

CHAPTER II

LITERATURE REVIEW

This chapter elaborates six points that will be discussed further; The Intensive English Program in UMP, the 21st Century Skills, Integrating 4C Skills in ELT Class, Online Learning, Teacher Professional Development (TPD), and previous research findings.

A. The Intensive English Program in UMP

English is a compulsory subject for all students in Universitas Muhammadiyah Purwokerto. All study programs except English education and literature will get the Intensive English issue twice a week taught by instructors under Language Development Center. Meanwhile, the objectives of intensive English in LDC are for the students can fulfill their English needs, including four skills of English fluently, pave the way for mastering the technology nowadays, and as a requirement to graduate from UMP. In following the intensive English subject, the students also get the Diploma I certificate that is beneficial for applying for a job in the future. Initially, the intensive English programs are conducted offline, but because of the Covid-19 outbreak, the program is carried out online. This program is for students from the first semester until the fourth semester. In the first semester, the students will take a pre-test to see at what level students might start. The students are categorized based on the pre-test scores. Groups of students' abilities are divided into six levels: starter, elementary, pre-intermediate, intermediate, upper-intermediate, and advanced.

Language Development Center (LDC) adopted the Common European Framework of References (CEFR) as the instrument and curriculum of the Intensive English program. In this reference tool, language learners' levels are described at six levels: A1 and A2 (Basic Users), B1 and B2 (Independent Users), and C1 and C2 (Proficient Users). It is in line with the levels provided by Language Development Centre in dividing the students into six levels: starter and elementary as basic users, pre-intermediate and intermediate as independent users, upper-intermediate,

and advanced as proficient users. Each level relates to students' skills and competencies. The teaching material used is a textbook already designed by the instructor teams, which contains the material and activities from several sources that can be done by instructors and students in online or offline situations. The textbook is divided into ten units in which each unit has different themes.

The students can continue to the next level until the last semester (semester four) if they pass the previous level with grades A, A-, B+, B, C+, or C. Students who get grades D or E cannot pass the previous level and will have the stay level. If the students are in starter level, start from semester 1, so they will finish the last class in the intermediate level.

B. The 21st Century Skills

The National Education Association (2014) once stated that studying the three Rs (reading, writing, and arithmetic) in the modern world will not be sufficient for today's students to be attractive, qualified for a job, and employable in the world of tomorrow. This requirement is called 21st-century skills, which have 4C skills. According to research conducted by Jennifer Levin-Goldberg (2012), National Education Association (NEA, 2012), and Voogt & Roblin (2012) showed that the 21st-century skills required to make advancement were critical thinking, communication, collaboration, and creativity. These four skills were perceived to be valuable to supplement the core subject of an educational program to prepare young generations to be part of global, informative, and insightful citizens. The following is the elaboration of 4C skills by some experts.

1. Communication

Communication is essential in the teaching and learning process. According to the National Education Association (2014), communication is defined as the ability to "articulate thoughts and ideas effectively; use oral, written, and nonverbal communication skills in a variety of forms and contexts; listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions; use communication for a variety of purposes; use multiple media and technologies, and know how to assess impact and their effectiveness a

priori; and communicate effectively in diverse settings" (p. 14). Furthermore, according to Roekel (2012); Partnership for 21st Century Learning (2015); Susilo (2015); and Scott (2015) define communication skill as Communication skill performed during the learning process is seen as an art of clearly and persuasively expressing or sending coherent messages, ideas, questions, and instructions.

Students with good communication skills are those who can formulate comprehensive and clear ideas which are easy to understand, receive any message conveyed by other communicators, provide information and ensure recipients being well-informed, perform oral and written communication through various media, be capable of selecting the most appropriate media and ways to communicate following the message recipient character and the purpose for which the message is delivered, be able to manage and use other digital technologies and resources to express ideas, and be able to interact cooperatively in group works.

2. Critical Thinking

Critical thinking skill is one of the life skills that need to be developed by learners at any level of education during their learning process at school (Alghafri and Ismail, 2014; Weaver, Samoshin, Lewis, & Gainer, 2015; Kadir, 2016; Karakoc, 2016). Moreover, according to Bullen (1998), "remote education is anchored in a transmission paradigm of learning that limits the development of critical thinking" (para. 4). Implementing critical thinking and problem-solving skills in any instructional setting, including virtual classrooms, is a valuable skill that improves learners' abilities to make connections across disciplines, think about and analyze how they think, and face real-world situations with more independence and ownership now and in the future. This is in line with the statement from study conducted by Mandernach et al (2009) which stated instructional technologies that "involve students doing things and thinking about what they are doing" (Bonwell and Eison, 1991, p. 2) encourage active learning, which improves critical thinking and problem solving.

