

CHAPTER I INTRODUCTION

1.1 Research Background

Nowadays, education in Indonesia is influenced by a phenomena that require Indonesian students to have the qualification to survive. The phenomena is known as the twentieth-first century era. According to Vuksanovic, et al., (2016), in the twentieth-first century era, there are top ten skills needed to live in, namely; problem solving, critical thinking, creativity, people management, coordination, emotional intelligence, judgment and decision making, service orientation, negotiation, and cognitive flexibility. These top ten skills appeared in the twentieth-first century skills. The student in the twentieth-first century needs to learn the twentieth-first century skills to help them achieved the twentieth-first century skills learning outcomes.

In facing this phenomena, Indonesian government always tries to improve the educational quality. The National Ministries of Technology, Research, and Higher Education in order to realize a better education for Indonesian students are making a new action for preparing the national human with qualified competences for the future (Gamar, et al., 2018). This action is by developing the curriculum time by time which has been corresponded to the development of the century. Through the development of the newest curriculum (Curriculum 2013), the government inserted the twentieth-first century skills that focused on student-centered learning. Also, it mentioned in Permendikbud number 21

in 2016 about basic and secondary education standard should inserted the implementation of the twentieth-first century skills.

The twentieth-first century skills is a theory introduced by Trilling and Fadel (2009) as the consequence of the lifestyle and time changes. The twentieth-first century skills is well-known as 4c skills, namely; communication, collaboration, creativity, and critical thinking. But in fact, the twentieth-first century skills is more than those 4c skills. Trilling and Fadel (2009) summarized the twentieth-first century skills into a figure that is well-known as the rainbow of the twentieth-first century which contains twelve required skills that must be mastered by people that classified into three major skills, namely; life and career skills, learning and innovation skills, and technology, media, and communication skills. In order the skills to be established, there are certain core subjects and the twentieth-first century themes which must be introduced. It indicates that the skills of the twentieth-first century skills must be implemented in all core subjects and the twentieth-first century themes.

In addition to the twentieth-first century skills, Syamsuri and Ishaq (2018) mentioned seven changes of educational paradigm in the twentieth-first century learning. Those changes are; from terminal learning to lifelong learning, from mastering the material to holistic learning, from confrontational image of teacher relationship to partnership image, from emphasizing academic knowledge to focusing on the balance of value education, from campaign against illiteracy to campaign against technology, culture, and computers, from individual teacher to work team teacher, and from competition to cooperation orientation. It is expected that the educational paradigm changes make the

teacher must be ready in teaching the students by using the new paradigm. It caused by the teachers play the role of a mediator, facilitator, model, and an intermediete from the government to the students with the purpose to make the students can achieve the qualifications needed.

In a government regulation on education and culture, law Number 14 of 2005 concerning the Teachers and Lecturers, and Ministerial Regulation Number 17 of 2007 concerning on the teacher qualifications and competency standards, it is stated that, the teacher in the twentieth-first century are required to teach not only about the competency but more about professional to learn and as agent of change for improving the quality of learning at school, social competency, and good personality (Dewantoro, 2017). Thus, the teachers need to work hard and be ready to develop their competencies to understand what should be done and what should be implemented during the teaching and learning activity. It will help them to lead the students on how to have and mastering the twentieth-first century skills.

For developing the teachers' competencies, there are some qualifications required for the teacher in the twentieth-first century, such as; learner-centered classroom and personalized instructions, students as producers, project-based learning, learn new technologies, go global, be smart and used smartphone, blog, go digital, collaborate, use twitter chat, connect, build positive digital footprint, innovate, and keep learning (Jan, 2017). The teacher with these qualifications will be easier to teach English with the twentieth-first century skills. Another, to prepare the twentieth-first century teachers, strengthen the

subject matters and pedagogical preparation and introduce professional development schools through training is a must (Hammond, 2006).

Since not all English teachers had been trained the twentieth-first century skills, they might find some challenges during its implementation. These challenges are because the twentieth-first century is the latest century which brings new technology and ways of teaching that might not be familiar to the teacher. Teachers with the teaching experience more than 20 years old usually faced these challenges especially in the field of information and communication technology. In relation to this, Susanto (2010) mentions that there are seven teacher's challenges in the twentieth-first century. Those are; teaching multicultural or diverse society with multilingual competencies, teaching concepts, active learning, technology, new view about abilities, choice, and accountability. Pratama and Retnawati (2018) also mentioned that in the twentieth-first century skills, the teachers are not focusing on lower-order thinking skills but more on higher-order thinking skills. It is influenced by the changes in time to form people from the user to the creator. From the phenomena, the teacher is required to get the solution from each challenge so they can be said as ready to implement the twentieth-first century skills.

