the presence of learning based on student-teacher interaction. Therefore, Teachers must demonstrate their capacity to facilitate engaging and communicative learning dialogues.

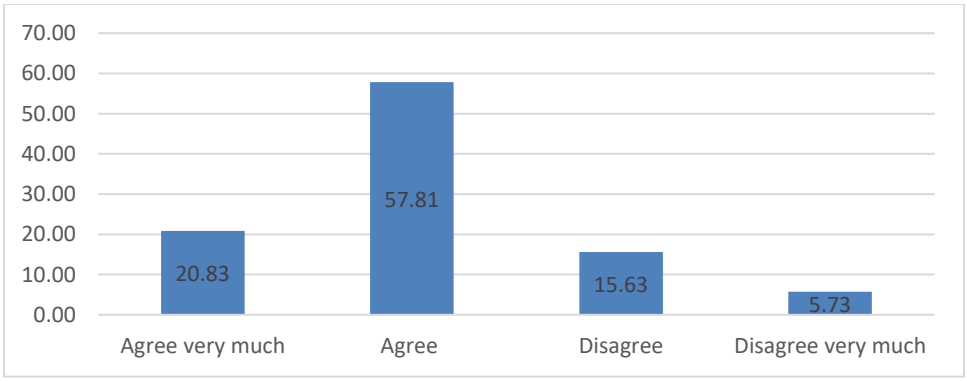


Figure 7. Students are asked to reexplain the material that has been learned

The data shown in this context is that each learner is asked to explain back what has been learned. According to the responders, each learner's capacity for communication is the ability to explain back. The ability to communicate is a skill that contributes to the importance of each of the learners to be able to place themselves easily and convey messages orally. Communication skills are the capital that learners need to master to interact with others as fellow classmates. The ability to communicate proves that each of them is present to exchange ideas, and give feedback

to each other on the topic being discussed. Therefore, the ability to re-explain the material learned can be analogous to the ability to speak. This skill is the ability to be able to do conducive and constructive communication work.

Collaborative Learning

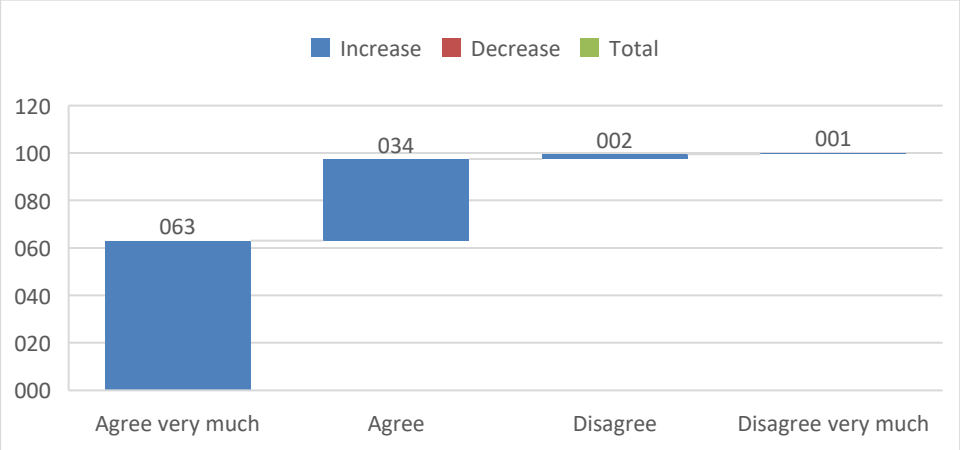


Figure 8. Varied and interesting learning

According to students' perspectives, learning should be engaging and varied. This research highlights the necessity for teachers to create lesson plans and learning activities. The more interesting the learning design that is prepared and implemented, this provides a learning atmosphere that encourages learner involvement in the classroom. The more varied the learning media and strategies that teachers prepare and implement in the classroom, the more diverse the learning atmosphere, according to the needs of each learner. An interesting and varied learning design creates a collaborative learning weather for learners. Each of them can complement and strengthen each other to be able to achieve the learning goals and targets to be addressed. Learning designs that are engaging and diverse demonstrate how sensitive teachers are to each student's needs and interests so they may grow and develop as individuals. Generally, they strongly agree with the presence of interesting and diverse learning designs.

