TEACHERS' READINESS IN IMPLEMENTING THE 21st CENTURY SKILLS IN TEACHING ENGLISH IN PUBLIC ELEMENTARY SCHOOL IN BADUNG REGENCY

By

Ni Luh Ratih Luciana

NIM. 1612021032

ENGLISH LANGUAGE EDUCATION

FOREIGN LANGUAGE DEPARTMENT

FACULTY OF LANGUAGE AND ART

GANESHA UNIVERSITY OF EDUCATION

SINGARAJA

2020

SKRIPSI

DIAJUKAN UNTUK MELENGKAPI TUGAS

DAN MEMENUHI SYARAT-SYARAT UNTUK

MENCAPAI GELAR SARJANA PENDIDIKAN

Menyetujui,

Pembimbing I,	Pembimbing II,
Prof. Dr. Ni Nyoman Padmadewi, MA	Luh Gd Rahayu Budiarta, S.Pd., M.Pd
NIP. 196202021988032001	NIP. 199309192018032001

Skrpsi oleh Ni Luh Ratih Luciana ini

telah dipertahankan di depan dewan penguji

pada tanggal 05 Juni 2020

Dewan Penguji,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd (Ketua)
NIP. 197609022000031001

Penguji I,

Prof. Dr. Anak Agung Istri Ngurah Marhaeni, M.A (Anggota)
NIP. 196403261990032002

Penguji II,

Prof. Dr. Ni Nyoman Padmadewi, MA (Anggota)
NIP. 196202021988032001

Penguji III,

Luh Gd Rahayu Budiarta, S.Pd., M.Pd (Anggota)
NIP. 199309192018032001

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni

Universitas Pendidikan Ganesha

guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada

Hari : Selasa

Tanggal : 30 Juni 2020

Mengetahui

Ketua Ujian,	Sekretaris Ujian,
Dr. Dewa Putu Ramendra, S.Pd., M.Pd	Luh Diah Surya Adnyani, S.Pd., M.Pd
NIP 197609022000031001	NIP. 198309232008122001

Mengesahkan
Dekan Fakultas Bahasa dan Seni

Prof. Dr. I Made Sutama, M.Pd
NIP. 196004241986031002

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis ini yang berjudul "**TEACHERS' READINESS IN IMPLEMENTING THE 21st CENTURY SKILLS IN TEACHING ENGLISH IN PUBLIC ELEMENTARY SCHOOL IN BADUNG REGENCY**" beserta seluruh isinya adalah benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko / sanksi yang dijatuhkan kepada saya atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 05 Juni 2020

Ni Luh Ratih Luciana

NIM. 1612021032

ACKNOWLEDGEMENTS

The author would not be able to finish this thesis without the contribution and collaboration of others who helped during the process in making this study. Therefore, the author would like to express sincere gratitude to:

1. Almighty God who granted me health and long life, with the help of God that given to me I could have finished this thesis.
2. Prof. Dr. Ni Nyoman Padmadewi, M.A. as the first supervisor. Thank you very much for this chance that given to me to make this special thesis. Thank you very much for guiding me through all of the process in producing this thesis. Thank you very much for supporting me all the way. Your love and your kindness have helped me a lot during the process in making this thesis. Your suggestion gives me an immense contribution for my present and future me. Your words that could make me raise again when I felt blue. Thank you very much for everything.
3. Luh Gd Rahayu Budiarta, S.Pd, M.Pd as the second supervisor. Thank you very much for support and guidance and also your feedback during the process in making this thesis. Your feedback helps me very much in improving my skill.
4. All of the lectures of English Language Education who giving me chances to improve myself, knowledge, experiences, advice, suggestions and also motivation. I learn a lot and develop myself to be better person during my study.
5. My lovely parents, I Putu Tonsen and Ni Nyoman Suci Arthini, and also my beloved sister, Dwi Krisnayani. My family who supported me every time

that I need them. Thank you very much for giving me chances to live and study in English Language Education. It made my learnt a lot about everything. Thank you for your support when whenever my situation hit me. You always be there.

