

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Education in the 21st century requires teachers to develop students' 4C, which are Critical thinking, Creativity, Communication, and Collaboration. Critical thinking skills are expected to assist students in improving their knowledge and quality of thinking while helping students determine where their stance is and how to tackle some matters (Tuzlukova et al., 2017). According to Wechsler and Nakano (2018), students in creative skills are equipped with the tools to enhance their creativity and achieve significant innovative advancements. Additionally, the aim of communication skill training is to enable students to effectively and clearly articulate their ideas, as stated by Bialik and Fadel (2015). Besides, communication skill is intended to train students to have the capability to communicate and convey their ideas clearly and effectively (Bialik & Fadel, 2015). Collaboration skills are essential in-class activities in developing students' knowledge to achieve the learning goal, followed by the notion that creating students to collaborate is the key to success in social life today (Lai, E.R. 2019). Therefore, it is believed that developing students' 4C skills in the 21st century can improve the quality of education in the era of globalization.

English teachers are also responsible for developing their students 4C skills through the activities in their teaching and learning process. The changing curriculum, from curriculum 2013 to curriculum merdeka, has given teachers more

freedom to access the teaching materials and to design classroom activities that enable students to develop their 4C skills.

This research is interesting to do since the teaching and learning process often invites problems for teachers, especially when working with particular learning objectives. In this case, teachers might have challenges implementing strategies to develop their students 4C skills.

### **B. Reasons for Choosing the Topic**

21st-century education requires students to have and develop their 4C skills, which are the skills to communicate, collaborate, think critically, and think creatively to solve problems. The enhancement of these skills can be done through the teaching and learning process including in the English classroom. However, some teachers might find it difficult to support students in developing these 4C skills.

### **C. Problem of the Research**

The problem of the research can be formulated in the following research question: What are the challenges faced by teachers in developing high school students' 4C skills in ELT classroom?

### **D. Scope of Problem**

Problem limitation is aimed at making this research more effective, efficient, and directed so that the analysis can go deeper. The limitation of the problem in this study is the variety of challenges faced by the teacher in grade (X, and XI) while involving 4c skills in English class.

## **E. Aim of the Research**

This research was aimed at knowing the English teachers' challenges in developing high schools students' 4C skills in ELT classroom.

## **F. Significance of Research**

The results of this study are significant practically and theoretically.

### 1. Practically

The researcher hopes that the result of her research will be valuable for :

#### a. The teacher

It is hoped that this research can give information related to teachers' challenges in developing 4C skills so that the teachers can anticipate and develop their competencies.

#### b. The other research

The researcher hopes this research will be helpful as a reference for other researchers. They can also increase knowledge in developing students' 4C skills in teaching English.

### 2. Theoretically

The results of this study will be used for further research, and this research is intended as analytical findings in English teaching and learning activities to develop student's skills in the 21st century in the EFL classroom.