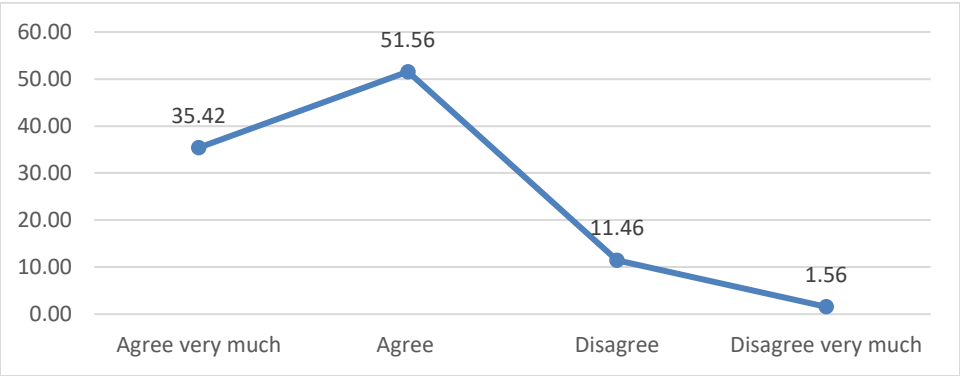


Figure 9. Learning involving students in groups

The data shows that the learning process involving the students in groups has the main role of forming the students' discussion sharing. The student's involvement in a group triggers them to be able to work together in discussing an issue or any issues to solve. Such activity also pushes them to share their ideas and experiences in looking at an issue or any issues. Consequently, there is a dynamic in the class and it is very important to make the group glue in brainstorming and facilitating all members in a group to strengthen each other in the context of learning collaboration. The weak students in idea sharing and experiences will be sharpened and supported by the strong students in their ideas and experiences. It indicates that group learning involves not only mental skills but also teamwork in the classroom.

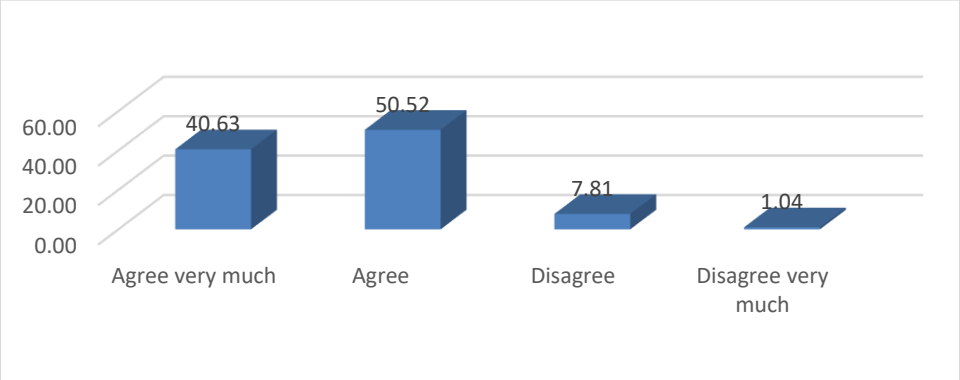


Figure 10. Completing group tasks according to topics and problems together by discussing

The data shows the students' views that they should complete the task in groups by discussing. Completing tasks in groups encourages each learner to be able to process in such a way. Encouraging each learner to be able to complete tasks in groups is a note that needs to be turned on so that there is an educational process that is managed in such a way. Learners argue the need to complete group tasks. By carrying out group assignments and students, they can be directed to write according to the chosen topic and analyze the problem together by discussing. The skill of completing group tasks becomes part of collaborative learning so that each learner can discuss topics and problems together.