3. Collaboration

Collaborative learning is not a new concept. The National Education Association (2014) defines collaboration as an experience in which one "demonstrates the ability to work effectively and respectfully with diverse teams," exercises "flexibility and willingness to be helpful in making necessary compromises to achieve a common goal," and assumes "shared responsibility for collaborative work, and values the individual contributions made by each team member" (p. 20). They also claim that when students collaborate, the group can generate more information than a single individual, and that collaborative efforts made by any group are critical to future success in today's global society. Collaboration is frequently avoided in a remote education setting, maybe due to a lack of familiarity with the technical tools that may be required. The avoidance, on the other hand, could be due to a misunderstanding of one's attitude. According to Beaudoin, 2015; Duffy & Kennedy, 2004 (p.203) the important factor for successful distance education is collaboration between the major actors using that technology.

4. Creativity

Creativity skill is one of the essential skills to be possessed and a key for effective learning in the 21st century. Creativity has been considered to play a significant role throughout ones' life span and is directly related to the development of knowledge and skill content (Egan, Maguire, Christophers & Rooney, 2017; Mumford & McIntosh, 2017; Ritter & Mostert, 2017). Since NEA (2014) stated that innovative capacity and a creative spirit are fast becoming requirements for personal and professional success. It means that creativity is also important in 21st century skills. In the learning process, some experts define creativity as one of the learners' abilities to create novel works (NEA, 2012; Partnership for 21st Century Learning, 2015; Treffinger, D.J., Young, G.C., Selby, E.C., & Shepardon, C., 2002). The works, furthermore, can be the works of art or new ideas/ ways to solve existing problems. Students who can do it are identified to have a strong imagination, initiatives, self-confidence, fluency (thinking fast and smoothly when expressing ideas, questions or alternative answers),

flexibility (expressing ideas, answering or giving questions in many ways and from a different point of views), originality (creating uncommon or unique ways/ ideas to solve problems), elaboration (explaining objects, ideas or products in details), metaphorical skill (comparing or using analogy to make a new association between two things or associating two different things to discover new possibilities), and dare to take risks.

C. Integrating 4C Skills in ELT Class

A focus on creativity, critical thinking, collaboration, and communication (4CS) is needed to prepare students for the future (Erdoğan, 2019). As educational practitioners, teachers can integrate them and play various activities in the learning process to foster students' communication and collaboration skills, enabling students to interact respectfully with others across cultures in this digital era. Critical thinking helps students to think unconventionally, considering emerging industries rely on workers' creativity. Critical thinking and problem solving empower students to assess the accuracy and value of information, analyze and evaluate information, make reasoned decisions, and take purposeful action (Erdoğan, 2019). To equip our students with 4C skills for the future. It must be integrated into the classroom, online or offline, to prepare them for the 21st century. Moreover, Eaton (2010) states that today's EFL classroom should no longer be focused on grammar, memorization, and learning from rote. It is similar to Davila (2016), which assert that by applying the 4Cs to EFL classes, we can turn a typical grammar lesson into something magical where teachers have an active role as facilitator and students become inspired, self-guided learners-who still manage to work inside of the confines of the curriculum.

To achieve the goals, we can plan activities, organize lessons, and develop materials that focus on these skills. Halvorsen (2018) states that all four language skills can easily be activated when students are asked to research a topic, discuss it with peers, and write about what they find. These activities don't require high levels of English proficiency. Students even at lower-intermediate levels can conduct primary research and have meaningful discussions with peers about real issues. They can make short

films, interview, compare statistical data, act in plays, prepare presentations, join debates, and try to find solutions to particular problems, promoting their communicative, creative, critical thinking, and collaboration skills by working in groups. In the EFL classes, lessons can be built up on a cross-curricular basis and may have multiple dimensions to develop 4C skills.

