

CHAPTER I

INTRODUCTION

This chapter covers five points; background of the research, research questions, objectives of the research, contribution of the research, and definition of terms.

A. Background of the research

English is a mandatory subject for all students in Universitas Muhammadiyah Purwokerto (UMP). There is a program called Intensive English conducted by the Language Development Centre (LDC) UMP addressed to all study programs except English Education Department and English literature students. Intensive English itself is taught for 2 years. The program has objectives such as fulfilling the English needs for students as an international language and paving the way for mastering the technology. It is needed for students to improve their English skill so that they can reach the four basic skill such as listening, reading, writing, and speaking and pass the TOEFL score well which can be useful as a requirement to graduate from UMP.

According to the Regulation of Minister of Education and Culture of Indonesian Republic Number 81 of 2014 concerning Diplomas, Certificates of Competence, and Professional Certificates of Higher Education. It is stated that higher education graduates are required to have a Certificate of Competence, which is a document recognizing competence for graduate achievements by expertise in their branch of knowledge and/or having achievements outside of their science program. It can be inferred that Intensive English conducted by Language Development Centre also provides a certificate of competence that can be used by students to apply for a job after graduation. The intensive English program is taught by instructors or teachers who work at the LDC office and it is carried out twice a week. The program uses Common European Framework of References (CEFR) or an international standard for describing language ability as the curriculum to design the learning process. Which is the learning process is

divided into six levels; A1 to C2 which can be regrouped into three broad levels namely basic user, independent user and proficient user. The curriculum is adapted by LDC then modified into six levels such as starter, elementary, pre-intermediate, intermediate, upper-intermediate, and advance level. The students are divided into the levels according to the results of pre-test they took in the first semester. After that, they can continue to the next level until four semester or two years. As for the teaching material used is a textbook that already designed by the instructor teams which contain the material and activities that can be done by instructors and students in online or offline situation. The textbook divided into 10 units in which each unit has different themes.

The communication, collaboration, critical thinking and creativity skill (4C skills) are very important. According to the European Union Commission (2010), the 4C skills are essential for empowering people by developing skills throughout their lifetime. Furthermore, the National Education Association (2015) indicates that “80 percent of executives believe fusing the 4Cs would ensure that students are better prepared to enter the workforce. It can be inferred that 4C skills can give the biggest impact on students in their future careers. To support the success of 4C skills implementation, instructors should be clear in giving and designing the teaching-learning process to promote the 4C’s 21st-century skills of students. Furthermore, the instructors should integrate the 4Cs skills in online learning.

Initially, intensive English is used to be offline, but because of the pandemic outbreak since 2019, the teaching learning process is conducted online. Online learning is a learning system without directly face to face between teachers and students (Allen & Seaman, 2007). It requires internet connection and applications such as WhatsApp, telegram, zoom meeting, Google meets Google Classroom, Schoology, Onclass, etc. To support this online learning, the main device needed is a computer or android connected to the internet network. Nevertheless, this online learning creates some challenges. A study conducted by Ahmad (2016) revealed that EFL learning which requires a lot of practice for its application also experiences obstacles

when the learning system is applied. Another problem is that some students' parents and students do not have computer or android devices, as found in research conducted by Wahab and Iskandar (2020). The problem is not only the lack of learning equipment but also the internet networks. Research carried out by Nashruddin, Alam, and Tanasy (2020) confirms that some students live in remote rural areas that are not covered by the internet. In addition, their cellular network is sometimes unstable, due to the geographical location which is quite far from the signal coverage. This is also a problem that occurs in many students who take online learning, so the implementation is less effective. The transition from conventional learning into online learning also affects the readiness of the teachers. Besides the teachers do not have the ICT skills, they also struggle in encouraging students to be actively involved in online learning systems. This will be a problem because in the 21st century nowadays students should develop their 4C skills. For the reasons above, the researcher wants to find out how the English instructors implement the 21st-century skills in online learning and the problems they face in online learning.

B. Research Questions

The problems of the research are:

- a. How do the English instructors implement the 4C skills in ELT online class?
- b. What problems do the English instructors face in implementing 4Cs in ELT online classes?
- c. What challenges do the English instructors face in online classes?
- d. What are the impacts of implementing 4Cs in online classes towards their professional development?

C. Objectives of the research

The objectives of the research are formulated as follow:

- a. to describe how the English instructors, implement the 4C's 21st century skills in ELT online class.

- b. to find out the problems faced by the English instructors in implementing the 4Cs 21st century skills in ELT online classes.
- c. to know the challenges faced by English instructors in online classes.
- d. to seek for the impacts of implementing 4C skills in online classes towards the Instructor Professional Development.

D. Contribution of the Research

This study is expected to be useful practically and theoretically.

a. Theoretically,

This study is expected to be a reflection of instructors' strategies in teaching their students using 4C's 21st century skills in online learning and can be used to evaluate the implementation of the 4C's 21st century skills in online learning.

b. Practically,

1. The English instructors

This study can be a reflective instrument for the instructors in the way they implement 4C skills in ELT online class.

2. The Language Development Center UMP

The result of this study can give valuable information to the university management related to their English instructors' competences in implementing 4C skills for the future action of improvements.

3. Further researchers

The findings of this study can be a starting point for future research on their study of 4C skills and English Language Teaching.

E. Definition of Term

a. **21st Century Skills**

Voogt and Roblin (2010, 2012) defined 21st century skills as "new capabilities" that society is increasingly demanding of the existing workforce and, in educational terms, of the youth who must be taught now for future professions and vocations. According to them, 21st century talents are a new concept of knowledge, skills, and disposition

that netizens must have in order to contribute to society. Moreover, Scott (2015, p.8) identifies 21st century abilities as the knowledge, skills, and attitudes required to compete in the twenty-first century workforce, participate appropriately in an increasingly diverse society, use new technology, and deal with rapidly evolving industries.

b. Online Learning

Online learning refers to an internet-based learning environment that can connect students of diverse backgrounds who boast different perspectives. A higher education institution will use a learning management system, or LMS, to facilitate online learning, which can take the form of asynchronous learning (where students are not required to be online at the same time, and utilize discussion threads and e-mails to complete coursework) or synchronous learning (where students must be online at the same time). A study conducted by Ahmad (2016) revealed that EFL learning which requires a lot of practice for its application also experiences obstacles when the learning system is applied. Online learning in this study is learning process that use online platform as media to communicate and discuss over long distances.

c. English Instructor

An English instructor is responsible for teaching the learners everything about language and literature, including the English language's disciplines, nature, and history. English instructors monitor students writing and listening skills, reading comprehension, and confidence in public speaking, identifying their learning challenges, evaluating their progress, and assessing their knowledge by conducting a series of tests and activities that would practice their capabilities. An English instructor must have excellent knowledge of the teaching principles and expertise in the English language to support the students throughout the learning process.