6. My "Yorobun United", my lovely and bestie during my study. Rahmayanti, Widarta Kusuma, Dinda Widasuari, Tumas Diah Utari, Desy Prema Asri, Diva Saraswati, Riski Kamala Hari, Arjun Adinata. Thank you very much for all of the experiences that I got when I with you. You are one of my back, who always give me support, advice in everything I do. My happiness, my sadness. You are who always supported me like my family. I feel so grateful to have friends like you. I will always remember that we could meet just for one hour. We always want to meet, even in danger situation. Our friendship will be memorable one.
7. My "Payung Teduh 2020" who give me chances to have another best friend during my study. I remember that at the beginning we are not close at each other, but in the end of my study, you are one of my close friends in Singaraja. I learnt a lot when I with you guys.
8. My "ACELE FRIENDS" thank you for being there, who always be a great time, my "manggang friends", and also my "drama friends" because I always happy to see when all people in the class having fun, and I really enjoyed it.
9. My Comelss Group in Nusa Dua, who are my other family when I come back home. Thank you for your support from senior high school until now. I really happy to be friend with you all. When I feel happy, all of you are

there even when I feel hopeless, you also there. I hope our friendship also long-lasting.

10. I would like to give many thanks to all people that I cannot mention one by one. To all of you, I also give my warm gratitude. Thank you very much.

Singaraja, June, 05th, 2020

The Author

TABLE OF CONTENTS

ACKNOWLEDGEMENT i
ABSTRACT v
TABLE OF CONTENT viii
LIST OF TABLES xiv
LIST OF FIGURES xv
LIST OF APPENDICES xix

CHAPTER I INTRODUCTION
1.1 Research Background 1
1.2 Problem Identification 6
1.3 Research Limitation 7
1.4 Research Questions 7
1.5 Research Objectives 8
1.6 Research Significances 8
1.7 Key Terms Definition 9

CHAPTER II REVIEW OF RELATED LITERATURE
2.1 Theoretical Review 13
2.1.1 Teachers' Perception 13
2.1.2 Teachers' Readiness 14
2.1.3 The 21st Century Skills 15
2.1.4 Teachers' Competencies in Implementing the 21st Century Skills 22
2.1.5 Curriculum and Lesson Plan Based on the 21st Century Education 24
2.1.6 Assessment Based on the 21st Century Education 27
2.2 Empirical Review 28
CHAPTER III RESEARCH METHOD
3.1 Research Design 33
3.2 Research Subject 33
3.3 Research Object 34
3.4 Research Setting 35

3.5 Method of Data Collection 35
3.6 Research Instruments 37
3.7 Instrument Testing 44
3.8 Method of Data Analysis 55

CHAPTER IV FINDINGS AND DISCUSSIONS
4.1 Findings 64
4.1.1 English Teachers' Perception towards the Implementation of 21st Century Skills 64
4.1.2 English Teachers' Readiness in Implementing the 21st Century Skills 111
4.2 Discussions 201
4.2.1 English Teachers' Perception towards the Implementation of 21st Century Skills 202
4.2.2 English Teachers' Readiness in Implementing the 21st Century Skills 213
4.3 Implication 227

CHAPTER V CONCLUSION
5.1 Summary 228
5.2 Conclusion 229
5.3 Suggestion 231
REFERENCES 233
APPENDICES 236

LIST OF TABLES

Table 3.1 Blue Print of Questionnaire about Teachers' Perception on Concept Knowledge of 21st Century Skills 38
Table 3.2 Blue Print of Questionnaire about Teachers' Perception on Teachers' Attitude of 21st Century Skills 39
Table 3.3 Blue Print of Questionnaire about Teachers' Perception on the Usage of 21st Century Skills 40
Table 3.4 Blue Print of Questionnaire about Teachers' Readiness in Implementing 21st Century Skills 42
Table 3.5 Gregory Table for Construct Validity 44
Table 3.6 Level of Construct Validity 45
Table 3.7 Gregory Table for Content Validity 48
Table 3.8 Level of Content Validity 49
Table 3.9 The Qualification of Reliability 52
Table 3.10 Result on Reliability Testing on Questionnaire about English Teachers' Perception on the Concept of 21st Century Skills 53
Table 3.11 Result on Reliability Testing on Questionnaire about English Teachers' Perception on the Teachers' Attitude on 21st Century Skills 53
Table 3.12 Result Reliability Testing on Questionnaire of English Teachers' Perception on the Usage of 21st Century Skills 54
Table 3.13 Table 3.13 Result on Reliability Testing on Questionnaire about English Teachers' Readiness in Implementing 21st Century Skills 55
Table 3.14 Categorization level of English Teachers' Perception 57
Table 3.15 The Categorization Level of English Teachers' Readiness in Implementing the 21st Century Skills in Lesson Plan, Teaching Learning Process and Assessment Process 58
Table 4.1 English Teachers' Perception on the Implementation of 21st Century Skills in City Area and Suburb Area 65
Table 4.2 English Teachers' Perception of Life and Career Skills on the Concept Knowledge of 21st Century Skills in City Area 69

