

CHAPTER I

INTRODUCTION

1.1 Research Background

At this time the world is becoming more interconnected and complex. Through the development of the world that is getting faster and faster, it is also required for people to become more developed. One way to change people for better is through education. According to Bhardwaj (2016), Education is very important as a vehicle for knowledge, self-protection, and success. Through Education, people can increase their quality in their life. Education itself gives the human the knowledge of social conduct, strength, character, and self-respect. The value of education also makes humans learn continuously in many aspects. Humans can learn from others in their society and they also can learn from their experiences.

There are many aspects of education that can develop the world. One of the most important aspects is language especially English. In this 21st Century era, people connected one to another and communicate one to another through English. Nishanthi (2018) states that English can no longer be considered an unimportant language because English is the first and most widely used. English also affects many sectors including technology, engineering, science, education, and many more. For that reason, English should be taught and delivered to people from the youngest level such as from kindergarten and elementary school.

Indonesia's government arranges and implements Curriculum 2013 to support the development of education in Indonesia. Permendikbud

Number 81A of 2013 states that the curriculum 2013 has a basic view that students are subjects who have the ability to actively seek process, construct and use knowledge; therefore knowledge cannot be transferred from teacher to student. According to Permendikbud Number 22 of 2016, as cited in Mulyana (2018) curriculum 2013 has many characteristics as follows: First, in the learning process students are told to the students to find out and the teacher only as of the source. Second, the teacher should emphasize multi-dimensional answers rather than a single answer. In this case, the teacher should give the students open-minded questions rather than a close-ended questions to develop students' critical thinking and also high order thinking skills. Third, the teacher should develop balance skills between physical skills (hard skills) and mental skills (soft skills). Forth, the teacher should optimize the utilization of information and communication technology to improve the efficiency and effectiveness in the learning process. The main principle of the 2013 curriculum is that teachers facilitate students to develop their skills and capacities in finding and linking concepts. This kind of learning is known as student-centered learning.

Student-centered learning is one characteristic of the 21st century skills applied in curriculum 2013. Student-centered learning means that the students are the center of the learning. Through this 21st Century period, the students are expected to be able to have 21st century learning skills. According to Trilling and Fadel (2009), there were 4 skills that should be mastered by the students. The first skill is life and carrier skill, the second skill is learning and innovation skill, the third is Information, Media, and

ICT Literacy skills. These three skills must be supported by 21st-century themes. The students also have to have a good soft skill, how they can interact and communicate with others in their society, how they could use their knowledge in their real life. They also have to master the technology because of 21st century learning based on technology.

Even though in this 21st century era, the students are as the center of the study, the teacher is what makes everything possible. According to Rusdin (2018) teachers are the main factors that contribute to students' performance in mastering 21st century learning skills. In this 21st century era, teachers are the guidance and model of the learning process. The teachers also take an important part in choosing an appropriate method in teaching that makes the students easier to understand the material. In implementing the 21st century learning, teachers have to apply appropriate steps in the learning process. Without a teacher, students will not get education and schools cannot provide education, therefore in the 21st century learning the teacher is very important as the facilitator to develop students' 21st century learning skills. But, do teachers ready to apply 21st century learning? How do they perceive themselves about their readiness in implementing 21st Century Education in teaching English and how the implementation of 21st Century Education in their teaching process.

Realizing the value of teachers in this era, it is important for the teachers to be ready with all the development of the 21st century skills needed for the students. However, there has been no research conducted on how ready the primary school teachers are in implementing 21st-century

education in the context of Bali. For that reason, the present study aimed at investigating the primary school teachers' readiness in implementing 21st century education in teaching English as a foreign language.

1.2 Problem Identification

Indonesian government arranges and implements Curriculum 2013 because of globalization and the world that becomes more complicated. Because students are the most important component and as the foundation of Indonesia, students are the center of the learning process, and students are expected to be able to have 21st-century learning skills. A teacher also takes an important role in the learning process as the guidance and the model of the learning. For that reason, the teachers should have a well understanding of 21st century skills in order to prepare and produce high-quality outcomes. In the real situation, the teachers do not have a well understanding of 21st-century skills and the teachers are not ready yet in implementing 21st-century skills in primary schools in public primary schools.

1.3 Research Limitation

This research was limited on analyzing one variable "Readiness" that has 2 dimensions namely; perceived readiness indicated by the teachers' understanding or concept knowledge, attitude, and the usage of 21st-century skills and observed readiness indicated by the readiness of the teachers in implementing the 21st-century skills. This research was limited to the English Teachers who teach English in grades 4, 5, and 6 in the second semester in Public Elementary schools in Buleleng regency academic year 2019/2020. This study was investigated how the English teachers Public Elementary

schools especially in SD N 1 Banyuasri which in city area and SD N 1 Dencarik which in suburb area perceive their selves about their readiness in implementing 21st Century Skills in teaching English and teachers' readiness in implementing 21st-century learning skill in teaching English through their lesson plan, teaching procedure, and assessment process.

