

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

The 21st century learning for education is necessary to prepare the students who are ready to compete in the Industrial Revolution 4.0. Digitalization and globalization are increased in our world and lives in this era (Brown, Lauder and Ashton, 2008). According to Varis (2007), the consequences of globalization give demands on people's working and educational life. In preparing the students for their working life, education needs to grow awareness for developing the understanding of information and communication technology (ICT). Besides, it also needs other approaches which must be concerned in our educational environment. Thus, those approaches are beneficial to give an effort in today's knowledge society.

Removing the barriers of mastering 21st century skills should be the focuses of government and school to access and connectivity, supporting professional development, and accelerating E-Learning motivation, promoting digital literacy, and implementing lifelong learning (Varis, 2007). Lotherington and Jenson (2011), argue that in this globalization era, schools need to emphasize the communication skills of the students. It is related to how the students speak and with whom they communicate. It gives deeper changes in how language and literacy must be implemented in school. The implementation of school literacy must be related to the skills needed in this 21st century era.

Seligman & Csikszentmihalyi (2000), state that people still have thought on implementing tradition to be the main core of educating young people to be ready compete in this era, however, there are rapid changes in our social life. Thus, he concluded that our young

generation needs to learn the skills and values in order to follow even break the changes to be beneficial for society in order to have a successful career. Moreover, Robinson (2011), states people do not only need to recite and recall information flows in the social environment, but they need to be more actively engaged in society. Young people need to achieve full potential by mastering the skills and knowledge needed in this 21st century era. Education as the main core of human's changes in our social environment has huge responsibilities to teach those values and skills (Cox, 2014).

According to Wyn (2009), the changes in society and economy give an influence on our education system. Education needs also to walk together with the demands in society. She also said that it will become a difficult work for our education in celebrating the digital era. It is not only learning the new skills more frequently, but education needs also serving technological literacy to be adopted in personal life and working field. School management and educators become the pillars for the first stakeholder to conduct and control the 21st century learning in school. Educators and the school's role must have a daily reflection on the skills and attitudes of students.

Dennis (2017), states that teaching the 21st century skills will make wider analysis, evaluation, and innovation for the students. It might guide students to have higher-order thinking skills (HOTS). The 21st century skills (4Cs) give chance to students to be more reasonable in giving judgment and build their decision of something through critical thinking. In personal advantages, the students are able to increase their thinking skills. Higher-order thinking skill helps students to solve problems and give solutions to their challenges in life. This also increases student's analysis capability in a deeper way to see problems and sources.

There are four skills (learning and innovation skills) should be taught in every learning activity such as critical thinking, collaboration, creativity, and communication skills. The 21st century skills are blending with the content of knowledge, specific skills, expertise, and literacy. The skills are more than digital literacy because those other proficiencies can be a blend of skills to prepare the student in life and the working field. Moreover, those skills accompany the new economy when students prepare themselves to help people. It is related to 1) access, synthesize, and communicate information; 2) work collaboratively to solve the problem, and 3) create knowledge innovatively through technologies. Thus, the integration of those skills is required to achieve the expected output to be able to compete in this era (Crandall, 2016).

Trilling and Fadel (2009), states that some additional skills are needed by people in order to face the 21st century era. There are seven skills which are related to the 4Cs of 21st century skills namely 1) Critical thinking and Problem solving, 2) Creativity and Innovation, 3) Collaboration, teamwork, and leadership, 4) Cross-cultural Understanding, 5) communication, information, and media literacy, 6) Computing and ICT literacy, 7) Career and self-reliance. Those seven skills might be the complete skills that support people to be able to compete in this industrial revolution 4.0 era. According to Dennis (2017), the skills of critical-thinking which must be mastered by people in this era. There are some criteria in which people can be categorized as able to think critically. Critical-thinking must refer to giving reason effectively, using the system of thinking, making judgment and decisions, and have the ability to give solutions for problems.

According to Binkley (2012), there are other ways to see the 21st century skills (4Cs). It classifies the 21<sup>st</sup> century skills (4Cs) with 4 criteria which always include in this era such as ways of thinking, ways of working, tools for working, and living in the world. He describes that ways of thinking refer to creativity and innovation; critical thinking, problem-solving, decision-

making, and learning to learn. Ways of working refer to teamwork. Tools for working refers to information, computer, and internet literacy. Living in the world refers to citizenship, life, and career, personal and social responsibility. According to Crandall (2016), all the skills need in the 21st century era are necessary in order to make sure the workers can communicate and collaborate with others, organize and analyze information, make an informed decision, and take decisive actions.

