CHAPTER I

INTRODUCTION

This chapter will draw the comprehensive information of this study which includes an explanation about the background of the study, research questions, purposes of the study, scope of the study, significance of the study, and clarification of key terms.

1.1 Background of the Study

In the 21st century, the world is changing and the next generation will face new social, economic, and environmental changes. Approximately, people who live in this age will get worldwide, multicultural, and between associated. Thus, the 21st Century skills are required significantly in this era to be able to face current and future global challenges and challenges in work-life.

Moreover, the job market has become a platform that is changing and progressing continuously in the Fourth Industrial Revolution. By the situation, the market today demands a skilled labor force that can adapt to its changes and its needs (UNESCO, 2018). Hence, one of the 21st Century skills; Life and Career Skills (LCS) are considered essential to be equipped to the future generation in anticipating challenges in work-life.

One of the institutions which have a high responsibility in providing and preparing the future labor force is an educational institution. The current educational systems must be evolving fast to fulfill the demands of learners.

Because there is a mismatch between the demanded skills in the job market and what is currently being promoted in the education system (UNESCO, 2018). Previously, education was tied in with showing individuals something, but currently, it must ensure that students build up the navigation skills and a dependable compass to locate their particular manner through an inexorably questionable, unpredictable, and equivocal world. Educators must ensure that what they instructed would endure forever for their students following the demanded skills of the job market.

These present days, teachers have to get ready students for more quick social and monetary change than any time in recent memory, to utilize technologies which have not yet been created, for occupations which have not yet been made, and to take care of social issues that everybody does not yet realize will emerge (Andreas, 2017 in Csapó & Funke, 2017). Therefore, the role of teachers becomes central in the 21st-century era to create the next generation who be able to compete and to face uncertainty and disruptive challenges. As stated by Corpuz and Salandanan (2013) towards the changing roles of a teacher in the 21st-century context, in which teachers are no longer only as an authority in imposing sound behavior in a classroom but also a collaborative partner of the students in the learning process. Teachers should be a collaborative partner to grow the relevant skills needed in this age.

The significance of routine errands no longer keeps on being engaged in the learning procedures since communication, critical thinking, and collaboration are getting progressively significant in present-day society (Autor, Levy, & Murnane, 2003). Notwithstanding the abilities which have just been the focal point of

instructive researches practices, for example, proficiency, science, and arithmetic, teachers have now started to distinguish different abilities that are important to deal with these new difficulties known as 21st-century skills (National Research Council of the National Academies, 2012). 21st Century skills are concentrating on obtaining, combination, progressively transversal, and use of information.

Binkley et al. (2010) addressed 21st Century Skills in a framework known as ATC21S *(Assessment and Teaching of 21st Century Skills)* Framework. ATC21S Framework already organized ten skills identified under 4 groupings. Those four groupings are (1) Ways of Thinking incorporates *(critical thinking, problem-solving, and decision making),* (2) Ways of Working incorporates *(collaboration and communication)*, (3) Tools of Working incorporates *(ICT literacy),* and (4) Living in the World incorporates *(citizenship; life and career; individual and social obligation)*. By proposing those ten skills aims to prepare and empower learners with the correct abilities or skills to succeed in the 21st Century working environment.

While Partnership for 21st Century Skills (2009) (P21) has published the Framework for 21st Century Learning. The Framework depicts the information, skills, and mastery that students should ace to prevail in either life or work. Based on the P21 Framework, some skills are assuming important as 21st Century Skills. Those are (1) Learning and Innovation Skills includes *(creativity and innovation; critical thinking and problem-solving; communication and collaboration)*, (2) Information, Media and Technology Skills includes *(information literacy; media literacy; ICT literacy)*, (3) Life and Career Skills includes *(flexibility &*

adaptability; initiative & self-direction; social & cross-cultural skills; productivity

& accountability; leadership & responsibility).

The learners' necessity on the 21st Century skills mastery towards those demands of the labor market has been urgent to provide in the Indonesia context. This can be seen in the World Bank's Report about Indonesian Skill Demand which was released in 2010. The report described that there are emerging skill gaps in Indonesia. The most extensive gaps across laborers are for computer and English skills kept up by behavioral and thinking skills. In which behavioral skills address group direction, leadership, the capacity to work adaptability, and autonomously in which those competencies belong to life and career skills. Then, the demand for skills will keep on growing up over 10 years later (World Bank, 2010). This report shows that Indonesia's educational institutions must urgently be setting an educational system by accommodating 21st Century skills such as LCS.

To encounter those challenges and demands in the digital and information age, the future human being should be sustained with 21st Century skills particularly the Life and Career Skills (LCS). The capacity to plan and direct the complex life and workplaces in the worldwide competitive data era expects students to give thorough consideration to creating satisfactory LCS. These cover time management; initiative and self-directed learning; leadership; and working with others successfully. All the further explicitly, leadership abilities include directing people, recognizing or utilizing those qualities of people, and spurring people to achieve the shared objective. Time management incorporates using time and overseeing an outstanding task at hand effectively. Self-directed learning and

initiative are abilities characterized by practices, for example, objective setting with the quantifiable standard for progress, building up harmony among long and momentary objectives, and investigating new learning chances. Working with other people or individuals viably incorporates someone's capacity to connect successfully with other people or individuals including realizing when to assist when paying attention, regarding various qualities and also sentiments (Partnership for 21st Century Skills, 2009).