The National Education Association (2015) suggests that if the language teachers put forward some guiding questions for themselves while putting objectives and planning their activities, they can integrate 4Cs into their lessons more effectively. In communication skills, teachers can develop some activities and materials to students can communicate effectively in a real-life situation, both verbally and in writing to understand the role of effective communication as global citizens, cooperate with others, and appreciate can integrate teamwork for collaboration skills. Furthermore, shaping the students into creative and innovative people to find different ways to tackle problems and not be afraid of taking a risk can develop students' creativity skills. Last but not least, asking students to sort out the overload of information available at their fingertips can make students be critical thinkers and problem solvers (Erdoğan, 2019). The following are the tips on how teachers can integrate the 4C skills in ELT classroom according to some experts:

1. Communication skill

In communication skill, Trilling & Fadel (as cited in Pacific Policy Research Center, 2010) suggest that student should be able to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts; listen effectively; use communication for a variety of purposes in diverse environments. Hereby, we can simply assert that communication skill does not involve solely knowledge of grammar and vocabulary. It also involves the ability to express oneself clearly and appropriately depending on situation, interlocutors, topic, time and place. In this 21st century, communication is not only communicated with people around you, but also communicate with people worldwide using ICT.

According to Ananiadou and Claro (2009), ICT applications strengthen and increase the possibilities of communication and reinforce the development of skills of coordination and collaboration between peers. For this reason, young people need to have the ability to communicate, exchange, criticize, and present information and ideas, including the use of ICT applications to participate in and make positive contributions to the digital culture. Then, in addition to assigning them to search for current issues and prepare an oral presentation using posters, slides and discuss it with their friends in the classroom, we can promote our students' communication skills by providing them with authentic/real-life situations to talk with their peers and also make them use of contemporary technological tools such as social media, blogs, web 2.0, e-mail groups, Google classes, etc.

2. Collaboration skill

As stated by Applied Educational System (2019), collaboration is the practice of working together to achieve a common goal. Collaboration is important because students will probably work with other people for the rest of their lives. Practicing collaboration helps students understand how to address a problem, pitch solutions, and decide the best course of action. It is also helpful for them to learn that other people don't always have the same ideas that they do. Furthermore, Palmer (2015) states that collaboration should go beyond sharing documents via email or creating PowerPoint presentations; creating digital resources, presentations, and projects together with other students will make classroom activities resemble the real world.

3. Creativity skill

The Oxford University Press ELT (2013) defines creative activities as tools which allow students to express what they have learned in a new way. This synthesizing and personalizing of knowledge consolidate learning, and creates an experience that remains with students long after the class is over. Moreover, Read (2015) remarks that when we integrate creative thinking in English lessons, students develop relevant cognitive skills such as observing, questioning, comparing, contrasting, imagining

and hypothesizing, that they need in all areas of the curriculum as well as metacognitive skills such as ability to evaluate and reflect critically on their own performance and learning outcomes.

Our activities to foster creativity may vary from variation to original creation in accordance with the level of the students. Activities like brainstorming, group projects, rewriting, writing an essay, poem, ending a film/story in another way, drawing after listening by using imagination, using web 2.0 tools for creating new products and game-like activities can be suggested and enriched for promoting creativity skills of the students keeping in mind that language learning tasks should promote a creative desire and the need to say something new is as important as the need to communicate known and given meaning (Tin, 2013).

4. Critical thinking skill

Kivunja (2015) defines critical thinking skill as an individual's ability to use a number of his or her general cognitive processing skills which fall into high-order thinking levels of analyzing, evaluating and constructing new ideas or creating and which enables students to think deeply to solve unfamiliar problems in different ways. In another term, critical thinking is a process that challenges an individual to use reflective, reasonable, rational thinking to gather, interpret and evaluate information in order to derive a judgment (University of Sydney, 2014). According to Herrmann (2015) the skills of critical thinking and problem solving include using knowledge, facts and data to solve problems. Asking such questions can promote higher order thinking skills of analysis and interpretation as opposed to simple recall and reporting. Similarly, reading and writing skills can perfectly match for creating an atmosphere for enhancing the critical thinking and problem-solving skills when they are supported with speaking activities before and after. Enriching our teaching with activities such as debates, group projects and book, poster, add criticism in addition to giving real-life problems to think about for solutions in groups can be suggested to promote critical thinking and problem-solving skills.

