

CHAPTER I

INTRODUCTION

This chapter provides the background of the study, the research questions, the purpose of the study, the scope of the study, and the significance of the study.

1.1 Background of the study

Education has become the main mechanism providing individuals with the knowledge, skills, and competencies needed by the society of the day but educational provision typically lags behind the emergence of need. Many authorities (Robinson & Aronica, 2015) who draw comparisons between classrooms of yesteryear and today, have pointed out the few changes in classroom design and management. In addition, education is one of the fields that is expected to produce human resources who have 21st-century skills or competencies.

Dicerbo (2014); Lai & Viering (2012) stated The term “21st-century skills” refers to a broad range of knowledge, skills, work habits, and character traits that are thought to be critical to success in today's world. Although there are different opinions in the literature about what 21st-century skills are, there is a general trend stating that the 21st-century skill set for education has four components which are called the four Cs. The Partnership for 21st Century Skills (P21, 2009) included communication, collaboration, critical thinking, and creativity while NEA (2015) and Trilling and Fadel in Suparno, (2015) covered critical thinking and problem solving, communication and collaboration, creativity and innovation, and digital literacy skills. Moreover, Wagner (2010) identified

the competencies and survival skills needed by students in dealing with life, the world of work, and citizenship in the 21st century, emphasizing the following seven (7) skills: (1) critical thinking and problem-solving skills, (2) collaboration and leadership, (3) agility and adaptability, (4) initiative and entrepreneurial spirit, (5) able to communicate effectively both orally and in writing, (6) able to access and analyze information, and (7) have curiosity and imagination.

According to Griffin, cGaw & Care (2012), The Assessment and Teaching of 21st Century Skills (ATC21S) categorizes 21st-century skills into 4 categories: Way of thinking, way of working, tools for working, and skills for living in the world. The way of thinking includes creativity, innovation, critical thinking, problem-solving, and decision-making. Way of working includes skills to communicate, collaborate and work in teams. Tools for working include awareness as global and local citizens, life, career development, and a sense of personal and social responsibility. Meanwhile, skills for living in the world are skills based on information literacy, mastery of information technology and new communications, as well as the ability to learn and work through digital social networks.

In Indonesia, The Board of National Education Standards Badan Standar Nasional Pendidikan (2010) states that the goal of Indonesian national education in the 21st century is to realize the ideals of the nation - the Indonesian people who are prosperous and happy with an honorable and equal position with other nations in the global world through the establishment of a community that consists of qualified human resources, namely an independent, willing and capable person to realize the ideals of the nation. The Ministry of Education and Culture of Indonesia has adopted the 21st Century competencies to improve the

Curriculum 2013 for elementary schools to senior and vocational high schools (Murti, 2015). The revised Curriculum 2013 is an incorporated form of work among the reconstruction of passing grade competency, suitability and adequacy, expansion, materials advancement, learning revolution, and evaluation reform (Hendrayana, 2013). The 21st Century competencies adopted into the Curriculum consist of 6 terms, abbreviated as 6Cs of the 21st Century education. The 6Cs stand for Critical thinking, Creativity, Collaboration, Communication, Culture/Citizenship, and Character Education/Connectivity. (Shabrina & Astuti, 2022).

The Incorporation of 4C skills during the teaching and learning process has been investigated in recent years. Nevertheless, the focus was mainly on one skill, critical thinking (Snyder & Snyder, 2008; Terasne & Sugianto, 2019; Wahab & Terasne, 2020; Zhao, Pandian, & Mehar Singh, 2016), even though all 4C skills should be included. Critical thinking has been highlighted due to its characterization originating from Bloom's Taxonomy which was globally known (Fadel, Charles, Bialik, Maya, and Trilling, 2015). Moreover, the Indonesian curriculum examined these skills important by publishing guidelines for teaching critical thinking in schools (Ariyana, Pudjiastuti, Bestary, & Zamromi, 2018).

Research has been conducted previously on the relevant topics. Radifan & Dewanti (2020) has conducted research about "The Incorporation of 4C Skills in Senior High School English Teachers' Lesson Plans". This study aims to determine and describe the 4C skills in the English teacher's lesson plans for high school students in which these skills are combined. Results, as reported above, suggest that senior secondary English teachers in Indonesia could design lesson plans that incorporate 4C skills despite different development plans in terms of the 4C skills indicators they include, depending on the topic on which they are based.

In parallel with that, Tamela & Dwi (2021) conducted research about an analysis of four Cs skills Incorporation in the lesson plans of grade 7 English teachers indicating that all the lesson plans incorporate communication, collaboration, critical thinking, and creativity skills. Some indicators are incorporated in all lesson plans regardless of the topics they have. However, some indicators only appear in lesson plans which discuss certain topics. In conclusion that even, even though 4C skills are implemented in all lesson plans, there are still some indicators that only appear in some lesson plans or are d in any lesson plans. This condition should be a deliberation for all educators to pay attention to the fulfillment of 4Cs skills in lesson plans so that students can learn to possess the skills.

Based on previous studies, the involvement of 4C in RPP has not fully contained four elements, namely communication, collaboration, creativity, and critical thinking. In addition, research on the incorporation of 4C skills in English lessons has been carried out in seven junior high school classes. Therefore, this research was conducted to provide a better understanding and description of what 4C skills are included and how 4C skills are applied in English lesson plans for eighth grade. Thus, the limitation of the discussion is only tied to the 4Cs skills (Communication, Collaboration, Critical Thinking and Creativity), so the results of this study are expected to provide an understanding and description of the implementation of 4Cs skills in the 8th grade English teacher lesson plans and how each of these skills is incorporated.

1.2 Research Question

1. What 4Cs skills are incorporated into the lesson plans of English for grade eight?

2. How are the 4Cs skills incorporated into lesson plans of English for grade eight?

1.3 Purpose of the Study

The purpose of this research is to see the Incorporation of 4Cs skills in the lesson plans and to analyze how the 4C skills were implemented into the lesson plans of English for grade eight.

1.4 Scope of the Study

This study only focuses on the incorporation of the 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) skills in English lesson plans in the 2013 curriculum for eighth grade and how each skill is involved.

1.5 Significance of the Study

The results of this study are expected to provide an understanding and description of the implementation of 4C skills in lesson plans in grade eight and how each skill is involved. In addition, this research can also be used as a basic consideration for future researchers who are interested in developing similar research. Furthermore, this research is useful for providing theoretical and practical benefits for scholars and can also be used as a source of information for teachers.