Teacher's readiness is the condition in which the teacher organizationally prepare (Lynch, et al., 2017). To be stated as ready, there are some qualifications needed. Rusdin (2018) argues that there are six expertises that the twentieth-first century skills must be mastered, namely; mastering the knowledge, mastering the twentieth-first century pedagogy, mastering the skills in support students' development and achievement, mastering learning

psychology skill, possess the counseling skill, and competent in using ICT. Besides, Syamsuri and Ishaq (2018) added that to be stated as ready, the teacher must be mastering the teacher's competencies, namely; professional competence, pedagogical competence, personality competence, and social competence. These readiness qualifications of the teacher in the twentieth-first century will be helpful in guiding the students to achieve the twentieth-first century learning outcomes.

As mentioned before, the twentieth-first century learning should be implemented in all core subjects. English is becoming one of core subjects included in the twentieth-first century skills (Trilling and Fadel, 2009). Thus, teaching English with the twentieth-first century skills is important. It is not only because English is used as an international communication language (Dewi, 2012), but more because it is used to transfer science and technology (Suhirman, 2014). According to Baldauf, et al. (2012), introducing English from an early age become a common way of doing at school in this era. English in Indonesia is started to be introduced since elementary schools, specifically since grade four in elementary schools. In this stage, the students are still categorized as young learners in which they are still between the age of nine to ten years old (Purwaningsih, 2011). Because of categorized as a young age, the students in elementary schools are considered being easier in forming the character of The twentieth-first century skills by the teacher rather than the students in higher education.

Despite it is realized that the twentieth-first century skills is very important to be inserted in English classroom practices, there has been no research

conducted yet for primary English school teachers in Tabanan Bali. For that reasons, it is considered as very essential to investigate the teacher's readiness in teaching English with the twentieth-first century skills in elementary schools on Tabanan pertaining to their perceptions' on the comprehension, attitude, and the skills use, and teacher's preparation, execution, and evaluation.

1.2 Problem Identification

Realizing the importance of teaching English with the twentieth-first century skills in elementary schools, it is needed to analyze the teachers' readiness from the indicators of teachers' perception on the comprehension, attitude, and skills use, and teacher's preparation, execution, and evaluation of the twentieth-first century skills on the learning process. There are three reasons why this research needed to be conducted. First, the students in elementary schools age tend to adopt the attitude and knowledge as well as their teacher teaches them. If the teacher can implement the twentieth-first century skills in the teaching and learning process, then the skills will become a good habit for students not only for short time but also for long time. Second, teachers are the mediator for the government and the students are expected to be able to create a superior generation for the country's development. Third, it is also needed for preparing Indonesian generation that mastering the twentieth-first century skills with good and independent personality as the consequence of the twentieth-first century phenomena.

For that reason, this research analyze the teachers' readiness in teaching English with the twentieth-first century in elementary schools in Tabanan

reviewed from the teachers' perception on the comprehension, attitude, and the skills use, and teachers' preparation, execution, and evaluation on the process of teaching and learning.

1.3 The Limitation of the Problem

The research is limited to analyze the teachers' readiness in teaching English with the twentieth-first century skills with the indicators of teachers' perception, preparation, execution, and evaluation. This study investigated the English teachers in SD Negeri 1 Dajan Peken and SD Negeri 1 Jegu elementary schools in Tabanan.

1.4 Research Question

There are two research questions used in this study;

1. How ready are the teachers in teaching English with the twentieth-first century skills with the indicators of;
 - a. Teachers' perception on comprehending the twentieth-first century skills concept, teacher's attitude, and teachers' use the twentieth-first century skills seen from the students during the learning process.
 - b. Teachers' readiness in preparing, executing, and evaluating the implementation of the twentieth-first century skills on the teaching and learning process.

1.5 Research Objectives

Related to the problems mentioned previously, the objectives of the study were differentiated into general objectives and specific objectives. Those research objectives can be seen as follows:

1.5.1 General Objective

Generally, this study analyzed the teacher's readiness in teaching English with the twentieth-first century skills in elementary schools in Tabanan.

1.5.2 Specific Objectives

Specifically, this study analyzed;

1. Teachers' readiness in teaching English based on;
 - a. Teacher's perception on the comprehension, attitude, and the skills' use of the twentieth-first century skills,
 - b. Teachers' readiness in preparing, executing, and evaluating the implementation of the twentieth-first century skills on the teaching and learning process.

1.6 Significance of the Study

This research is expected to give theoretical and practical significance for the reader as can be described as follows:

1.6.1 Theoretical Significance

The result of this study is expected to enrich other review related to Micro Teaching and Teaching English for Young Learner subjects, and Teacher Profession Education (PPG) as the suggestion to the future teachers. It is about what they should master and prepare before the teaching and learning process at school in Indonesia generally and in Bali specifically.

1.6.2 Practical Significance

The result of this study is expected to give a practical contribution and inspire the teachers, the other researchers, and also related stakeholders.

1. For the Teachers

The result of this study is expected to improve teachers' awareness on the importance of improving the performance and competence in teaching English with the twentieth-first century skills in Elementary schools.

2. For the other Researchers

The result of this study is expected to be used as a helpful reference for the other researchers to find out a study about teachers' readiness in teaching English with the twentieth-first century skills.