In gaining all skills needed in 21st century era, it is needed to conduct a learning environment which is related to this era's need. The school environment needs to construct the learning process at school in order to improve students' 21st skills (4Cs). On the other hand, our society and students still have a lack of skills in reading and writing comprehension. Therefore, Indonesian society has problems with *the hoax*, and hate speech develops in our media. Thus, as a facilitator in creating high achievement of human resources in Indonesia, education needs to add and facilitate students to comprehend all needs. Furthermore, school literacy is implemented informal schools in Indonesia and including literacy in every aspect of the learning process (Padmadewi, Artini, & Nitiasih, 2018).

The terms literacy can be defined in many perspectives according to the skills and competencies which are willing to be achieved (Padmadewi & Artini, 2018). According to Pristiawati (2009), in Indonesia, literacy is defined as the skills in reading, writing, and numeracy. Reading, writing and numeracy skills become strong attention for the Minister of Education and Culture because it was found that reading comprehension of Indonesian students is still very low. It was found that only 3% of people were literate in reading. It means the literacy movement must be focused on higher cognitive skills.



Indonesian government started to attach literacy movement in school in 2006. According to Mulib (2019), the subject of the school literacy program covers all of the members of schools such as all students, educators, school employees, and school principal. Furthermore, every school has the responsibility to make an organization under the school principal called GLS (*Gerakan Literasi Sekolah*). This organization is focused on conducting and controlling the literacy program in school. In this organization, the government expects that all components in schools have collaborated to design a literacy program under the school principles' controlled. This program supposes to create a comfortable and beneficial learning environment in school, thus all students can be more literate in reading, writing, and mathematics (Kemendikbud, 2016).

In the discussion of literacy and the educational environment, it cannot be separated from Books. Books are the fundamental aspect to gather knowledge. Jorge Borges as cited in Kemendikbud (2016), states that Books are the most important aspect of human life. Books are the continuation of memory and imagination. Moreover, in the process of having and reading books, there is an essential skill that the people must have namely critical-thinking. According to Samani (2011), the weaknesses of Indonesian students nowadays is analyzing both qualitative and quantitative data. However, Wagner (2008), states that the most important skill that must be mastered in the information society is critical thinking and the ability to analyze the information, in which it will be processed and presented back to the social environment. The presence of reading and writing literacy in school might give first serene to teach critical thinking and analysis competence to students.

However, nowadays the definition of illiterate in the 21st century cannot be just referred to the people who cannot read and write. The words illiterate should be defined as people who cannot learn, unlearn, and relearn. The term “cannot learn” here means the people who cannot

find the meaning or even giving the interpretation of the information that they gathered previously. Then, it is also more underlined on the terms unlearn and relearn. It means, people should have the ability to choose the concept and paradigm that they need based on their belief. By the belief they choose, people need also to have willingness as autonomous learners to discover new knowledge and information based on what they believe (Crandall, 2016). Based on this definition of illiterate, education needs to re-design the learning process in order to produce learners' outcome who are able to compete in 21st century era.

The integration of Literacy and the 21st century skills are supported by the implementation of Technological knowledge become purely essential for the Indonesian generation. School management and educators must focus on the implementation of those aspects in order to make an effective learning process in school. School literacy program which is designed by 21st century skills might be the perfect combination to achieve the main purpose of *Gerakan Literasi Sekolah (GLS)* in which it emphasizes more logical thinking, teamwork, and creativity (Rahayu, 2019). According to Padmadewi & Artini (2018), they also need to build their character and attitudes. The 21st century skills that existed in 21st century framework required the students to master the skills and knowledge to make them have a successful career. To answer the problem, literacy needs to be improved and attached to the character-building in every part of the learning environment.