Integration of Local Context

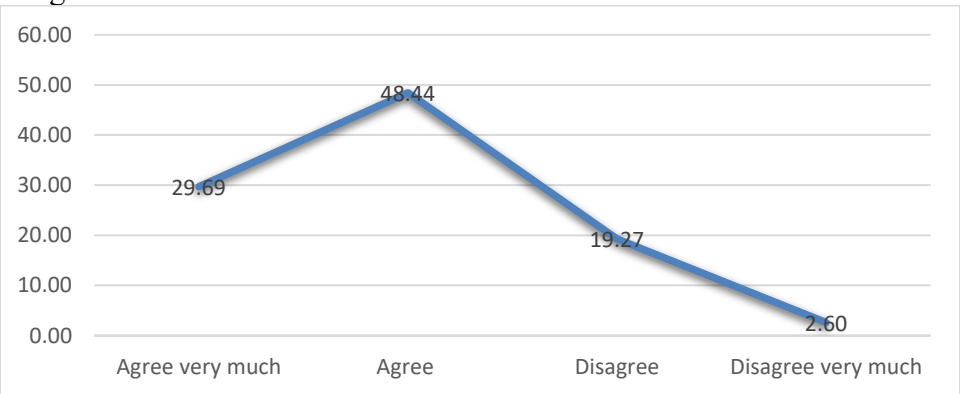


Figure 11. Ecological and river education is included in English subject

The data obtained shows that learners have a strong desire so that the ecological education and rivers become a part of the English subject topics. Topics on ecological education and rivers provide learners with the knowledge and experience to make them environmentally sensitive. Inserting the topic of rivers and ecological education is a source for them to be involved in enriching life experiencesStudents can develop a strong environmental awareness of the value of preserving the environment by studying ecological education and rivers. The respondents thought that ecological education and rivers are important materials in English courses so that they can get to know environmental issues more closely, in addition to learning and studying English.

Table 1. *Teachers' views on critical thinking and communicative learning*

No	Critical Thinking English Learning Scenarios	Implementation of Critical Thinking in English Language Learning	Communicative Learning Implementation Strategy
1	Learning materials allow students to express ideas or thoughts on viral issues in their daily lives. The delivery of material is more emphasized on discussion and problem solving. Interactive classrooms need to be prepared so that students can be active during the learning process	Giving a triggering question	The methods are varied and communicative; Authentic teaching materials and there needs to be feedback
2	Subject matter makes students give or express their ideas/thoughts on a situation that is "viral" in their daily lives. In delivering the material, more emphasis is placed on the use of discussion and problem-solving methods. An interactive classroom atmosphere needs to be prepared so that all students can be active during the teaching and learning process.	Familiarize students with asking questions or providing responses to material that will or has been delivered. Students are asked to respond to things around them that are still related to the learning material. Teachers and students jointly concluded the learning on that day.	Teachers should be able to use strategies that make students actively communicating, such as using questions, group assignments that require them to make presentations in front of the class
3	Materials relate to life today	When delivering learning materials, teachers are accustomed to asking questions to students by giving responses to the material to be delivered. For example, students are asked to respond to things that are around them, but still have a relationship with the learning material and the teacher and students need	Providing understanding through examples in books

	to jointly conclude the day's learning.

Table One says that it is important to use discussion and problem-solving model to drivee the students active to think. While the teaching and learning activity take place, the students are guided to express their ides or thoughts based on real problem. Consequently, they can be aware on what happen. Besides that, to support the learning process to achieve the goal, the teacher uses a variation of strategy such as giving a question aimed to dig their knowledge and experiences relating with the issue proposed. Group assignment is also effective to consider to use considering need in the class so that students can share their problems and strategy to solve the problem by learning to communicate among them.

