

CHAPTER I

INTRODUCTION

This chapter presents the background of the study. Then, it continues to the research questions and the objectives of conducting this research. Further, the significance of the study and definition of key terms are also presented to give more information dealing with the benefits, the boundary, and the term used in this research.

A. Background of Study

Nowadays, meeting our society's challenges demands educational excellence and our school systems need to respond better to a changing world. As teachers, we can help our students connect learning with real life and provide them with the necessary skills to prepare them for success in life. It will be essential to learn how to form purposeful goals, work with others with different perspectives, find opportunities and identify multiple solutions to big problems in the coming years. So education needs to equip students with the skills they need to become active, responsible and engaged citizens.

The National Education Association (2015) reports that what was considered a good education many years ago is no longer enough for success in college, career and citizenship in the 21st century. In the past, it was enough to master the "Three Rs" (reading, writing, and arithmetic). In the modern world however, "Three Rs" simply are not enough. If today's students want to compete in this global society, they must also be proficient communicators, creators,

critical thinkers, and collaborators (4Cs). Educators must complement all of those subjects with the 4Cs to prepare young people for citizenship and the global workforce.

In Europe 2020 strategic plan, the European Union Commission (2010) mentions some flagships, one of which is associated with skills in order to achieve the prior goals for a smart growth and sustainability. It is; "An agenda for new skills and jobs" to modernize labor markets and empower people by developing their skills throughout the lifecycle. Achieving longer working lives will require the possibility to acquire and develop new skills throughout the lifetime. Thus, it is essential to empower people through the acquisition of new skills to enable our current and future workforce to adapt to new conditions and potential career shifts, reduce unemployment and raise labor productivity. Research supports the importance of teaching the 4Cs: The National Education Association (2015) indicates that "80 percent of executives believe fusing the 4Cs would ensure that students are better prepared to enter the workforce. According to these managers, proficiency in reading, writing, and arithmetic is not sufficient if employees are unable to think critically, solve problems, collaborate, or communicate effectively." To another study carried out by the American Management Association, the AMA 2010 Critical Skills Survey, the "4Cs" will become even more important to organizations in the future. Three out of four (75.7 percent) executives who responded to the AMA survey said they believe these skills and competencies will become more important to their

organizations in the next three to five years, particularly as the economy improves and organizations look to grow in a global marketplace (2019).

According to Educational Leadership, Oliver (2016), “A growing number of business leaders, politicians, and educators are united around the idea that students need ‘21st century skills’ to be successful today.” The demand being placed on teachers is to find ways to incorporate these identified skills in their lessons so that students have an adequate amount of time to practice and master these skills in the course of their daily routines.

As what the Partnership for 21st Century (2009) advocates, learning and innovation skills are increasingly being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is needed to prepare students for the future. In our lessons, we can plan a variety of activities to integrate them into teaching-learning process and foster these skills of students with the expectation of growth in each skill, such as **communication** and **collaboration** skills enables students to interact competently and respectfully with others especially across cultural, in diverse and multinational workplaces and communities in our global and digital era. **Creative** thinking skill enables students to think unconventionally, question the herd, imagine new scenarios and produce astonishing work since many of the fastest-growing jobs and emerging industries rely on workers’ creative capacity. **Critical thinking** and problem solving skills enables students to judge the information that comes their

way every day - on the Web, in the media, in homes, workplaces, etc. It empowers our students to assess the accuracy and value of information, analyze and evaluate information, make reasoned decisions and take purposeful action. Businesses expect employees at all levels to identify problems, think through solutions and alternatives, and explore new options if their approaches do not pan out. In order to equip our students with 4C skills for the future, these skills need to be integrated into classrooms, schools, and districts around the country to produce citizens and employees adequately prepared for the 21st century.

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. 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, and knowledge-based, Fryeri (2005, p. 24). 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, Framework for 21st Century Learning (2010, p. 21). Therefore, technology is necessary for students to improve their knowledge skill in 21st century education.

Besides that, the challenges in education are integrating students 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, The Four Cs. Creativity in the 21st century classroom (2017).

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وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا

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. 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, Hendrayana (2013). This new curriculum includes the competence of knowledge, skills, metacognition, and character.

Skills relate to the use of knowledge and engage in a feedback loop with knowledge. Character qualities describe how one engages with and behaves in the world. Metacognition fosters the process of selfreflection and learning how to learn, as well as the building of the other three dimensions, Center for

Curriculum Redesign (2015, p. 2). Then, to realize the quality of students' skills in creative thinking, flexible problem solving, collaboration and innovative skills, 4C skills are implemented in the revised curriculum in 2013. Hence, 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, Scott (2015, p. 2). Yet, in this study the researcher focuses on integrating the 4C skills by the lecturer in teaching Public Speaking. As the lecturer of today's environment, also there has to be the challenges that have to be faced by the lecturer in integrating the 4C skills, which will be found in this research.

Public speaking is the way to communicate the personal point of view and self-expression with the known and unknown small and large groups of people to achieve certain goals. In Business, public speaking is the branch of communication skills that is important in leadership and management. Yet in personal and social life daily activities and in development actions, public speaking is the most essential skill to have.