Indonesian government through the Ministry of Education and Culture established a policy as our effort to attach every 21st century skill (4Cs) to the learning process. It is also expected include in the implementation of the literacy program in school. Furthermore, the government expects that the teachers understand the 21st century learning's demand and how the teacher implements it. Actually, the 21st century learning integrates literacy skills, cognitive skills,

competency, attitude, and technology. Since the 21st century skills must be focused on every part of learning. Teachers also need to prepare, implement, and even evaluate literacy programs in the school. Thus, in the process of literacy, the students keep in line with those skills (Direktorat PSMA, 2017).

A study that applied critical thinking skills in reading was conducted in an Intensive English Program in Minnesota in Saudi Students (Wong, 2016). In this research was found that the students used oral reading as mainly strategy because of the memorization culture rather than to recite. The process of analyzing and inferring ideas from the text were the first step. Then, the students were participating in critical thinking and problem-solving that required them to make solutions to the problems. The teachers need to facilitate students to build students critical thinking by providing relevance activities that can combined in any subjects (Husna, 2019).

Collaborative reading is beneficial to improve students' reading comprehension. A study that implemented CSR and its effect to students reading comprehension was conducted in senior high school students (Rahman, 2015), it was found that the implementation of collaborative strategy reading was responded postively by students. It could improve students reading comprehension significantly. From this research, it could be concluded that collaborative reading can be beneficial for improving students' reading level.

This research discussed how to teach the 21st century skills (4Cs) in English literacy activities. According to Dit. PSMA (2017), literacy is one of the school programs which is expected to increase students' reading motivation, writing, and mathematics understanding. In this case, the purpose of implementing literacy in school is not only that, however, the students are also expected to master critical-thinking or problem solving, communication, creativity, and collaboration skills. Teachers' role will be very essential in order to teach those skills in the literacy

activities. In the process of the literacy program, English literacy can be a great choice in order to enhance students' English literacy. Moreover, the teachers need to have strategies to teach the 21<sup>st</sup> century skills in English literacy activities. In this research, it was also found the kinds of English literacy activities implemented in SMKN 1 Singaraja. Besides elaborating how to teach 21<sup>st</sup> century skills (4Cs) in English literacy activities, this research tried to find out teachers' challenges in teaching those skills in an English literacy activities.

English literacy is a crucial thing to be implemented in the literacy program. The implementation of English literacy is expected to prepare the students compete in working fields after graduating from school. According to Tara & Chandler (2012), putting English and literacy activities at the same time will effectively develop students' academic language such as reading and writing. It can be a new strategy in order to increase students' motivation and proficiency in English literacy. Most students of non-native speakers have problems communicating in English. The English literacy activity is supposed to build students' habit to read and write content in an English form. According to Krashen, (1981), cited in Dewi & Widyaningrum (2020), the existence of an English environment is important to present, students and give shade to the context of language learning. Formal and informal environment give positive income to the students' ability in learning the language. However, formal environment will give more controls for the students' evaluation on learning the language. Thus, it is crucial to building a conducive atmosphere for learning English. Putting English in literacy activities give a conducive atmosphere for the students to learn the language habitually.

In this research, SMKN 1 Singaraja was chosen as the setting of the research. SMKN 1 Singaraja is one of the vocational schools in Buleleng. It has 5 vocation departments namely Accounting, Marketing, Office management, travel accommodation, and hospitality. This school



has been implementing a literacy program in order to follow the Educational and culture ministry program. The literacy program or known as *Gerakan Literacy Sekolah* was implemented in some different scheduled and conditions. However, the Literacy program was scheduled for Friday. There are some different schedules such as classroom activities, practice and training activities, daily reading, and extracurricular. Especially, some students who are interested in English have been doing English literacy. Furthermore, almost all the students were doing English literacy activities in this vocational school. Hospitality and travel accommodation are connected to English literacy Activities.

In this era, it is crucial to teach other skills to the students. The students in vocational school must be prepared to the workplaces. Therefore, the integrations of the 21<sup>st</sup> century skills (learning and innovation skills) and English literacy would be beneficial for them to enhance their capabilities in working fields. In the previous studies, it could not be seen the specific strategies and methods in teaching those skills in english literacy activities, According to Murnane, Sawhill, & Snow (2012), it is important for the educators, policymakers and public to understand about the advanced literacy. Literacy is required the skills that childred need to deal with new demands. This research focused on the systematic steps to teach 21<sup>st</sup> century skills in English literacy activities. It also showed the chellanges that were found when the teachers taught English literacy activities.

