

CHAPTER I

INTRODUCTION

A. Background of Study

In the 21st century education, the world is changing and becoming increasingly complex as the flow of information increases and becomes more accessible day by day. Fryeri (2005, p.24) Technology gives children the opportunity to search for information through the internet to focus on students outcomes, to improve their skills in the 21st century about new forms of learning needed to tackle the complex global challenges ahead, resilience, responsibility, risk-taking and creativity, competitive, knowledge-based. Framework for 21st Century Learning (2009) Technology was developed by teachers, education experts, and business to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship as the support systems necessary for 21st century learning outcomes. So, technology is necessary for students to improve their knowledge skill in 21st century education.

Besides that, the challenges in education skills are incorporating student's skills in thinking critically, communicating, creative thinking and collaborating. Therefore, in 2002, the Partnership for 21st Century Skills purposes essential skills to be successful citizens beyond school. They identified a set of four essential skills, called the 4C skills which are critical thinking, creativity, collaboration and communication skills.

In the 21st century educational concepts, 4C skills have also been adopted by the Ministry of Education and Culture of the Republic of Indonesia to develop the revised curriculum 2013 for elementary, junior high school, senior high school, and vocational high school (Murti, 2015 p.1). Nowadays, The National Education Department has changed the previous curriculum into curriculum 2013 with the new one called The Revised Curriculum 2013. It has been implemented in Indonesia since 2017. The Revised Curriculum 2013 is a form of integrated work between the reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. Hence, Scott, (2015, p.2) 4C skills should be incorporated by teachers in teaching and learning process, because the revised curriculum mandated to have 4C skills in teaching and learning process. That is why every teacher has to really understand and follow the current curriculum before planning and developing teaching learning process and the materials for teaching. However, curriculum often changes after an evaluation. Its change is done to make better future of national education. A change to better will not come true if there is not any attempt to change it. Allah SWT so said in Holy Qur'an Surah al-Anfal 53 verse as follows:

ذٰلِكَ بِاَنَّ اللّٰهَ لَمْ يَكُ مُغَيِّرًا نِّعْمَةً اَنْعَمَهَا عَلٰى قَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْ ۗ
 وَاَنَّ اللّٰهَ سَمِيْعٌ عَلِيْمٌ

That is the reason why this verse has been descended, with saying Allah SWT will never change the Grace which He hath bestowed on people until they change what is In their (own) souls and indeed Allah is hearing and knowing (all

things). In other words the reason why this verse has been descended, curriculum in Indonesia has already changed in some occasions, starting with 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 (Competency-based Curriculum), 2006 (School Level Based Curriculum) and at this time, the government has implemented the 2013 Curriculum as the revision of School Level Based Curriculum Development.

This study focused on teachers to provide a unit of instruction to their students that focused on the development of communication, collaboration, critical thinking, and creativity (4C) skills within the context of state-mandated curricular content and their challenges in implementing the 4C skills and face the global era. This suggests that to keep up with the global development, 4C skills should be adapted in the curriculum.

One of important factors to improve the education quality is curriculum. Curriculum is a basis of teaching and learning process. The education system is not successful without it, because curriculum plays an important role for the success of an education for learners. The existence of learners who have a beyond view and future thinking is caused by curriculum that can build the learners' progressive mindset. A lot of learners do not understand the social reality caused by a curriculum lead the learners to textual learning not education contextual learning. That is why every teacher has to really understand and follow the current curriculum before planning and developing teaching-learning process and the materials for teaching. However, curriculum often changes after an evaluation. Its

change is done to make better future of national education. A change to better will not come true if there is not any attempt to change it.

Teacher plays an important role in helping the development of learners to achieve his goal optimally. In the classroom, the teacher have two main activities. They are teaching and classroom management activities. The good teacher will always arrange a plan for the teaching learning process. Before teachers make a plan for teaching, the first activity is making a learning design or syllabus.

In designing a lesson plan reading the 4C skills component must be in the lesson plan reading. According to Grabe (2009, p.5) reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material. According to Ferrell (2002, p.30) lesson plan is a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of teacher' thoughts about what will be covered during a lesson. So, when teachers design lesson plans for reading 4C skills Communication, Collaboration, Creativity, and Critical Thinking must be loaded and broken down based on the criteria in their 4C skills.

In this research, the researcher conducted at MTs Negeri 2 Hulu Sungai Utara as the location because, it is the popular school in there, many parents choose this school for their children and it has the seven English teachers for teaching and it has many classrooms rather other school. Therefore, the researcher

is interested to conduct this research in order to describe the implementation of 4C skills in of reading in English lesson plan in the classroom and the problems encountered by teachers in implementing the 4C skills in reading lesson plan in the classroom.

B. Research Questions

Based on the background of study above, the problem will be discuss in this paper is about the implementation of 4c skills of reading lesson plan in the classroom. Furthermore, the researcher formulates the problem as follows:

1. How is the implementation of 4C skills of reading in English lesson plan in the classroom?
2. What kind of problems encountered by teachers in implementing the 4C skills in reading lesson plan in the classroom?

C. Objectives of Study

The objective of this research to as follows :

1. To describe the implementation of 4C skills of reading lesson plan in the classroom.
2. To find out the problems encountered by implementing the 4C skills in reading lesson plan in the classroom.

D. Significance of Study

The significance of this study explain to know the implementation of 4C skills of reading in English lesson plan in the classroom and to find out the problems encountered by the teachers implementing of 4C of reading in English lesson plan in the classroom..

For English teachers, the results of this study can be useful to find out how teachers implementation 4C skills in the classroom, therefore, all 4C skills can be applied in the learning process in class.

Moreover, this research hopes to provide information and knowledge about 4C skills of reading in English lesson plan in the classroom. Significance for other research hopefully, this research would be useful as an input to other researchers to conduct further research dealing with 4C skills and this research is expected to be useful for the other researcher to inspire the next study with the same topic.

E. Definition of Key Terms

There are three keys term which are defined in this research by the researcher. These are the definition, implementation, 4C Skills, reading and Lesson Plan.

1. Implementation

To find out the application of 4C skills during the learning process in the classroom and the lesson plan of each teacher. Then in the 4C application of skills is good and true based on theory and criteria of each 4C skills.

2. 4C skills

4C skills are communication, collaboration, creativity and critical thinking. The application of 4C skills in the English teacher's lesson plan and the application during the learning process in the classroom

3. Reading

Reading is one of the material skills taught in English language lessons at the MTsN 2 HSU school in class IX.

4. Lesson Plan

Guidelines for teachers to implement teaching and learning activities to be more focused and run effectively and efficiently. The learning plan created by the teacher contains 4C skills to be applied during the learning process in class from the beginning to the end of learning.