

CHAPTER I

INTRODUCTION

1.1 RESEARCH BACKGROUND

In this industry era of 4.0, being able to speak English is one of the important things for everyone. Therefore English teachers have a very important role in determining the students to have good skills and competency in order to be able to compete well in the 21st century. Bekteshi (2017) states that English as the most important social tool in the 21st century which is definitely the language that needs attention to maintain and spread effectiveness of teaching and learning. Both teachers and students cannot avoid developments from the industry era of 4.0. They have to adapt well with this development. Mitarlis et al(2017)state that entering global competition, there is a need to prepare the students properly since young age. Minister of Education and Culture No. 21 of 2016 also states that education in Indonesia must achieve graduates' competency standards that include attitude, skills and knowledge that meet future needs and meet the golden generation in 2045, where the competency standards of graduates must be based on competencies 21st century. Based on those standard competencies, it is important for the students to have skills that based on 21st century from an early age. Basic skills must be processed and introduced early on especially for elementary schools, so that life skills are formed firmly and strongly.

21st century skill is a very important aspect to be applied. Jos(2014) states that the 21st century skills movement appears to believe that education should be rooted in skills-driven learning and hands-on experiences. In 21st century skills there are a lot of

aspect that need to be learned. (Triling & Fadel, 2009) state that there are four powerful forces which are converging and leading us toward new ways of learning for life in the 21st century. Those four powerful forces are knowledge work, thinking tools, digital lifestyles, learning research. These four forces are simultaneously creating the need for new forms of learning in the 21st century and supplying the tools, environments, and guiding principles required to support 21st century learning practices.

In this 21st century era especially in Indonesia, the government already made newest curriculum named curriculum 2013 that already implemented since 2013. Jaedun and Hariyanto(2014) explain that Curriculum 2013 was designed to prepare Indonesian have ability to live, both as individuals and citizens, who have a belief, who are productive, creative, innovative and effective and able to contribute to society, nation, state, and world civilization. That is why the first thing that needs to be mastered by the teachers especially English teachers are the 21st Century skills in order to make the students have ability to live and compete in this era.

Based on the importance of teachers' contribution as the educator, it is really important to investigate teacher's readiness in implementing 21st century skills. Lynch et al(2017) define readiness as the state in which something that organized and prepared well to engage with improvement agendas. . Handayani (2017) mentions that, there are eight (8) personalities of 21st century teachers. Those eight personalities of 21st century teachers are the adaptor, the visionary, the collaborator, the risk-taker, the learner, the communicator, the model and the leader. Besides, investigating teachers' perceive readiness toward 21st century

skills also important. It is because teachers' perception is about the teachers' assumption and insight toward the 21st century skills.

The fact reveals that the 21st century skills is really important to be inserted in English lesson by English teachers', but there has been no research conducted yet at elementary schools for both public and private in Karangasem Bali. For that reason, it really essential to conduct research about teachers' perception and their readiness in implementing the 21st century skills in teaching English in private and public elementary schools especially in Karangasem regency, so later teachers' readiness and perceptions in implementing this 21st century skills will be revealed. Besides, the discrepancy between teachers' perception toward their readiness in implementing 21st century skills and the result of implementation as observed also important to be found. By analyzing the discrepancy, teachers' readiness in implementing 21st century skills will be known.

1.2 PROBLEM IDENTIFICATION

The readiness of teacher is really important in implementing 21st century skills. The teachers have to master all of the skill that contain in 21st century skills, in order to make the teacher can teach the students effectively and prefer the successful 21st century learner. Meanwhile it has been found that some schools in Karangasem had not trained about 21st century skills. Based on those facts, it shows that some teachers may not understand about this 21st century skills and still not able to implemented it in school. Besides after done preliminary observation in schools, it found that teachers in Karangasem regency are not ready with learning used technology and how to insert 21st century skills during lesson

plan, teaching and learning process and assessment. This is supported by the result during the preliminary observation which is teachers rarely use technology in teaching elementary schools students. Teachers usually use text book. Besides, some skills in 21st century skills especially 21st themes are not well implemented. For that reason, it is considered urgent to conduct research on teachers' readiness, so further actions and efforts can be planned. This research is really needed in order to know the teacher's readiness on 21st century skills. By knowing teachers' readiness and the discrepancy on the 21st century skills it will help to solve the problem and to know what will be planned in the future.

1.3 RESEARCH LIMITATION

This research will limit on analyzing English teachers' readiness in implementing 21st century skills. 21st century skills consist of life and career skills, learning and innovation skills, and information, media, and technology skills also 21st century themes. Therefore, this research conducted in public and private school especially in elementary school in Karangasem regency. There are 3 schools in public elementary schools which are SDN 4 Dukuh, SDN 4 Tulamben, and SDN 1 Kubu. Therefore for private elementary school only one which is SD Insan Mandiri. Besides, this research also analyzing teacher' perception toward 21st century skills and the discrepancy in implementation in reality. The perception of 21st century skills here contains of concept knowledge, usage and attitude toward 21st century skills. Besides the teachers' readiness in implementing 21st century skills also can be found by analyzing lesson plan, teaching procedure, and the assessment used by the teacher. The discrepancy also

can be done after knowing teachers' perception and the result of implementation as observed.

1.4 RESEARCH QUESTIONS

1. How do the English teachers perceive their readiness that seen from concept knowledge, attitude and the usage of the 21st century Skills in teaching English in public and private elementary school?
2. How ready are the English teachers in implementing the 21st century skills in teaching English in public and private elementary school as observed in inserting the skills in lesson planning, teaching procedure and the assessing teaching learning process?
3. Is there any discrepancy found between the teachers' perception toward their readiness in implementing the 21st century skills and the result of implementation as observed?