Table 4.3 English Teachers' Perception of Learning and Innovation Skills on the Concept Knowledge of 21st Century Skills in City Area 70
Table 4.4 English Teachers' Perception of Information, Media and Technology Skills on the Concept Knowledge of 21st Century Skills in City Area 71
Table 4.5 Categorization of English Teachers' Perception on the Concept Knowledge of 21st Century Skills in City Area 72
Table 4.6 English Teachers' Perception of Life and Career Skills on the Concept Knowledge of 21st Century Skills in Suburb Area..... 75
Table 4.7 English Teachers' Perception of Learning and Innovation Skills on the Concept Knowledge of 21st Century Skills in Suburb Area 76
Table 4.8 English Teachers' Perception of Information, Media and Technology Skills on the Concept Knowledge of 21st Century Skills in Suburb Area 77
Table 4.9 Categorization of English Teachers' Perception on 21st Century Skills' Concept Knowledge in Suburb Area 78
Table 4.10 English Teachers' Perception of Life and Career Skills toward the Attitude of 21st Century Skills in City Area..... 80
Table 4.11 English Teachers' Perception of Learning and Innovation Skills toward the Attitude of 21st Century Skills in City Area..... 82
Table 4.12 English Teachers' Perception of Information, Media and Technology Skills toward the Attitude of 21st Century Skills in City Area..... 84
Table 4.13 Categorization Level of English Teachers' Perception towards Teachers' Attitude of 21st Century Skills in City Area..... 86
Table 4.14 English Teachers' Perception of Life and Career Skills toward the Attitude of 21st Century Skills in Suburb Area..... 87
Table 4.15 English Teachers' Perception of Learning and Innovation Skills towards the Attitude of 21st Century Skills in Suburb Area 89
Table 4.16 English Teachers' Perception of Information, Media and Technology Skills towards Teachers' Attitude of 21st Century Skills in Suburb Area 91
Table 4.17 Categorization Guideline for English Teachers' Perception towards Teachers' Attitude of 21st Century Skills in Suburb Area 93

Table 4.18 English Teachers' Perception of Life and Career Skills towards the Usage of 21st Century Skills in City Area 95
Table 4.19 English Teachers' Perception of Learning and Innovation Skills on the Use of 21st Century Skills in City Area 97
Table 4.20 English Teachers' Perception on the Information, Media and Technology Skills toward the Usage of 21st Century Skills in City Area 98
Table 4.21 English Teachers' Perception on the Usage of 21st Century Global Themes of 21st Century Skills in City Area 99
Table 4.22 The Categorization Level of English Teachers' Perception Towards 21st Century Usage Skills in City Area 102
Table 4.23 English Teachers' Perception of Life and Carrier Skills toward 21st Century Usage Skills in Suburb Area 103
Table 4.24 English Teachers' Perception of Learning and Innovation Skills toward the Usage of 21st Century Skills in Suburb Area 105
Table 4.25 English Teachers' Perception of Information, Media and Technology Skills towards the Usage of 21st Century Skills in Suburb Area 107
Table 4.26 English Teachers' Perception of 21st Century Global Themes toward the Usage of 21st Century Skills in Suburb Area 108
Table 4.27 The Categorization Level of English Teachers' Perception Towards 21st Century Usage Skills in Suburb Area 110
Table 4.28 English Teachers' Readiness in Implementing 21st Century Skills in City Area and Suburb Area 112
Table 4.29 Discrepancy of English Teachers' Readiness in Implementing Life and Career Skills Based on Their Perception and Facts Resulted from Analyzing the Lesson Plan in City Area 115
Table 4.30 Discrepancy of English Teachers' Readiness in Implementing Learning and Innovation Skills Based on Their Perception and Facts Resulted from Analyzing the Lesson Plan in City Area 119
Table 4.31Discrepancy of English Teachers' Readiness in Implementing Information, Media and Technology Skills Based on Their Perception and Facts Resulted from Analyzing the Lesson Plan in City Area ... 123