Table 2. *Teachers' views on collaborative learning*

No	Collaborative English Learning Model	Implementation of Collaborative Learning in English Language Learning
1	Learning objectives, materials, and activities, and the role of teachers must be adjusted	Defining goals, activities, and provide sufficient and relevant resources
2	To test the ability to work together between students in responding to a problem, teachers must prepare the material given and be around the students and provide the elements of language that students need to express their opinions	Giving a group assignment is the right one to give. This is followed by the topic of procedure text where students in groups convey what needs to be done or made in order.
3	To build cooperation between students in responding to a problem, teachers must prepare materials around students and provide the language elements needed by students to express their opinions	Providing opportunities for students to share ideas
4	Inserting a question or game	Providing a picture/situation and ask students to work together to explain

Table Two states that collaborative learning model supports the achievement of learning English language. Through this model, the students are guided to work together, give feedback each other. Among them, each role between students and the teacher, the process of learning in the class run rightly because all of them have their awareness to conduct their responsibility. It means that building cooperation needs the students to be able to hold their task well. The teacher should find the material around their environment and insert the language elements needed by the students to express their ideas through English. Learning collaboratively in language means that all students learn to express and practice their language skill in communalism in which all students with their teacher attend to use their English language as the tool for communication.

Table 3. *Teachers' Views on Learning Strategy toward river through critical thinking skill*

No	English Learning Strategy by Introducing River	Critical Thinking Learning Model in English subject by Introducing River
1	Problem-solving-based, a project about daily life, concept map, river relation, and community	Developing critical thinking skills, courage, questioning, and discipline

2	Seeing the potential of the city of Banjarmasin and students are asked to compare it with the potential of other regions so that they find their own answers to what they pay attention to	Introducing students to the surrounding environment such as the Sultan Suriansyah Mosque and being asked to learn about the origin of the environment
3	Students are given the opportunity to make plans for the condition of the region	Conducting study tour
4	Give students the opportunity to describe their environment	Displaying several objects of Banjarmasin, giving questions

Table Three informs that teachers hold the importance of enhancing river through critical thinking skills while learning English language. Critical thinking skills in the river means that students criticize the environment of river, ask any questions, and analyze the problems in river surrounding. Banjarmasin known as the thousands of rivers needs to be a topic in English language learning. The subtopic that can be discussed deals with the river is the river dirt and this evokes the question such as factors of river dirt causes. Therefore, the students need to see the potential of the city of Banjarmasin compared with the potential of other regions so that they find their own answers to what they pay attention to. Besides that, students have the opportunity to make plans for the condition of the region and describe the environment. Their way of thinking, analyzing the problem, and giving solutions to the problem should be driven to use the English language. The advantage is that the learner learns to use critical thinking and also learns to use the English language in learning activities.

Table 4. *Teachers' Views on Communicative and Collaborative Learning Model*

No	Communicative Learning Model	Examples of Collaborative Learning Model
1	Focusing on language, collaboration, improving speaking skills and motivation	Improving learning experience, social skills, motivation, theory in practice
2	Developing learning procedures in language skills. Asking students in groups to convey something about their area, in addition to adding insight also to develop language skills	Collaboration with teachers and peers has a great possibility of adding to students' insights. Through the experience of learning together, they can gain a better understanding of their own environment from the perspective of their peers.
3	Adding environmental insight to students	Every student has an opinion individually
4	Students can share new ideas and knowledge	

Table Four signifies that the attendance of communicative learning model drives the students to use their English-speaking skill to narrate their experiences they see in oral language and it helps them to train their speaking skills. The teacher also facilitates the students to be able to speak through their level of speaking ability step by step. All sources in their environment are the material to speak so that the student does not lack material to discuss and convey. Learning to speak through the communicative learning model helps and accelerates the students' learning process, in addition to learning to recognize and analyse the surrounding environment in the river area. With the

collaborative learning model, this condition makes it easier for all students to learn from each other and strengthen their English proficiency.

Discussion

The English learning conducted with critical thinking, communicative, and collaborative models contributes to the learning process achieved by students in the class. English learning with a critical thinking approach has meaning and impact on the way students perceive reality and provide interpretations of reality (Li & Liu, 2021). Any English language learning based on critical thinking needs to be referred to as a learning model that opens students to the space of discussion. As a result, students not only learn to use English as a medium of communication but also form critical thinking skills on the issues they are studying (Aufa et al., 2021). The important thing to understand is that English learning with critical thinking brings students closer to the environment as a space for learning and self-actualization. English learning with critical thinking aims to explore the way each student thinks in using language as a language and communication tool. To support the development of increasingly sophisticated critical thinking processes, educators must focus on fostering these foundational abilities, such as inquiry and observation (Novitaningrum et al., 2020).