In Vocational School, competent students are the main output expected. Competent students mean they are able to master the hard skills based on their majority and soft skills which will significantly support their performance in working place. The significant absorption of students in industry and working place will be a successful result for the vocational school. Thus, vocational should prepare themselves to run the learning process in which be able to create

appropriate output for the industry. If students can reach their highest potential based on their majority, it means they will be ready to work and absorbed in the industry. These kinds of challenges make vocational schools should maximize every “guns” they have. One of the programs which support increasing students' competency is the literacy program. So, schools need to connect the literacy program to the skills that students must have in working places.

In SMKN 1 Singaraja, the implementation of English literacy activities and teaching the 21<sup>st</sup> century skills (4Cs) are conducted intensively, especially in hospitality and tavel management department. The students in these departments will prepare themselves to communicate within English, thus they are more willing to choose English literature. The teachers also force students to practice conversation and story in English during classroom activities. Although, the researcher cannot say that all students will implement English literacy in their daily reading. This is the main reason why the researcher chose SMKN 1 Singaraja as the subject of research of English literacy program. On the other hand, this vocational school has prepared itself to provide English literature in the school library. At least, some students can practice their English by reading books in the school library. Students have more time to have practices and training in school based on their vocation. It provides them real conversation in English, especially while they communicate with native speakers. Through these situations, the researcher can gain data on English literacy activities in SMKN 1 Singaraja.

There might be some chellanges when implementing the 21<sup>st</sup> century skills (learning and innovation skills) in English literacy activities. Ainuningish (2018), found that there were two challenges found out when teaching those skills in English class namely personalization, content, teaching, lesson planning and classroom management. Personalization referred to the difficulties in indentifying students' ideas, giving conclusion, and the mentality of the students

while applying those skills. Content referred to the poor students' preparation. Teaching and lesson planning were about the preparation that should be done by the teachers before teaching those skills. Classroom management was about handling the students. It was also hard to handle the students in making a groups, when there were many students in a class and there were many trouble makers in a classroom. For its reason, in this research, it was also investigating the challenges faced by the teachers when teaching the 21<sup>st</sup> century skills in English literacy activities.

This research focused to discuss on how the 21st century skills (4Cs) or learning and innovation skills are taught in English literacy activities. Moreover, it also elaborates the preparation, steps assessment of the English literacy activities. The prior observation had been done by the researchers and there were some 21st century (4Cs) skills were taught in an English literacy activity. Afterward, the researcher more willing to describe the 21st century skills taught during English literacy activities. As we know, reading is not only an activity for entertainments. It also must have advantages to form students cognitive and skills. The 21st century skills (4Cs) or learning and innovation skills are the basic skills that students must have to compete in this new era. According to The International Reading Association (2009), literacy in 21st century learning referred to the ability to use technology in finding and communicating information. The literacy concept was not been changing, it has been overlapping as information literacy, multiliteracy, multiple literacy, digital literacy web literacy, which are necessary for the 21st century learning (Pilgrim & Martinez, 2013). That's why teachers must guide students to get those skills during the learning process, especially in an English literacy activities.

## **1.2. Problem Identifications**

To enhance literacy skills in Indonesian citizenship, the Government through the Minister of Education and Culture established regulation No. 23 of 2015 which has been arranging a program called the school literacy movement in every school. Students' literacy capacity needs to be enhanced in order to answer the demands in 21st century era. It also aims to improved students' skills in their learning process to prepare them to have a better future. The Literacy activities allow them to learn new things and improve their skills in filtering every information gathered. They will be more aware of understanding themselves and their social environments. Schools need to conduct literacy program to support achieving the goals. Literacy programs will be implemented during the activities in school or it might give responsibility for students to learn independently. Literacy should also integrate into the skills (4Cs) or learning and innovation skills needed in 21st century era. It needs awareness from the school in cooperating those skills in order to make the literacy activities meaningful.