1.5 RESEARCH OBJECTIVES

1.5.1 General Objective

In general, this study analyzed teacher's readiness in implementing the 21st century skills in teaching English in public and private elementary school in Karangasem regency.

1.5.2 Specific Objectives

1. Investigating the English teachers' perceptions toward their readiness that seen from concept knowledge, attitude and the usage of the 21st century skills in public and private elementary schools in Karangasem regency.

2. Analyzing teachers' readiness in implementing the 21st century skills in teaching English in public and private elementary schools in Karangasem regency as observed in inserting the skills that seen from
 - a. Lesson plan made
 - b. The procedure of teaching conducted in the classroom
 - c. The assessment conducted
3. Analyzing the discrepancy of English teachers' perception toward their readiness in implementing the 21st century skills and the result of implementation as observed

1.6 RESEARCH SIGNIFICANCE

1.6.1 Theoretical Significance

Theoretically the result of this study will give information about 21st century skills which is focus on English teacher. It can be shows from how the teachers assess the students, the readiness of lesson plan that used and the procedure of the teaching conducted in classroom.

1.6.2 Practical Significance

1. **Teachers:** The result of this study is expected to improve teachers' awareness of the importance of improving the performance and competence in implementing 21st century education in teaching English in public and private elementary school.
2. **Policy Maker in Education:** the result of this study will help the policy maker by knowing the result about the teacher's readiness and can make this research become feedback and one of solution to

reform the curriculum. Besides it also can make the government preparing the professional developments about the 21st Century skills for the teacher.

3. **Other Researchers:** The result of this research is also helpful for the other researcher because this research can be a supported data in conducting research which have same topic about teachers' readiness and perception in implementing 21st century skills.

1.7 KEY TERM DEFINITION

1.7.1 Conceptual Definition

1. 21st century skills

According to NCREL: Engauge 21st century skills as cited in Rusdin (2018) 21st century education is the skills which can prepare new generations to face and be able to survive in the era of 21st century, the era of fast development in industrial, global economy, and also technology, extreme information and huge demands of application of computer that is commonly needed in the daily life. Trilling and Fadel (2009) mention that there are three major skills that appear in 21st century which are life and career skills, learning and innovation skills, and information, media, and technology skills.

2. Teachers' Readiness

Teachers' readiness is something the well organized and prepared well are such that school staffs are prepared to engage with 'improvement agendas' (Lynch et al., 2017)

3. Teachers' Perception

McDonald (2012) states that perception as concept or response that is as complex as the human mind itself.

4. 21st Century Lesson Plan

Gallego (2014) states that the lesson plan is a part general planning and it also responsible for organizing the teachings of each subject or course throughout the corresponding educational period. Idaho's Department of Education (2016) mention element that must be included in the lesson plan for the 21st century skills is UDL (Universal Design for Learning) which contain of curriculum differentiation, instruction, and assessment using UDL (Universal Design for Learning) Principles to address diverse student needs, cultural-linguistic needs, as well as opportunities for extension and remediation where appropriate.

5. 21st century Assessment

Partnership for 21st Century skills (2009) state that in assessment 21st of century serve as a research and evaluation test innovative approach students' measurement. There some aspect that contain in assessing 21st century there are including high-quality standardized along with effective classroom formative and summative assessments, emphasize useful feedback on student performance that is embedded into everyday learning, balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century knowledge and skill.

1.7.2 Operational Definitions

1. 21st century skills

21st century skills here are skills which can prepare new generations to face and be able to survive in the era of 21st century. 21st century skills which include life and career skills, learning and innovation skills and media, literacy and technology skills. The 21st century skills need to be mastered not only by the students in SDN 1 Kubu, SDN 4 Dukuh, SDN 4 Tulamben and SD Insan Mandiri in Karangasem regency but the teacher also. It is because the teacher as facilitators at school so they have to be able to understand the 21st century skills and implemented it in the classroom and outside classroom.

2 Teachers' Readiness

In this part the teacher readiness means that they are prepare well and ready in implementing 21st century skills skills in teaching the students in classroom and outside class especially for English teacher in SDN 1 Kubu, SDN 4 Dukuh, SDN 4 Tulamben and SD Insan Mandiri in Karangasem regency. Those parts of readiness are lesson planning, teaching and learning procedure and assessment that used to teach the students. (Appendix 07)

3 Teachers' Perception

Teacher perception means how do the public and private English teacher give their responses in implementing the 21st century

skills in teaching learning process at SDN 1 Kubu, SDN 4 Dukuh, SDN 4 Tulamben and SD Insan Mandiri in Karangasem regency.

4 21st century Lesson Plan

Lesson plan is about teacher's preparation in teaching English which include elements of 21st century skills and must reflect skills of 21st century skills. Lesson plan is used to coordinate activities in the teaching and learning process at the elementary schools in SDN 1 Kubu, SDN 4 Dukuh, SDN 4 Tulamben and SD Insan Mandiri in classroom. It is about how the teacher will manage the activities, the method, the media and the strategy that the teachers use to teach the students in the classroom.

5 21st century Assessment

21st century assessment here means that the way English teacher in SDN 1 Kubu, SDN 4 Dukuh, SDN 4 Tulamben and SD Insan Mandiri will measure or evaluate their students based on 21st century skills in teaching learning process. The assessment of 21st century contain of curriculum differentiation, instruction, and assessment using UDL (Universal Design for Learning) Principles to address diverse student needs, cultural-linguistic needs, as well as opportunities for extension and remediation where appropriate.