3. For the Government

The result of this study is expected to be used as feedback on the effort of improving the teachers' professional development in the implementation of the twentieth-first century skills in each school in Bali generally, and in Tabanan specifically.

1.7 Definition of Key-Term

The definition of key-term here means the meaning of the main point that being investigated by the researcher. There were two definition of key-term namely; conceptual definition and operational definition. These definitions are;

1.7.1 Conceptual Definition

There were eight conceptual definitions used in this study related to the expert, namely; teacher's readiness, teacher's perception, The twentieth-first Century Skills, attitude, the skills use, lesson plan, teaching and learning process, and the assessment.

a. Teacher Readiness

Readiness according to (Hornby, 2010) is the state of being ready or prepared for something. Besides, According to Lynch, et al. (2017) readiness is being prepared organizationally to every condition.

b. Teacher's Perception

As mention in Oxford advanced learner's dictionary of current English eight edition, perception is (1) to see, hear, understand, (2) quality of comprehending insight and (3) way of seeing or comprehending something (Hornby, 2010). Besides, Bernhardt (2007) adding that perception refers to 'observation' and 'opinion' that including self-judgment, view, form in someone's mind about something, or a belief through something.

c. The twentieth-first Century Skills

The twentieth-first century is the sign of the information superhighway in world-wide (Murti, 2013). Three major skills that appear in this century as argued by Trilling and Fadel (2009). Those three skills are life and career skills, learning and innovation skills, and information, media, and technology skills.

d. Attitude

Attitude is the desposition to react with a certain degree of favorableness or unfavorableness to an object, behavior, person, institution, or event – or any other discriminable aspect of the individual's world (Gruyter, 1993, p.1).

e. The Skills Use

As mention in Oxford advanced learner's dictionary of current English eight edition, use is (1) how words are used in a language; (2) the fact of something being used; how much

something is used. The the skills use are the skills used by the people.

f. Lesson Plan

The lesson plan is a familiar thing in the educational sector that helps the teaching and learning process runs in good order. According to Cox (2019), the lesson plan is a detailed step by step of the teacher's objectives in which the student will finish during the teaching and learning process and the way they learn it.

g. Teaching and Learning Process

The teaching and learning process is the process of transferring knowledge. According to Sequeira (2012), the concept of teaching and learning process is the process to develop the learners' new skills and change their attitude to be better in a set of events.

h. Assessment

As mention in Oxford advanced learner's dictionary of current English eight edition, assessment is an opinion or a judge about something that has been thought about very carefully (Hornby, 2010). Besides, it can be argued as the immediate feedback for the teachers to sharpen their teaching practice as well as getting the information about students' achievement (Tosuncuoglu, 2018)

1.7.2 Operational Definition

In line with the conceptual definition, operational definition also consisted of eight, namely; teacher's readiness, teacher's perception, the twentieth-first century skills, attitude, the skills use, lesson plan, teaching and learning process, and the assessment.

a. Teacher Readiness

In this study, the teacher readiness is defined as the state of being ready or prepared of the English teachers in SD Negeri 1 Dajan Peken and SD Negeri 1 Jegu is the measurement on how the teacher being well prepared for the material and activity before, during, and after the teaching and learning process. This preparation can be seen from three aspects, they are; the lesson plan, teaching media, and assessment that the teacher used.

b. Teacher's Perception

Teacher's perception in SD Negeri 1 Dajan Peken and SD Negeri 1 Jegu is how the teacher perceives themselves as ready in implementing the twentieth-first Century Skills during teaching English. The perception will be measured by using two questionnaires.

c. The twentieth-first Century Skills

The twentieth-first Century Skills is skills that should be mastered by the students in the twentieth-first century teaching which include the life and career skills, learning and innovation

skills and media, literacy and technology skills as introduced by Trilling and Fadel.

d. Attitude

The attitude of the teachers is the way of the teachers react to the implementation of the twentieth-first century skills. It can be a positive attitude or a negative attitude.

e. The Skills Use

The the skills use is the use of the twentieth-first Century Skills by the English teachers in SD Negeri 1 Dajan Peken and SD Negeri 1 Jegu in teaching learning process.

f. Lesson Plan

The lesson plan is the plan of the material, method, and activity conducted during the teaching and learning process. The lesson plans are used by the teacher in SD Negeri 1 Dajan Peken and SD Negeri 1 Jegu during teaching and learning activity were analyzed to see the readiness of the teacher.

g. Teaching and Learning Process

Teaching and learning process is defined as the way of teaching English conducted by the teachers in SD Negeri 1 Dajan Peken and SD Negeri 1 Jegu is the way of the teachers that is inserted with the skills of the twentieth-first Century Skills on the process of delivering the information, knowledge, and material to the students.

h. Assessment

Assessment in this study is defined as a way of judging the student's competence, ability, and knowledge conducted by the English teachers at SD Negeri 1 Dajan Peken and SD Negeri 1 Jegu. The assessment is conducted by the teacher at the end of the teaching and learning process or after delivering the material to measure the student's comprehending.