D. Online Learning

The World Health Organization (WHO) declared the Coronavirus disease 2019 or COVID-19 outbreak becomes a global pandemic on March 11, 2020 (Park, 2020). By March 29, 2020, the virus had spread to more than 177 countries worldwide (Dempsey, 2020). It causes governments in many countries to declare some regulations, including travel restrictions, the closure of many public places, or tourism objects. Movie theatres, swimming pools, coffee shops, malls, libraries, and even schools are closed temporarily. Talking about education, especially in Indonesia, the Ministry of Education and Culture (Kemdikbud) issued Circular Letter No. 3 of 2020, dated March 9, 2020, which contained 14 appeals or instructions. One of them is the policy about online learning. According to Molinda (2005), online learning can be defined as an effort to connect learners with their learning resources, such as databases, experts/instructors, and libraries which are physically separated or even apart but can communicate with each other and interact or collaborate. Online learning needs an internet connection, gadgets, and online platforms such as Google Meet, Zoom Meeting, Google Classroom, Schoology, Moodle, Onclass, or other media that can support the teaching-learning process at a distance.

Initially, online learning, or what we used to call eLearning, has some goals; enhancing the quality of education and teaching, meeting the learning style or needs of students, improving the efficiency and effectiveness, and improving user accessibility and time flexibility to engage learners in the learning process (Francis, 2018). Unfortunately, online learning also has challenges in its implementation. A study by Ahmad (2016) found that EFL learning, which requires a lot of practice for its application, also experiences obstacles when the learning system is applied. Wahab and Iskandar (2020) found another study in which the problem comes from some students and parents who do not have computers or gadgets. It is because of their unreadiness of them to fit in the transition from conventional learning to online learning that happens suddenly. As stated by Nashruddin, Alam, and Tanasy (2020), the high cost of internet quota and internet connection is also a problem for students from middle to

lower class economics and those living in rural areas. Another issue that the researcher observe is some teachers cannot use ICT properly and how to integrate the teaching-learning process effectively through an online situation.

E. Teacher Professional Development (TPD)

People live in a globalization era called the 21st century in which economic, political, education, and technology have changed. One of the changes in education. In many countries, the role and functioning of schools are changing, and so is what teachers expect. Teachers are asking to teach in increasingly multicultural classrooms, emphasizing integrating students with special learning needs in their classrooms and making more effective use of information and communication technologies for teaching. Besides, it engages more in planning within evaluative and accountability frameworks; and does more to involve parents in schools (TALIS, 2009). To reach those expectations, teachers need TPD or Teacher Professional Development. Teacher PD involves many processes, actions, and mechanisms that are mediating inevitably by each context's cultural, social, political, and economic features and conditions (Tan & Dimmock, 2014). In other words, TPD is defined as activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher (TALIS, 2009).

According to OECD (1998), the development of teachers can serve several objectives, such as updating individuals' knowledge of a subject in light of recent advances in the area; updating individuals' skills, attitudes, and approaches in light of the development of new teaching techniques and objectives. Besides, unique circumstances and contemporary educational research enable individuals to apply changes made to curricula or other aspects of teaching practice; would allow schools to develop and apply new strategies concerning the curriculum and other factors of teaching practice; exchange information and expertise among teachers and others, e.g., academics, industrialists; and help weaker teachers become more effective. Acquiring and utilizing professional development in the 21st century is

essential for three reasons: we must keep learning relevant, create teacher leaders, and add knowledge to the current body of education research. Educators are life-longer learners who impact the students and communities they serve. The impact on students is a direct outcome of access to engaging, rigorous, and relevant PD (Washington, 2019).

For teachers, PD allows instructors to keep up to date on curriculum standards and the latest teaching strategies. Regarding school-wide initiatives, PD increases the skill sets of individuals and, as a result, increases the overall value of the department and grade-level teams. Due to the need for continuous professional development, there are many models and methods of PD, including graduate education programs, professional conferences, online training courses, and school and district-wide PD cohorts. The activities that can be done by teachers or instructors related to TPD in the 21st century such as to embrace the reflective practice, which involves reflecting on the best practices in curriculum and instruction, relying on collaboration with colleagues, including professional conferences, using coaching and mentoring for growth, and utilize technology resources to build knowledge such as online platforms. (Washington, 2019).

F. Previous Research

The implementation of the 21st century skills in online learning is an interesting to be researched. Studies on 21st century skills in learning have been conducted.