Some researchers have conducted studies on investigating and exploring 21st Century skills in an educational environment. For example, the study which was conducted by Ball, et al. (2016) explored 21st Century skills and learning environments for higher education levels. The study was conducted to identify the qualities and abilities young people should have to reach success in higher education levels and the workplaces and additionally to look at young people's impression of their abilities. The study indicated that responsibility and leadership; working with other people in effective ways; and being adaptive become skills that are essentially needed in this age. Another study was conducted by Heinrichs (2016) by investigating the impact of 21st Century skills in a Program of Dual Language. The investigation took place in a southern California school district at the whole-school level. The result of the study claimed that the DL program implemented with sustained, distributed collaboration and leadership can provide the main impact in the enhancement of 21st Century skills towards those students.

While Moyer, et al. (2016) additionally led an investigation by connecting with learners in 21st Century skills using informal learning. This examination aimed

to quantify learners' commitment to 21st Century skills while the learners partake in an informal learning activity. Analysis of the study uncovered that informal learning activity connects students with 21st Century skills such as Life and Career Skills and Socio-cultural skills. Especially, collaboration, initiative, the ability to communicate, productivity, and self-heading involve the biggest learners' commitment. Commitment towards leadership, obligation, responsibility, problem-solving, adaptability, and flexibility remain likewise apparent. These studies show that cognitive and non-cognitive skills are essentially needed by students in dealing with unpredicted challenges.

In developing 21st Century skills, ATC21S has promoted the approaches to adapt those skills in the educational system. Skill-centered courses are one of the approaches which ATC21S considered to develop the skills. It stated that curricula/syllabus would better be prepared to accommodate 21st Century skills clearly (Suto & Eccles, 2014). Besides, P21 has also identified basic emotionally supportive procedures to guarantee learners' dominance of 21st Century skills. It suggested the educational system should develop 21st Century Instruction or Curriculum. In which the instruction or curriculum expectedly (1) teach those skills separately with regards to center subject and topics; (2) focus on giving chances to applicate those skills over subject areas and for a competency-based method to deal with learning; (3) enable innovative and creative learning strategies that incorporate the utilization of supportive and sophisticated devices, issue-based methodologies and HOT skills; (4) encourage the involvement of other social groups outside the school activities (Partnership for 21st Century Skills, 2009).

Saadah (2016) has conducted a study on LCS among Malay Polytechnic learners. This intends to explore LCS among Malay learners in the polytechnic institution and to contrast the learners' LCS against sorts of polytechnics, learners' sexual orientation, and subjects registered in various departments. Then, the discoveries show that there is a noteworthy contrast between sorts of polytechnics, students' sex, and various courses or subjects enlisted by the students in the life and career skills. Studies about 21st Century skills especially LCS are scarcely conducted. Moreover, studies that integrate those skills in a curriculum or syllabus are.

On the other hand, speaking has become a skill that utmost significance to acquire. This skill appeared as one of the subjects needed to be taught in any language class specifically English. Also, speaking skill is the capability to utilize language properly in varying social context. It is defined as the ability to function in a truly communicative setting that implicates the students in understanding, employing, composing, or interacting in the learning language while their concern is mainly on the meaning of the passage (Akmal, 2016). In addressing 21st Century skills in speaking classroom, the various studies which accommodate 21st Century skills such as the ICT literacy implementation in speaking teaching and learning are numerously available (Akmal (2016); Maribe & Twum-Darko (2015); Kuppuraj (2017); Sharndama (2013)). This is considered not enough to only promote ICT in addressing 21st Century skills in speaking classroom. It needs to accommodate other 21st Century skills as though LCS in teaching speaking course.

Also, Menggo et al. (2019) have analyzed the kinds of students' learning and objective needs for material advancement in the scholarly English-speaking course by surveying 312 students in six universities in Indonesia. The result concludes that students' needs empathically demonstrated that the design of material must have the option to advance 21st Century skills. Furthermore, Ashraf & Ahmadi, (2017) also have integrated 21st Century skills into English teaching and investigating the impacts towards the abilities to speak. This study revealed that learning 21st Century skills have already had a positive impact on speaking abilities.

Motallebzadeh, et al. (2018) has carried out a study to investigate the relationship between students' writing and speaking skills and 21st Century skills for EFL class. The study was done towards 122 EFL students from some organizations of Mashhad. At the point, the result demonstrated that 21st Century Skills have a huge relationship with speaking and writing. Moreover, collaboration and communication skills have the most elevated relationship towards the score of unknown dialect speaking and innovation proficiency has the most elevated relationship towards the score of unknown language writing.