English Literacy activities are implemented in this school because English is the international language which will be essential for students' career. The use of English is very common in some working places such as hospitality, sales and marketing, and travel management. Therefore, English literacy activities should be conducted and periodically developed in vocational schools such as SMKN 1 Singaraja. Through English literacy activities, students might improve their English skills while learning new things from books they read. In implementing English literacy activities, the 21st century skills (4Cs) or learning and innovation skills are also important to be realized. It is not a partial thing to be taught. It can be taught at the same time. Through prior observation, the researcher found out this school has been teaching 21st century skills (4Cs) in English literacy activities. This awareness of skills must be shown to the educators in order to make them realize these skills. Afterward, teachers can improve or develop their strategies to make



it run together. If teachers have realized to teach those skills, they can reflect on themselves. This self-reflection sustains them to find the challenges faced by them. Here in this research also found and discussed the challenges faced by the teachers in teaching 21st century skills (4Cs) in English literacy activities, thus they can have a correction to improve better strategies in teaching 21st century skills (4Cs) in English literacy activities.

### **1.3. Scope of the Study**

The present study focused on kinds of English literacy activities, how to teach of 21st century skills (4Cs) in English Literacy Activities and challenges faced by the teachers when teaching the 21<sup>st</sup> century skills in English literacy activities. It described about the process of teaching those skills in English literacy activity. It described the preparation, steps and assessment done by the teachers during teaching those skills. It also would be analyzed the 21<sup>st</sup> century skills taught in each English literacy activity.

### **1.4. Research Questions**

Based on the topic, the research questions are described as follows:

1. What kinds of English literacy activities are implemented in SMKN 1 Singaraja?
2. How the 21st Century Skill (4Cs) are taught in English Literacy activities in SMKN 1 Singaraja?
  - a. What is the preparation done by the teachers to teach 21st century skills (4Cs) in English literacy activities?

- b. What are the steps to teach 21st century skills (4Cs) in English literacy activities?
  - c. How do the teachers assess 21st century skills (4Cs) in English literacy activities?
3. What challenges are faced by the teachers while teaching 21st century skills (4Cs) in English literacy activities in SMKN 1 Singaraja?

### **1.5. Purposes of the Study**

Regarding the research problems which are presented above, the purpose of the study can be formulated as follows:

1. The research aims to investigate the kinds of English literacy activities implemented in SMKN 1 Singaraja
2. The research aims to investigate how to teach (preparation, steps and assess) the 21st century skills (4Cs) in English literacy activities in SMKN 1 Singaraja.
3. The research aims to investigate the challenges faced by the teachers in teaching 21st century skills (4Cs) in English literacy Activities.

### **1.6. Significances of the Study**

#### **1.6.1. Theoretical Significance**

The result of the study is expected to give information about how to teach 21st century skills (4Cs) in English Literacy Activities in schools for teachers and each stakeholder in education. It also specifically integrates teaching 21st century skills (4Cs) in English Literacy Activities. As we know that every activity of learning in school need to include those four skills in order to prepare the students to compete in the Industrial Revolution 4.0 era. It might help teachers and school to prepare, conduct, and evaluate literacy program which integrates with 21st century skills.

## **1.6.2. Practical Significance**

### **1.6.2.1. Students**

The students might be able to maximize the benefit of a literacy program in school. Through the 21st century skills (4Cs) taught in a structured step of the literacy program, the students can be more aware of the skills that they need to have in order to create an effective and creative literacy program.

### **1.6.2.2. Teachers**

This research is actually more pointing to teachers' rules and school in conducting English Literacy Activities in school. By the information from this research, the teachers are expected to have a guideline in teaching 21st century skills (4Cs) in English literacy activities. This guideline also gives an understanding for the teachers on how they can attach those skills in the steps of the activities. Therefore, teachers can make more creative activities and effect activity in the school literacy program. Afterward, the teachers will be ready for challenges that they might have during teaching 4Cs skills in English Literacy Activities.

### **1.6.2.3. Other Schools**

This research might give information to the schools especially for Vocational Schools, to teach 21st century skills (4Cs) in English literacy activities. Firstly, schools need to realize about 21st century skills which need to attach to the literacy program. Trough this information, schools can develop and improve literacy activities in order to relate literacy with 21st century learning.

#### **1.6.2.4. Other Researchers**

This research is expected to become first hand reference for futher research in the area of English literacy. School literacy which is echoed by the government still needs other understanding and development in order to make it run effectively. By other researches, it gives choices to teachers and schools in conducting a literacy program based on students' needs in 21st century learning.