1. Pardede (2020), "Integrating the 4Cs into EFL Integrated Skills Learning." The research focuses on learning and innovation skills, also known as the 4Cs (critical thinking, communication, collaboration and creativity). The research examines current concepts and studies in an effort to present the 4Cs and how to incorporate them into EFL integrated skills learning and teaching. It begins with a discussion of the nature of integrated skills and a brief description of the methods utilized to teach them. Following that, the necessary concepts and research findings on the 4Cs, as well as the importance of blended learning in the integration of the 4Cs into the

integrated skills, are discussed. The article concludes with a list of practical recommendations for incorporating the 4Cs into integrated skills learning. The article concludes that EFL integrated skills learning should also teach students to think critically and develop their communication, cooperation, and creativity skills. To do this, teachers are advised to choose from the learning activities listed at the end of this paper and implement them using collaborative learning in a blended learning environment.

2. Halvorsen (2018) in his article "21st Century Skills and the "4Cs" in the English Language Classroom," which focuses on certain basic changes in 21st century education and how these changes affect the English learning process. This article discusses in detail how teachers develop and organize activities to assist students to use 4Cs 21st century abilities. And also mentioned that students will be able to practice the 4Cs that are relevant to their needs and interests. Furthermore, they emphasize digital literacy skills and a final output that students are pleased of.
3. Ramachandiran and Mahmud (2018) with the title "Padlet: A Technology Tool for 21st Century Students Skills Assessment" in their article. The study included 31 undergraduate students from the Computing and Technology Faculty of a private higher education school. The study attempted to analyze the 4Cs in 21st-century learning through the use of Padlet, an online virtual bulletin board that is getting popular in many higher education institutions. According to the findings of the study, the evaluation via Padlet properly assessed the 4C's for the Computing module offered to undergraduate students. The findings show that using a virtual bulletin board in the classroom encourages creativity and collaborative learning while also improving classroom performance.
4. Supriyadi and Gunanto (2021) in title "Case Study: Technological Pedagogical and Content Knowledge (TPACK) of Pre-Service Physics Teacher to Enhance the 4C's Skills During Online Learning" also provides new insights for the researcher. The project aims to expose pre-service teachers' TPACK competency in order to improve 10th grade students' 21st century physics learning skills. The researchers utilized a descriptive qualitative method to collect data from mentor feedback and teachers'

reflections in five meetings. The findings revealed that the TPACK component of pre-service during five physics meetings was able to use the technology to aid students in sharing ideas and knowledge.

5. Fardah et al. (2020) "E-Learning-Based Task Design for Developing Mathematics Instructional Tools Containing 4C Skills." The purpose of this paper was to outline the task design for developing a mathematics learning tool that includes 4C competencies. The research was of the design research kind, utilizing ADDIE as the development research paradigm. The outcomes are as follows: 1) the outcomes of the analysis stage, namely task analysis and student needs analysis; 2) the outcomes of the design stage, namely a storyline for the development of mathematics learning tools containing 4Cs; and 3) the outcomes of the development stage, namely the prototype of task designed.
6. Imamyarta et al (2019) "The efficacy of 4Cs-based reading to build 21st-century learning competencies," the study sought to determine how the 4Cs strategy in Reading courses scaffolds students' multidimensional 21st century learning competencies. The study was carried out via an online survey and a focus group discussion. The findings provide light on how 4Cs-based reading instructions assist teachers in creating learning environments that are compatible with the demands of 21st-century learning, hence assisting students in obtaining metacognitive tools for high literacy. Teachers can trigger and further steer students' achievement goals and social goals toward high literacy with a clear framework of collaborative work and scaffolding.
7. Pentury et al (2020) A study on 4Cs 21st century skills, entitled "Improving Students' 21st Century Skills via Creative Writing as a Creative Media." To examine the creative writing parts of students' creative projects as a creative media, the qualitative method with an integrated creative approach of 4C's is applied. The findings of this study revealed that the majority of students improved their 4C abilities, also known as 21st century skills, as well as their language skills through producing projects in a creative and inventive manner.

The studies above have given some insights of ELT in this 21st century. They have researched how ELT is presented in the 21st century from different views related to the 4C skills implementation. Their study mostly focusses on the students' side. However, this study is looking at more detail and comprehensive way in the way teachers/instructors implement the 4C skills. It is not discussing about the instructor's knowledge of 4C skills but more on their skills in implementing it. The finding of this study will give valuable contribution to the field of ELT.