Table 4.32 Discrepancy of English Teachers' Readiness in Implementing 21st Century Global Themes Based on Their Perception and Facts Resulted from Analyzing the Lesson Plan in City Area 126
Table 4.33 The Categorization Level of English Teachers' Readiness in Implementing 21st Century Skills in Lesson Plan in City Area 130
Table 4.34 Discrepancy of English Teachers' Readiness in Implementing Life and Career Skills Based on Their Perception and Facts Resulted from Analyzing the Lesson Plan in Suburb Area 131
Table 4.35 Discrepancy of English Teachers' Readiness in Implementing Learning and Innovation Skills Based on Their Perception and Facts Resulted from Analyzing the Lesson Plan in Suburb Area..... 136
Table 4.36 Discrepancy of English Teachers' Readiness in Implementing Information, Media and Technology Skills Based on Their Perception and Facts Resulted from Analyzing the Lesson Plan in Suburb Area 141
Table 4.37 Discrepancy of English Teachers' Readiness in Implementing 21st Century Education Global Themes Based on Their Perception and Facts Resulted from Analyzing the Lesson Plan in Suburb Area 144
Table 4.38 The Categorization Level of English Teachers' Readiness in Implementing 21st Century Skills in Lesson Plan in Suburb Area.... 147
Table 4.39 Discrepancy of English Teachers' Readiness in Implementing Life and Career Skills Based on Their Perception and Facts Resulted from Analyzing the Teaching and Learning Process in City Area 149
Table 4.40 Discrepancy of English Teachers' Readiness in Implementing Learning and Innovation Skills Based on Their Perception and Facts Resulted from Analyzing the Teaching and Learning Process in City Area ... 152
Table 4.41 Discrepancy of English Teachers' Readiness in Implementing Information, Media and Technology Skills Based on Their Perception and Facts Resulted from Analyzing the Teaching and Learning Process in City Area 156

Table 4.42 Discrepancy of English Teacher's Readiness in Implementing 21st Century Global Themes Based on Their Perception and Facts Resulted from Analyzing the Teaching and Learning Process in City Area ... 158
Table 4.43 The Categorization of English Teachers' Readiness in Implementing the 21st Century Skills in Teaching and Learning Process in City area .. 162
Table 4.44 Discrepancy of English Teachers' Readiness in Implementing Life and Career Skills Based on Their Perception and Facts Resulted from Analyzing the Teaching and Learning Process in Suburb Area 163
Table 4.45 Discrepancy of English Teachers' Readiness in Implementing Learning and Innovation Skills Based on Their Perception and Facts Resulted from Analyzing the Teaching and Learning Process in Suburb Area167
Table 4.46 Discrepancy of English Teachers' Readiness in Implementing Information, Media and Technology Skills Based on Their Perception and Facts Resulted from Analyzing the Teaching and Learning Process in Suburb Area 171
Table 4.47 Discrepancy of English Teachers' Readiness in Implementing 21st Century Education Global Themes Based on Their Perception and Facts Resulted from Analyzing the Teaching and Learning Process in Suburb Area 174
Table 4.48 The Level of English Teachers' Readiness in Implementing 21st Century Skills in Teaching and Learning Process in Suburb area 177
Table 4.49 Discrepancy of English Teachers' Readiness in Implementing Life and Career Skills Based on Their Perception and Facts Resulted from Analyzing the Process of Assessment in City Area 179
Table 4.50 Discrepancy of English Teachers' Readiness in Implementing Learning and Innovation Skills Based on Their Perception and Facts Resulted from Analyzing the Process of Assessment in City Area 180
Table 4.51 Discrepancy of English Teachers' Readiness in Implementing Information, Media and Technology Skills Based on Their Perception and Facts Resulted from Analyzing the Assessment Process in City Area 184

