

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Education in the 21st century places much more emphasis on gaining the necessary skills to learn and sustain learning. This requires policymakers to develop education systems based on not to fill-up students with particular kinds of existing knowledge, but to increase students' ability to learn by enabling them to gain such skills as critical thinking, collaboration, creativity and communication well with others. The changes have also been felt in teaching and teacher education, and teachers are expected to be problem solvers and capable of recognizing and weighing diverse perspectives (Spratt, 2019). Many countries have reformed their education system and reconstructed their curriculum to change teachers' traditional pedagogic practices to those required for teaching and learning in the 21st century.

It has become inevitable that 21st century learners must be equipped with new knowledge and skills necessary throughout life for successful adaptation to a changing world. These skills are (critical thinking, creativity, collaboration and communication) and can be accomplished by implementing a framework for curriculum aligned with the needs of individuals living in a global society. The Partnership for 21st Century Skills (P21, 2008) plays a vital role in promoting 21st century competencies. They claim that in order to catch up with rapidly changing world students should have such skills as critical thinking, creativity, collaboration and communication.

The Ministry of Education and Culture of the Republic of Indonesia has changed the previous curriculum into curriculum 2013 with the new one called The Revised Curriculum 2013. The Revised Curriculum 2013 is a form of integrated work of the reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. However, the educational curriculum often changes after an evaluation. Changes were made to make better future of national education. A change to be better will not come true if there is not any attempt to change it. Allah SWT said in Holy Qur'an Surah ar-Ra'd verse 11 as follows:

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ

That is the reason why this verse has been descended, with saying Allah SWT will not change the condition of a people until they change what is in themselves. In other words the reason why this verse has been descended, curriculum in Indonesia has changed several times. Curriculum changes are based on the awareness that developments and changes that occur in the life of society, nation and state in Indonesia are inseparable from the influence of global change, the development of science and technology, and arts and culture. This continuous change requires the need to improve the national education system, including improving the curriculum to create a society that is able to compete and adapt to change. Then, to enhance the quality of students skills in critical thinking, collaboration, creativity and communication, 4C skills are implemented in the

revised curriculum in 2013 and 4C skills should be incorporated by teachers in teaching and learning process.

The research was conducted after considering some previous study. There have been 4 previous studies about 4C skills, that was done by Putri Agnes Ainunningsih, Riska Lailil Ula, Fatimatul Rizkiah, Elena Vdovina, and from those previous study has some similarities and of course the differences. Mostly, they take teacher as a subject in their research. And take lesson plan as an object, some of the research also do observation. And most of the result shown that the ability of the teacher in designing a lesson plan is need to improve.

The first research was conducted in Uruguay, Elena Vdovina (2013) found that how to incorporate critical thinking in a lesson plan. She explained that incorporate the skill in a lesson plan. While the research has the same subject but the result will be different from this research because the research conducts in Indonesia, it has differences in Educational background culture from another countries.

The next research was done by Agnes Putri Ainunningsih (2018) concluded that how the student teachers incorporate 4C skills and what are the challenges faced by student teaching practice. Based on the findings and the discussion, the research showed that most student teachers incorporate 4C skill, but they have challenges in incorporating written communication skill, creativity skill through stimulates student's creative thinking to collect question, the use digital material in teaching and critical thinking skill in evaluating students' ideas and critical thinking skill through evaluating, identifying and solving the problem.

This study is different from previous studies. The subjects of this study were teachers, and previous studies subjects were student teachers, and this study discussed the implementation of 4C skills in English teaching learning process, and the challenges faced by teachers on the implementation of 4C skills in English teaching learning process.

Previous study was conducted by Riska Lailil Ula (2019), the result of this research showed that incorporate 4C skill in lesson plan should be understand well in the condition of the students, role of media stimulation, selecting appropriate material, and time management that will support 4C in the English lesson plan. This study is different from previous studies. This previous study discusses about teacher perceptions of 4C skills and this study discussed the implementation of 4C skills in English teaching learning process, and the challenges faced by teachers on the implementation of 4C skills in English teaching learning process.

A recent study by Fatimatul Rizkiah (2019), found that how the implementation of 4C skills of reading in English lesson plan in the classroom and what kind of problems encountered by teachers in implementing the 4C skills in reading lesson plan in the classroom. This study is different from previous studies. This study discussed the implementation of 4C skills in English teaching learning process, and the challenges faced by teachers on the implementation of 4C skills in English teaching learning process

In this research, the researcher conducted at SMAN 1 Kurau as the location, because of the current covid 19 pandemic situation, researcher conducted

research near home, because it was done to make it easier for researcher to retrieve research data. It is the popular school in there, this school has many achievement, and it has the three English teachers for teaching and it has many classrooms rather other school.

Concerning to the phenomena above, the researcher is interested in conducting research paper entitled “THE IMPLEMENTATION OF 4C SKILLS IN ENGLISH TEACHING LEARNING PROCESS”.

### **B. Research Questions**

Based on the background of study above, the problem will be discuss in this paper is about the teachers’ implementation of 4C skills in teaching learning process. Furthermore, the researcher formulates the problem as follows:

1. How is the implementation of 4C skills in English teaching learning process?
2. What are the challenges faced by teachers on the implementation of 4C skills in English teaching learning process?

### **C. Objective of Study**

The objective of this research to as follows :

1. To describe the implementation of 4C skills in English teaching learning process.
2. To find out the challenges faced by teachers on the implementation of 4C skills in English teaching learning process.

### **D. Significance of Study**

This study has significance, namely: theoretical and practical.

1. Theoretical Significance

- a. The result of the research will be helpful for the teachers to improve the knowledge, and understanding about the implementation of 4C skills in English teaching learning process.
- b. The result of the research can be used as the reference for those who want to conduct a research in teaching learning process, especially on the implementation of 4C skills.

## 2. Practical Significance

- a. The result of the research can help the writer get a better understanding about the implementation of 4C skills in English teaching learning process.
- b. The result of the research will be helpful for the teachers in practicing preparation on the implementation of 4C skills in English teaching learning process.

## **E. Definition of Key Terms**

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

### 1. Implementation

Implementation is geared to the activity, action, or to the mechanism of a system. Implementation is not just activity, but a planned activity and to achieve destination activities (Usman, 2002). Therefore implementations do not stand alone but is influenced by the next object. In this research, the meaning of implementation is putting 4C skills as elements in teaching

learning process and to find out the implementation of 4C skills during teaching learning process.

## 2. Lesson Plan

A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc). In this research, the lesson plan designed by teachers included 4C skills for the implementation during teaching and learning process.

## 3. 4C skills

In the context of 2013 curriculum learning, 21st century skills are called 4C (critical thinking, collaboration, creativity, communication), and are the abilities to be achieved in 21st century learning. In this research 4C skills are critical thinking, collaboration, creativity, and communication that on implementation in English teaching learning process.

## 4. Teaching Learning Process

Teaching learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. In this research, teaching learning process was carried out at SMA Negeri 1 Kurau. To find out whether the teaching learning process at the school has implemented 4C skills in accordance with government regulations.