

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the research background, identification of the problem, limitation of the problem, research problem, purpose of study, research objective and research significance.

### **1.1 Research Background**

Education is one important part in human life. Many people try to follow all steps of education to succeed in their life. Many people claim that education is one demand of their life. It means that education is an assertion and belief that it will be able to help people's future. Education is not a simple case of our life. In the 4.0 era, the concept of 21<sup>st</sup> century education is important. The 21<sup>st</sup> century education brings the world changes that are increasingly complex as the flow of information increases and becomes more accessible day by day. 21<sup>st</sup> century education encourages student to have 4C skills, which include communication, collaboration, creativity, and critical thinking skills. According to Bedir (2019), 4C skills are important to be fostered for student because in the teaching program, the 4C skills will help the teacher in preparing the student in the future. Teaching students to be successful in a 21<sup>st</sup> century, knowledge-based economy requires a different way of teaching. Teachers are the first to recognize this need. Unfortunately, many teachers have not yet possessed the skills necessary to be successful in facilitating 21<sup>st</sup> century learning. One of the many factors preventing teachers from doing so is a lack of technology training. Too often, teachers have not been provided with the necessary technology skills to create a modern learning environment. Teachers do not only need to understand how to use technology in their teaching, they need to understand how to help students use technology to help guide their own learning.

Nowadays, The National Education Department has changed the previous curriculum named curriculum 2013 with the new one called The Revised Curriculum

2013. It has been implemented in Indonesia since 2017. The 2013 curriculum (henceforth: K-13) is a national curriculum design to improve the quality of education in Indonesia in terms of knowledge (Zulhernanda, 2018). The 2013 curriculum is undoubtedly an inseparable part of education. In Indonesia, education curriculum has already undergone several changes. The 2013 curriculum is a product of the changes of education in 21<sup>st</sup> century. Curriculum is developed in order to give the solution in some cases in Indonesia. 2013 curriculum in terms of concept is the inclusion of key competences (Kompetensi Inti), namely KI-1 (attitude), KI-2 (social), KI-3 (knowledge), and KI-4 (skill). According to Hendrayana (2013), the revised 2013 Curriculum is a form of integrate work between the reconstruction of passing grade competence, suitability, and adequacy, expansion, advancement of the materials, learning revolution and evolution reform. 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 self-reflection and learning how to learn, as well as the building of the other three dimensions (Center for Curriculum Redesign: 2015). 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. Now, Indonesia is at the stage of implementing 21<sup>st</sup> century education. 21<sup>st</sup> century education is education that emphasizes the activeness of students and the era of education which is closely related to internationalization and globalization era. So, as a teacher, there are more challenges to the success of current education by implementing 21<sup>st</sup> century learning skills at school.

The lesson plan that teachers make have to be based on the curriculum that they use in their school. It is not easy because in designing the lesson plan, they need to consider the level of their students so that the lesson plan that they make suitable to their students. Before the teacher teaches the student, teacher must prepare teaching strategy that the teacher uses for a particular lesson and for the specific

objective for the particular lesson that they will teach. It is important to plan activity that provides the direction of what the teacher will teach and what the students will do into the lesson plan (Shen, Poppink, Cui, & Fan, 2007). According to Nesari and Heidari (2014), the key factor of a learning process is a lesson plan. A lesson plan can be an appropriate way for promoting the quality of education. As a guide for the teacher, what, when, where and which strategies or the method that can be applied for the students in the learning process, also how to assess.

Dealing with implementation of learning and innovation skills in 21<sup>st</sup> century education in teaching learning English process, the researcher observed four English teachers who teach in grades 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> taking a subject which concerns about implementation of learning and innovation skills in 21<sup>st</sup> century education especially in English teaching and learning process at Senior High School, specifically in SMA Negeri 2 Singaraja. The researcher observed the teachers and found that some teachers were still teaching students by lecturing.

Based on case above, this research aimed at conducting an analysis of the implementation of learning and innovation skills in 21<sup>st</sup> century education in teaching English as foreign language. Learning in the 21<sup>st</sup> century must be as good and effective as possible. The reason why this research was conducted was to investigate and analyze the implementation of learning and innovation skills in 21<sup>st</sup> century education in teaching English as foreign language.

## **1.2 Identification of Problem**

This study was an analysis of the implementing learning and innovation skills in 21<sup>st</sup> century education in teaching English as foreign language. Teacher must make a lesson plan before he/she teaches in the class so the learning process becomes more structured. As we know in this era, learning process must accommodate the 21<sup>st</sup> education (critical thinking and problem solving, creativity and innovation, communication, and collaboration). But most teachers are often not innovative in the classroom and often teach based on text books. Teachers teach the students without

rules or planning, for the example teachers give a task and then leave the class. In 21<sup>st</sup> century education, the students are required to be active but sometimes the teachers still using lecturing system to teach student in teaching and learning process.

Based on the background there are problem that can be identified :

1. Teachers insert learning and innovation skills in lesson plan
2. Teacher implement learning and innovation skills in teaching learning process

### **1.3 Limitation of The Problems**

This current study was limited to describe the implementation of learning and innovation skills in 21<sup>st</sup> century education at SMA Negeri 2 Singaraja. Besides, the researcher also described teachers' responses in implementing learning and innovation skills in 21<sup>st</sup> century education in teaching English.

### **1.4 Research Problems**

Based on the research background above, the research problems can be formulated as follow:

1. How does the English Teachers in SMA Negeri 2 Singaraja insert the learning and innovation skills in 21<sup>th</sup> century education in Lesson Plan?
2. How does the English teacher teach students based on learning and innovation skills in 21<sup>st</sup> century education?
3. What are the challenges faced by the teacher in teaching English based on learning and innovation skills in 21<sup>st</sup> century education?

### **1.5 Research Objective**

The objectives of this research are as follow:

1. To analyze the implementation learning and innovation skills in 21<sup>st</sup> century education in teaching English as foreign language.
2. To analyze how the teacher teach in the class using learning and innovation skills in 21<sup>st</sup> century learning.

3. To analyze the challenges faced by the teachers to solve the problems faced by the English Teachers in SMA Negeri 2 Singaraja to implementing learning and innovation skills in 21<sup>st</sup> century education in teaching english as foreign language.

## **1.6 Research Significance**

### **1.6.1 Theoretical Significance**

This research is expected to support the access to the theory of learning and innovation skills in 21<sup>st</sup> century learning skill especially in designing lesson plan in teaching English. Besides, this research is expected to be useful for the teacher in developing and implementing the learning and innovation skills in 21<sup>st</sup> century learning skill in designing lesson plan.

### **1.6.2 Practical Significance**

This study was established to give some contributions for the teacher, student, and other researcher.

- a. For the teacher, the result of the study is expected give information to extend the theory of implementing learning and innovation skills in 21<sup>st</sup> century learning in designing lesson plan itself in Senior High School. Furthermore, the teachers are estimated to produce the lesson plan in Senior High School by considering who the learners are.
- b. For the student, the result of this study is to support the students in learning process. Students can increase their self in productive skills. The result of study is expected to give material and knowledge for students.
- c. This research hopefully becomes new information especially about learning and innovation skills in 21<sup>st</sup> century education. Besides, the readers also improve their knowledge in teaching and learning in 21<sup>st</sup> century education.
- d. For the researchers, the result of this study is expected to give an example of study in implement learning and innovation skills , so that the other researchers are able to make better research about the implementation of learning and innovation skills.