Public speaking comes naturally in a person after knowing the personal or public goal, clarity in thoughts, understanding of public interest, and self-analysis of positional or situational responsibilities. Now the goal of the speaker can be negative or positive, the clarity in thoughts can be aggressive, public interest can be ignored with personal interest and in a certain situation public speaking communication can be used to make people angry, confident, cheated, inspired and even also to fool people and organizations. Public speaking can be

in a large or small group of audience and it can be in a certain class, family gathering.

Public speaking skill is really important to master. It is useful for people to learn more to lead. To learn more about the subject you have to ask questions that are coming in your mind while learning. Not only questions, but you also have to answer. Yet for questions and answering, you have to speak. If students or people do not ask questions then they will not be able to learn and find out the problems. Many students and people hesitate due to lack of knowledge, lack of confidence, and fear of criticism and joke on himself. But due to not asking questions, they will remain uneducated, underrated, and even slave. Questioning and answering is an important part of public speaking skills. That is why it is important to have public speaking skills to learn more about the subject and consequences that are happening with individuals and groups.

Public speaking skill also can be beneficial to achieve personal, business, and collective goals. It is important for a person to communicate about their goals with the team and groups. If someone hesitates to communicate about the works that need to be done then it is not possible to achieve personal, business, and collective goals. For example, if you want to create a group of people for cleaning your village, you have to communicate with them. The people of your village is public and part of society. Or if you want to teach people about environmental problems and social crises you have to communicate in videos, social media, presentations. All the audience or listeners are public. Without the

support of the public, you can not achieve your goals. Yet to get their support and vote you have to use your public speaking skills.

English Education Department students learn Public Speaking as one of the subjects to prepare them as the future teachers who should have good public speaking skill for the digital era. In this research, the researcher was observing 5th semester students, English Education Department. There are four classes; class A, B, C, D which contain around 30 students in each class. The students are prepared to have the 4C skills integrated, because the modern era that gets improved day by day. The 4C skills; communication, collaboration, creativity, and critical thinking can be built up and developed in the learning materials of Public Speaking. Communication is obviously the skill that public speakers should have. The students learn how to produce sound and articulate the words, even the proper gestures and body language when they are speaking in public.

Public speaking is also about engaging attention of the audience. In order to catch the attention, public speakers are supposed to deliver the message in a creative way. That is also what the English Department students learn. They improve their skill on how to create the material and how to deliver it, so the listeners will not find it boring. Critical thinking and collaboration skills also take important place in public speaking. Especially when it comes to work with partner or in group, such as being master of ceremony. Public speakers should be able to maintain the situation, and create a harmony in the conversation.

B. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated follows:

1. How does the lecturer integrate the 4C skills in teaching Public Speaking?
2. What are the challenges faced by the lecturer in integrating the 4C skills in teaching Public Speaking?

C. Objectives of Study

This research is aimed to:

1. Describe how the lecturer integrates the 4C skills in teaching Public Speaking for the students of English Education Department.
2. Find out the challenges faced by the lecturer in integrating the 4C skills in teaching Public Speaking.

D. Significance of Study

There are two parts of significance of study; theoretical and practical. The significance of study hopefully can be useful for the lecturer, the researcher, and the other researchers for academic stuff.

Theoretical:

The findings of this study explain how the lecturer integrates the 4C skills in teaching Public Speaking, English Education Department and what the challenges faced by the lecturer in integrating the 4C skills in teaching Public Speaking, English Education Department. They can be used as beneficial input

for the lecturer of Public Speaking subject, the researcher, and for the other researchers.

Practical:

1. For the Lecturer

The result of this research can be used by the lecturer to find out how to integrate the 4C skills in the classroom.

2. For the Researcher

Hopefully, this research would be useful as an input to other study dealing with the 4C skills, also to finish the study at English Education Department as the final project.

3. For the other Researchers

This research is also expected to give much benefits for the researchers who will finish their study and will be English teachers. Additionally, this study can be the alternative way to upgrade professional development of integrating the 4C skills.

E. Definition of Key Terms

In this study, the researcher provides definition of some key terms to help the reader understand easily. They are described as follows:

1. Four C Skills in Public Speaking Class

The 4C skills are some of the most popular learning strategies in today's environment. The 4C skills:

a. Critical Thinking (is all about solving problems)

- b. Creativity (teaches students to think outside the box)
- c. Collaboration (shows students how to work together to achieve a common goal)
- d. Communication (lets students learn how to convey their ideas)

2. Public Speaking

Public Speaking is one of the subjects in English Education Department, Antasari State Islamic University. This subject can be found on the 5th semester, and the students of class A, B, C, and D learn public speaking as the future teachers. The subject is aimed to improve and explore speaking skill of the students by doing certain activities related to the skill development. The activities can be found in the learning materials, such as introducing yourself, vocal variety, understanding people and personal branding, presentation structure, etc.

3. The Challenges in Teaching Public Speaking using 4C skills

Challenge refers to the practice of offering higher level or more academically challenging assignments, coursework, or learning opportunities. It also refers to the situation and some practical problems, such as learning materials, the way of integration, and understanding of the students in teaching and learning process that is found by the lecturer in integrating the 4C skills in teaching Public Speaking.