Table 4.52 Discrepancy of English Teachers' Readiness in Implementing 21st Century Education Global Themes Based on Their Perception and Facts Resulted from Analyzing the Assessment Process in City Area..... 185
Table 4.53 The Level of English Teachers' Readiness in Implementing 21st Century Skills in the Process of Assessment in City Area 188
Table 4.54 Discrepancy of English Teachers' Readiness in Implementing Life and Career Skills Based on Their Perception and Facts Resulted from Analyzing the Process of Assessment in Suburb Area 189
Table 4.55 Discrepancy of English Teachers' Readiness in Implementing Learning and Innovation Skills Based on Their Perception and Facts Resulted from Analyzing the Process of Assessment in Suburb Area..... 191
Table 4.56 Discrepancy of English Teachers' Readiness in Implementing Information, Media and Technology Skills Based on Their Perception and Facts Resulted from Analyzing the Assessment Process in Suburb Area 195
Table 4.57 Discrepancy of English Teachers' Readiness in Implementing 21st Century Education Global Themes Based on Their Perception and Facts Resulted from Analyzing the Process of Assessment in Suburb Area 196
Table 4.58 The Level of English Teachers' Readiness in Implementing 21st Century Skills in the Process of Assessment in Suburb Area..... 198
Table 4.59 The Discrepancy Between English Teachers' Perception and English Teachers' Readiness in Implementing 21st Century Skills in Public Elementary School in City Area and Suburb Area in Badung Regency 199

LIST OF DIAGRAMS

Diagram 1. Public Elementary School English Teachers' Perception on the Concept Knowledge of 21st Century Skills in City Area 68

Diagram 2. Public Elementary School English Teachers' Perception on the Concept Knowledge of 21st Century Skills in Suburb Area 74

UNIVERSITAS PENDIDIKAN GANESHA
UNDIKSHA

LIST OF FIGURES

Figure 2.1 21st Century Skills- Knowledge Rainbow by Trilling and Fadel 17

Figure 4.1 The Implementation of Leadership and Responsibility Skills in the Lesson Plan in City Area 116

Figure 4.2 The Implementation of Initiative and Self-Direction Skills in the Lesson Plan in City Area 118

Figure 4.3 The Implementation of Communication Skill in the Lesson Plan in the City Area..... 120

Figure 4.4 The Implementation of Creative and Innovative Skills in the Lesson Plan in City Area 121

Figure 4.5 The Implementation of Critical Thinking and Problem-Solving Skills in the Lesson Plan in City Area 122

Figure 4.6 The Implementation of Collaboration Skill in the Lesson Plan in City Area 123

Figure 4.7 The Implementation of Information Literacy in the Lesson Plan in City Area 124

Figure 4.8 The Implementation of Media Literacy in Lesson Plan in City Area 125

Figure 4.9 The Implementation of Technology Literacy in the Lesson Plan in City Area 126

Figure 4.10 The Implementation of Civic Literacy in the Lesson Plan in City Area 120

Figure 4.11 The Implementation of Leadership and Responsibility Skills in The Lesson Plan in Suburb Area 133

Figure 4.12 The Implementation of Flexibility and Adaptability Skills in the Lesson Plan in Suburb Area..... 134

Figure 4.13 The Implementation of Initiation and Self-Direction Skills in The Lesson Plan in Suburb Area 135

Figure 4.14 The Implementation of Communication Skill in the Lesson Plan in Suburb Area 138

Figure 4.15 The Implementation of Creative and Innovative Skills in the Lesson Plan in Suburb Area 139

Figure 4.16 The Implementation of Critical Thinking and Problem-Solving Skills in the Lesson Plan in Suburb Area 140

Figure 4.17 The Implementation of Collaboration Skill in the Lesson Plan in Suburb Area 141

Figure 4.18 The Implementation of Media Literacy in the Lesson Plan in Suburb Area 143

Figure 4.19 The Implementation of Technology Literacy in the Lesson Plan in Suburb Area 150

Figure 4.20 The Implementation of Leadership and Responsibility Skills in Teaching and Learning Process in City Area 150

Figure 4.21 The Implementation of Initiation and Self-Direction Skills in Teaching and Learning Process in City Area 151

Figure 4.22 The Implementation of Communication Skill in the Teaching and Learning Process in City Area 153

Figure 4.23 The Implementation of Creative and Innovative Skills in Teaching and Learning Process in City Area 154

Figure 4.24 The Implementation of Critical Thinking and Problem-Solving Skills in Teaching and Learning Process in City Area 155

Figure 4.25 The Implementation of Collaboration Skill in Teaching and Learning Process in City Area 155

Figure 4.26 The Implementation of Media Literacy in the Process of Teaching and Learning in City Area 157

Figure 4.27 The Implementation of Technology Literacy in Teaching and Learning Process in City Area 158

Figure 4.28 The Implementation of Civic Literacy in Teaching and Learning Process in City Area 160

