

**EXPLORING THE TEACHING OF 21<sup>st</sup> CENTURY SKILLS  
WITHIN ENGLISH LANGUAGE TEACHING  
IMPLEMENTATION IN RURAL AREAS: CASE STUDY IN  
RA'AS ISLAND**



**THESIS**

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## STATEMENT LETTER

I hereby declare that the thesis submitted as a requirement for attaining the Master of Education degree from the Postgraduate Program at Ganesha University of Education is the result of my own work. Any materials derived from other sources have been appropriately cited and acknowledged following academic conventions, ethical standards, and institutional guidelines. I further affirm that this thesis does not contain any form of plagiarism or unauthorized collaboration. Suppose it is discovered in the future that a portion or the whole of my work is not my original work or that there is a case of plagiarism. In that case, I am willing to accept the consequences of my academic degree and any other sanctions following the applicable laws and regulations of the Republic of Indonesia.

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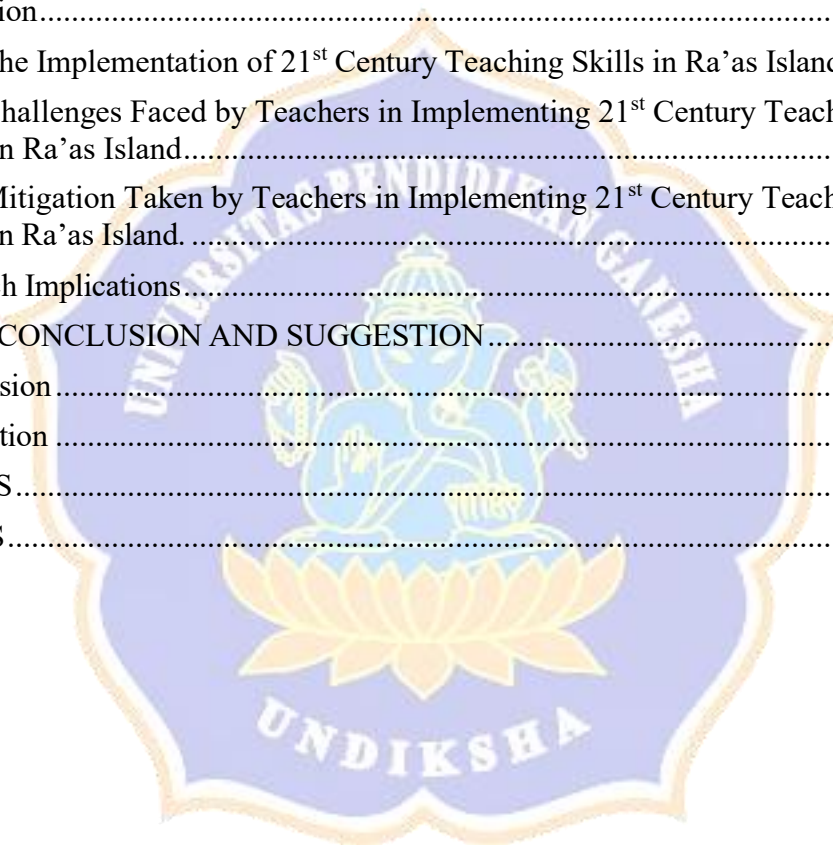
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## **CHAPTER I INTRODUCTION**

This chapter discusses the background of study, problem identification, research questions, research purposes, significance of research, and definition of key terms. This chapter elaborates the why's study conducted which was supported by reasoning and relevant theory in problem of identification.

### **1.1 Background of Study**

The educational quality gap in Indonesia results in unequal quality of the education system among schools, especially in rural areas. The implementation of 21<sup>st</sup> century skills in English language teaching has become a challenge in most schools in rural areas, as the main focus of teaching and learning in the 21<sup>st</sup> century era is digitalization despite the reforms of national education system which, most of schools in rural area were still struggle in such aspects like limited resources and lack of teachers (Cuong, 2021). These issues were affecting the quality of student education, particularly during the implementation of certain essential skills. In this digital era, the English language is not only a reflection of enhanced linguistic skills but also a means to support the skills that enhance students' competencies in addressing global problems and challenges. These are often referred to as 21<sup>st</sup> century skills. The importance of teaching based on 21<sup>st</sup> century skills is no longer a matter of debate in the education context. The direction of education based on 21<sup>st</sup> century teaching has been specified in life knowledge that can be useful for students, such as dynamic Theory and unpredictable problem-solving, critical thinking, and many others (Facione, 1990). In