Starting the lesson with a sparking question helps students explore their prior knowledge and learning experiences so that there is a learning process that encourages each student to process in such a way as to forge their critical thinking. The idea of retrieval practice, which contends that actively recalling material might improve long-term retention and learning, is one such strategy that has attracted a lot of interest (Ruiz-Martín et al., 2024). Retrieval practice has been demonstrated to improve learning results across a range of educational situations, indicating that it may be a useful tactic for improving student learning (Jakobsson et al., 2024). Research has demonstrated that retrieval practice offers advantages beyond enhancing test-taking memory, such as enhanced performance on tests with various formats and transfer to related topics (Thomas et al., 2020). Enhancing and using critical thinking in primary English classrooms helps pupils form sound thinking habits early on and satisfies the new curriculum guideline for English education(Wang & Wu, 2019).

Since language is a means of communication, teaching English must let students communicate and freely express their opinions. Communication skills in English are important as an essential part of speaking English. Throughout the English context, language and communication will be intertwined (Farooq, 2015; Cloudia Ho, 2020). Effective communication that is able to answer the needs to be taught to students as their provision in interacting with anyone. This means that language through communication becomes a bridge for the dialog process. Speaking English with effective communication teaches students to speak according to the topic of conversation. Using a variety of learning approaches is the most important part of making the learning process interesting so that studentcs can build communication more easily. According to Norris (2019), educators and students are urged more than ever to cultivate personal traits that empower them to make wise judgments. When students value and believe in themselves, teaching and learning communities are effective (Paschal & Gougou, 2022). To promote the communicative teaching approach and the pedagogical revolution, English language teaching in the educational system must involve practitioners' participation in professional development programs, communities of practices, and lifelong learning (Paschal & Gougou, 2022). One promising

approach to human interaction that has gained popularity in the twenty-first century is collaboration. Collaboration on important topics has become more important (Austin, J., & Carr, J., 2000; Welch, 1998; Laal & Ghodsi, 2012).

As the most important part of strengthening students' learning process in learning English, the collaborative approach brings them into a group learning atmosphere and can strengthen each other. Students with poor English skills will be motivated and learn together with those who have better English skills. Collaborative learning brings all students of diverse learning abilities into one place together to progress and achieve together in strengthening their English skills (Normawati et al., 2023). This shows that collaborative learning encourages each student to race to learn, learn from each other, and strengthen each other to produce better learning outcomes and achievements (Lin, 2023). Together, they will acquire abilities in speaking, writing, listening, and reading. Therefore, Collaborative learning is a method of instruction that allows students to work together to improve their English language proficiency (Alahdal & Al-Ahdal, 2019). When connected with English topics that are very close to wetlands because they are in the Banjarmasin area, Indonesia, they can understand and use them in English learning topics (Febriyanti et al., 2022). It is important to keep in mind that Taqwiem (2020), Amelia & Chandra (2021), Aufa et al. (2021), and Sakerani et al., (2022) all said that linguistic problems combined with wetlands difficulties increase students' environmental sensitivity.

Conclusion

Teaching English to students with a critical thinking, communicative, and collaborative learning approach is a step that must be taken as an effort to bring them closer to 21st-century life skills. Based on the research aim, this study is directed to map the students' views on English learning and how they learn through English learning and investigate the teachers' perspectives on English learning patterns with 3 Cs frameworks to improve 21st-century life skills at the junior high school level. The results showed that what students and teachers conveyed by using a critical thinking approach formed students' perspectives and ways of thinking that were critical and sensitive to issues and the surrounding environment. With the critical thinking that students use, they can identify problems, map problems, provide analysis and consideration, and provide problem-solving options. By learning the language of communication, students will find it easier to convey their ideas and thoughts clearly and communicatively. They can argue and express their views more easily and purposefully. With collaborative learning, all students of different English proficiency can learn together. Finally, wetland concerns as part of Banjarmasin Indonesia's identity will be fascinating subjects that students may explore to improve their communication skills, critical thinking, and group English learning.

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