

## ABSTRACT

I Putu Ratama (2020), Teaching the 21<sup>st</sup> Century Skills in English Literacy Activities in SMKN 1 Singaraja in Academic year 2019/2020. Thesis, English Education, Post graduate Study Program, Ganesha University of Education.

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*Key Words:* English literacy activities, the 21<sup>st</sup> century skills (4Cs), Teaching.

Literacy program has been echoed by the Minister of education and culture since 2015. Teaching other skills in the implementation of literacy activities are crucial to prepare the students to compete in working field, especially in Vocational School. This study aimed to investigate (1) the kinds of English literacy activities implemented in SMKN 1 Singaraja, (2) how to teach the 21<sup>st</sup> century skills (4Cs) in English literacy activities in SMKN 1 Singaraja which consisted of preparation, steps and assessment of the 4Cs skills, (3) Teachers' challenges while teaching the 21<sup>st</sup> century skills (4Cs) in English literacy activities in SMKN 1 Singaraja. The design of this research was descriptive qualitative. The setting of this research was SMKN 1 Singaraja and the subjects of this research were 120 students and 3 teachers in this school. The techniques of data collection were observation, interview, note taking, document analysis and documentation. The finding showed that (1) there were five English literacy activities implemented in this school namely, reading response journal, news reading program, guiding object commentary, travel itinerary writing and cooperative literacy program. (2) In the implementation of those English literacy activities, the teachers taught the 21<sup>st</sup> century skills (4Cs). In reading response journal, the 21<sup>st</sup> century skills taught were critical thinking, collaboration and communication skills. In news reading program and cooperative literacy program, all of those 21<sup>st</sup> century skills (4Cs) were taught. In, guiding object commentary, there were three 21<sup>st</sup> century skills were taught namely critical thinking, creativity and communication skills. At last, there were three skills were taught in travel itinerary writing namely critical thinking, collaboration and creativity skills (3) In teaching the 21<sup>st</sup> century skills, the teachers still had challenges in teaching critical thinking, collaboration and communication skills. There was no challenge in teaching creativity skill in English literacy activities. This research was expected to be beneficial for the policymaker, schools, and teachers who had big effort in implementing effective literacy program in schools. Those activities and ways of teaching the 21<sup>st</sup> century skills could be adopted in order to enhance the level of literacy program.

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*Kata Kunci:* Kegiatan literasi Bahasa Inggris, Skill Abad 21 (4Cs), Mengajarkan.

## ABSTRAK

Program literasi sudah digaungkan oleh Kementerian Pendidikan dan Kebudayaan dari tahun 2015. Mengajarkan skill lainnya dalam penerapan aktivitas-aktivitas literasi sangat penting untuk mempersiapkan siswa dalam bersaing di dunia kerja, utamanya pada Sekolah kejuruan. Penelitian ini bertujuan untuk menginvestigasi (1) jenis – jenis kegiatan literasi Bahasa Inggris yang di terapkan di SMKN 1 Singaraja, (2) bagaimana mengajarkan skill abad 21<sup>st</sup> (4Cs) dalam kegiatan literasi Bahasa Inggris di SMKN 1 Singaraja yang terdiri dari persiapan, langkah-langkah, dan penilaian dari skill (4Cs) tersebut, (3) Tantangan yang dihadapi oleh Guru ketika mengajarkan skill abad 21<sup>st</sup> (4Cs) dalam kegiatan literasi Bahasa Inggris di SMKN 1 Singaraja. Desain dari penelitian ini adalah dekriptif kualitatif. Penelitian ini dilakukan di SMKN 1 Singaraja dan subyek dari penelitian ini adalah 120 siswa dan 3 Guru di Sekolah ini. Teknik pengumpulan data terdiri dari observasi, interview, catatan, analisis dokumen dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa (1) Terdapat 5 jenis kegiatan literasi Bahasa Inggris yang diterapkan di Sekolah ini yaitu, *Reading Response Journal*, *News Reading Program*, *Guiding Object Commentary*, *Travel Itinerary Writing*, dan *Cooperative Literacy Program*. (2) Dalam penerapan kegiatan literasi Bahasa Inggris, Guru mengajarkan skill abad 21<sup>st</sup> (4Cs). Dalam *Reading Response Journal*, Skill abad 21<sup>st</sup> yang di ajarkan adalah skill berpikir kritis, kolaborasi dan komunikasi. Dalam *News Reading Program* dan *Cooperative Literacy Program*, Semua skill abad 21<sup>st</sup> (4Cs) di ajarkan. Dalam *Guiding Object Commentary*, terdapat 3 skill yang diajarkan yaitu skill berpikir kritis, kreatifitas, dan komunikasi. Yang terakhir, terdapat 3 skill yang diajarkan di *Travel Itinerary Writing*, yaitu skill berpikir kritis, kolaborasi dan kreatifitas. (3) Dalam mengajarkan skill abad 21<sup>st</sup>, Guru-guru masih memiliki tantangan dalam mengajarkan skill berpikir kritis, kolaborasi dan komunikasi. Disini tidak terdapat tantangan dalam mengajarkan skill kreatifitas dalam kegiatan literasi Bahasa Inggris. Penelitian ini diharapkan agar berguna bagi pembuat kebijakan, Sekolah dan Guru-guru yang memiliki usaha yang besar dalam menerapkan program literasi yang efektif di Sekolah. Kegiatan – kegiatan dan cara pengajaran dari skill abad 21<sup>st</sup> dapat diadopsi untuk meningkatkan tingkat program literasi.