Figure 4.29 The Implementation of Environmental Literacy in Teaching and Learning Process in City Area 161

Figure 4.30 The Implementation of Leadership and Responsibility Skills in Teaching and Learning Process in Suburb Area 165

Figure 4.31 The Implementation of Social and Cross-Cultural Skills in Teaching and Learning Process in Suburb Area 166

Figure 4.32 The Implementation of Communication Skill in Teaching and Learning Process in Suburb Area..... 168

Figure 4.33 The Implementation of Creative and Innovative Skills in Teaching and Learning Process in Suburb Area 169

Figure 4.34 The Implementation of Critical Thinking and Problem-Solving Skills in Teaching and Learning Process in Suburb Area 170

Figure 4.35 The Implementation of Collaboration Skill in Teaching and Learning Process in Suburb Area..... 171

Figure 4.36 The Implementation of Media Literacy in Teaching and Learning Process in Suburb Area..... 172

Figure 4.37 The Implementation of Technology Literacy in Teaching and Learning Process in Suburb Area..... 173

Figure 4.38 The Implementation of Health Literacy in Teaching and Learning Process in Suburb Area..... 176

Figure 4.39 The Implementation of Communication Skill in the Assessment in City Area 182

Figure 4.40 The Implementation of Creative and Innovative Skills in Assessment Process in City Area 183

Figure 4.41 The Implementation of Critical Thinking and Problem-Solving Skills in The Assessment Process in City Area 184

Figure 4.42 The Implementation of Communication Skill in the Assessment Process in Suburb Area 192

Figure 4.43 The Implementation of Creative and Innovative Skills in the Assessment Process in Suburb Area 193

Figure 4.44 The Implementation of Critical Thinking and Problem-Solving Skills in The Assessment Process in Suburb Area 194

LIST OF APPENDICES

Appendix 1. Surat Penelitian di SDN 1 Benoa

Appendix 2. Surat Ijin Penelitian di SDN 4 Darmasaba

Appendix 3. Blue Print Teachers' Perception on the Concept Knowledge of 21st Century Skills

Appendix 4. Blue Print of Questionnaire Teachers' Perception on the Teachers' Attitude towards the Implementation of 21st Century Skills

Appendix 5. Blue Print of Teachers' Perception on the Usage of 21st Century Skills

Appendix 6. Blue Print of Questionnaire of Teachers' Readiness in Implementing the 21st Century Skills in the Lesson Plan, Teaching Learning Process and Assessment Conducted

Appendix 7. Expert Judgements' Sheet from the Experts I

Appendix 8. Expert Judgements' Sheet from the Experts II

Appendix 9. Construct Validity for the Questionnaires

Appendix 10. Content Validity for the Questionnaires

Appendix 11. Reliability Testing for the Questionnaires

Appendix 12. Instrument of Teachers' Perception about the Implementation of 21st Century Skills

Appendix 13. Instruments About Teachers' Readiness in Implementing the 21st Century Skills in the Lesson Plan, Teaching and Learning Process, and Assessment Conducted

Appendix 14. The Result on Questionnaire About English Teachers' Perception on the Concept Knowledge, Teachers' Attitude, and the Usage of 21st Century Skills in City Area

Appendix 15. The Result on Questionnaire About English Teachers' Perception on the Concept Knowledge, Teachers' Attitude, and the Usage of 21st Century Skills in Suburb Area

Appendix 16. The Result on Questionnaire About English Teachers' Readiness in Implementing the 21st Century Skills in the Lesson Plan, Teaching Learning Process and Assessment Process in City Area

Appendix 17. The Result on Questionnaire About English Teachers' Readiness in Implementing the 21st Century Skills in the Lesson Plan, Teaching Learning Process and Assessment Process in Suburb Area
Appendix 18. Data Tabulation for SDN 1 Benoa
Appendix 19. Data Tabulation for SDN 4 Darmasaba
Appendix 20. Transcript Interview
Appendix 21. The Calculation of Categorization Level of English Teachers' Perception
Appendix 22. The Calculation of English Teachers' Readiness in Implementing 21st Century Education in the Lesson Plan, in Teaching and Learning Process, and in assessment Process
Appendix 23. Lesson Plan used by Teachers in SDN 1 Benoa
Appendix 24. Lesson Plan used by Teachers in SDN 4 Darmasaba