Furthermore, National Education Standard Board (BSNP) has proposed the 21st Century National Education Paradigm to address the new skills which must be mastered by the students in this era. BNSP has even promoted the 21st Century qualification of human resources which is in line with the P21 Framework. In which students must be equipped with problem-solving and critical skills, collaboration and communication skills, ICT literacy, and also creativity and innovation skills. Not only cognitive skills and the ability to applicating technology, but students also

must have other competencies such as leadership, personal responsibility, adaptability, self-direction, accountability, and productivity which those competencies belong to life and career skills (Badan Standar Nasional Pendidikan, 2010).

Studies relating to Life and Career Skills and speaking learning are rarely available. There is a lack of studies which investigate Life and Career Skills in English Language Education Study Program. Regarding the needed studies of integrating LCS into the educational environment, this current study intends to fulfill the gap in developing the LCS-integrated speaking syllabuses for ELESP. Then, speaking skill is chosen since it is a productive language skill that demands the learners to actively create or produce language (Lindner, 2014). Therefore, this study will design and develop an LCS-integrated speaking syllabus, the researcher would not only integrate the LCS Framework developed by P21 and ATC21 into components of the syllabus but also will refer to the CEFR (Common European Frameworks) to design the speaking syllabuses to reach the global standard of learning a language.

1.2 Research Questions

In this study, the researcher composes the main research question with three sub-questions which are mentioned in the following part.

Main Question:

How are life and career skills-integrated speaking syllabuses for ELESP?

Sub Questions:

1. To what extent do the existing speaking syllabuses of English Language Education Study Program (ELESP) accommodate life and career skills?

2. How are the life and career skills-integrated speaking syllabuses for English Language Education Study Program (ELESP) designed?

3. How are the design of life and career skills-integrated speaking syllabuses for English Language Education Study Program (ELESP) designed?

1.3 Purposes of the Study

To answer the research questions, this study presents the aims of this study which are mentioned in the following part.

Main Purpose:

To design life and career skills-integrated syllabuses of speaking for English Language Education Study Program (ELESP).

Sub-aims of this present study are:

1. To analyze the life and career skills integrated into the existing speaking syllabuses for English Language Education Study Program.

2. To describe the procedures of designing process of life and career skills-integrated speaking syllabuses of English Language Education Study Program.

3. To design life and career skills-integrated speaking syllabuses for English Language Education Study Program.

1.4 Scope of the Study

This current study will be limited to developing life and career skills-integrated syllabuses for speaking skills which indicate English Language Education Study Program for a bachelor in Indonesia. Therefore, Design and Development Research (DDR) method is used in this study. In implementing DDR, there are five steps to conduct in this present study. Those steps include need analysis, describe the objective, design, and develop the syllabuses, design revision, and evaluate the prototypical syllabuses. Further steps of DDR are not conducted in consequence of time constraints.

1.5 Significance of the Study

Theoretically, this current study will lead to a deeper understanding of designing and developing life and career skills-integrated speaking syllabuses for ELESP as a part of 21st-century skills integration with education in the form of curriculum, syllabi, or course outline. The outcome of this present study is supposed to contribute life and career skills-integrated curriculum development for speaking subjects to achieve the world education system goals proposed by ATC21. Also, it will fulfill a gap of preliminary researches related to life and career skills integrated into syllabuses.

Practically, the researcher hopes this study will implement ATC21's 21st Learning Framework for teachers which emphasize five approaches such as knowledge, skill, attitude, values, and ethics (KSAVE). Overall, this whole result of the study can be useful for further teaching and learning through life and career

skills integration in syllabuses for speaking subjects in the Undergraduate English Language Education Study Program. Also, it can be developed further in setting Indonesia's 21st Century skills-based curriculum.

1.6 Clarification of Key Terms

To evade misinterpretation, the specialized terms found all through this study are operationally characterized as follows:

1. **LCS** stands for Life and Career Skills which cover competency such as adaptability & flexibility; self-direction & initiative; social & crosscultural; accountability & productivity; leadership & responsibility.

2. **Syllabus** is a description of a course of instruction and the order in which they are to be taught. Language-teaching syllabuses may be based on different criteria such as (a) grammatical items and vocabulary, (b) the language needed for different types of situations. (c) the meanings and communicative functions that the learner needs to express in the target language, (d) the skills underlying different language behavior, or (e) the text types the learners need to master (Richards, 2002).

3. **P21** stands for Partnership for 21st Century Skill. It is a national organization that advocates for the integration of skills that are critically needed in the 21st Century. It proposed a Framework for 21st Century Learning in 2009 for students' success in the new global economy.

4. **ATC21S** stands for Assessment and Teaching of 21st Century Skills. It is a system enabling a formative assessment of Collaborative Problem Solving.

It has been designed to support the development of social and cognitive skills needed to become a good collaborative problem solver.

5. **CEFR** stands for the Common European Framework of Reference. It is a framework established by the Council of Europe in 2001 which refers to particular levels of language proficiency.

6. **ELESP** stands for English Language Education Study Program. It is a university program in the area of English Education. It mostly appears in the faculty of languages in Indonesia. It covers all language proficiency subjects and various English Language content subjects to be taught.