1.4 Research Questions

Based on the research background above, the research problem can be formed as follow:

1. How do the English teachers perceive the implementation of the 21st century education in teaching English in public elementary schools in Buleleng?
2. How ready are the English teachers in implementing the 21st century education in teaching English in SD N 1 Banyuasri and SD N 1 Dencarik in Buleleng Regency in terms of the lesson plan, teaching procedure, and assessment conducted?
3. It is any discrepancy found between the teachers' perception about their readiness and the reality of the implementation in the classroom?

1.5 Research Objective

From the research questions there are 3 research objectives of this study that can be seen as follows:

1. Analyzing how do the English teachers perceive in implementing the 21st century learning skills in teaching English in public elementary schools in Buleleng.

2. Analyzing how ready the English teachers are in implementing the 21st century learning skills in teaching English in public elementary schools in Buleleng in terms of the lesson plan, teaching procedure, and assessment conducted.
3. Analyzing discrepancy between the teachers' perception of their readiness and the reality of the implementation in the classroom

1.6 Research Significance

This study has given theoretical and practical significance for the reader as can be described as follows:

1. Theoretical significance

Theoretically, the result of this study is used to enrich the literature in educational sector and enrich the knowledge about 21st Century Education in order to help the teachers to be ready in implementing 21st Century skills. The result is also used to help the teachers prepare their students well with 21st century skills.

2. Practical Significance

The result of this research is used to help and inspire the students, the English teacher, and the other researcher.

a. For Teachers

The result of this study is used to help the teacher to know more and be ready in implementing 21st-century skills. This study is also used to help the teacher to solve the problem related to 21st-century skills, so

the teachers can improve their performance in teaching Elementary School students.

b. For other Researchers

The result of this study is used to be able to help the other researcher in making a study related to this study or not and also as the guidance for the other researcher in making better study related to 21st-century skills in Junior High School.

1.7 Key Terms Definition

There are 2 kinds of key terms definition, namely conceptual definition and operational definition that used and explains as follows.

1.7.1 Conceptual definition

a. Readiness

According to Merriam Webster (2019), readiness is the quality or state of being ready or prepared for something. Meanwhile, Hines (2019) states readiness in a new system for validating flight hardware came into use. It means that we have to have a well planning before do it. Someone seems to be ready when they already prepared for something and confident to use it.

b. Perception

According to Cherry (2019) perception is human sensory experience of the world around and involves the stimuli and action. Perception includes five senses: touch, sight, sound, smell, and taste. It also

includes what is called proprioception that is a set of sense that includes ability to detect changes in body positions and movements. It also includes the cognitive processes such as process information about recognizing something and detecting a familiar scent.

c. 21st Century Skills

According to Trilling and Fadel (2009) the major framework of 21st century skills are life and career skills, learning and innovation skills, information, media, and technology skills and core subject and 21st century theme. Alismail and McGuire (2015) state 21st century learning skills as the ability to collect or receive information, organize and manage information, evaluate the information and generate accurate information through resources. 21st century learning skills prepare students not only mastered the knowledge but also the soft skill to socialize in the society and also work world.

d. Lesson Plan

According to Janelle (2019) Lesson Plan is a detailed step by step guide that outlines the teacher's objective for what the students will accomplish during the course of the lesson and how they are going to learn. Teachers are expected to be able to give students innovative activities based on 21st century learning.

e. Assessment

In 21st century skills, the assessment not only based on paper based. However, authentic assessment is used to assess the students understanding. Authentic assessment is an assessment that does not only look

at the final results of student learning. Authentic assessment is a measurement of student learning outcomes with results that are real, valid, and in accordance with the facts. Syamsuri & Ishaq (2010) explained that authentic assessment is the measurement of students learning outcomes that involves cognitive, attitude, and knowledge of the students.

1.7.2 Operational Definition

a. Readiness

From this study, the readiness is how the English teachers perceive about their own readiness related to the 21st-century skills and their readiness in inserting 21st-century skills in terms of their lesson plan, their teaching process, and assessment conducted.

b. Perception

In this study teachers' perception is very important. Before they are observed by the researcher they should perceive their readiness in implementing 21st-century skills in teaching English to gain the basic information about their knowledge about 21st-century skills.

c. 21st Century Skills

21st Century Skills are the most important skill that has to be mastered by the teachers in this 21st era. The teachers should know and understand well about 21st-century skills and how they develop their skills in teaching based on the 21st-century era. Teachers in 21st-century era do not just focus on the result of the students but also the process of gaining the result.

d. Lesson Plan

Lesson Plan is the well planning that already made by the teachers before teaching and learning process. 21st-century teachers should have a well plan to guide the students in teaching and learning process to the purpose of the learning itself.

e. Assessment

In this study the teachers conducted by the teachers should able to measure students' 21st-century skills. The assessment should prepare well to gain the information about students' understanding, students' result, and the process of gaining the result.

