

CHAPTER II

LITERATURE REVIEW

A. The 21st Century Education

According to Trilling and Hood (1999: 21), the 21st century is commonly referred to as the knowledge age. During this time, individuals are increasingly reliant on knowledge in various contexts to meet their needs. In order to facilitate this, learning materials should be designed in a more authentic manner, allowing students to collaborate and devise solutions to learning problems. This approach encourages students to ask questions and seek answers, utilizing available information resources to address contextual learning challenges (Trilling and Hood 1999: 21). The 2013 curriculum emphasizes the importance of incorporating real-world experiences, examples, and applications into students' learning materials both inside and outside of school, within the context of 21st-century learning.

For these demands to be carried out as part of the implementation of the 2013 curriculum, it is necessary to involve ITC in an appropriate, sustainable and affordable manner. The needs of the 21st century, as it is today, require in-depth (cognitive) knowledge skills regarding a problem, event or incident. According to Yusuf and Subaer (2013), computer-based learning media serves as a means, both tangible and intangible, to facilitate more effective and efficient understanding of subject matter between teachers and students. Integrating ITC in learning is a component of 21st century learning. Science and technology always experience rapid development from time to time. This technology makes the world borderless even though they are geographically separated (Murniayudi et al., 2018). Likewise,

the increasing era of globalization in education is marked by several sciences and very rapid technological developments, especially in information and communication technology that has changed the world. The world is now becoming more transparent without recognizing national borders. This condition impacts all aspects of social, national and state life. In addition, it can also affect the mindset, attitude patterns, and patterns of action of the whole community.

B. ELT in the 21st Century Era

According to Patrick and Esther (2015), the emergence of the new generation brings about different needs and educational principles. These principles include incorporating technology and fostering certain modes of thinking such as creativity, innovation, critical thinking, and more. In order to prepare students for globalization, the integration of Higher Order Thinking Skills (HOTS) is crucial across all educational domains (Soulé and Warrick, 2015; Tyas, Nurkamto & Marmanto, 2020). HOTS activities can be incorporated into any student's learning experience, without a specific group being singled out. The inclusion of HOTS depends on the intellectual background of the teacher, as stated by Lewis (1993).

The competence of teachers plays a crucial role in this matter as they must possess the ability to design and implement classroom activities effectively, communicate proficiently, utilize technology efficiently, and continuously enhance their professional development (Darling-Hammond, 2006). The significance of teacher training programs is particularly emphasized for aspiring teachers, who need to be equipped with the skills to handle unforeseen challenges and meet the learning requirements of their future students.

This suggests that the curriculum should help prospective teachers develop the disposition to continually seek answers to difficult teaching and learning problems (Darling-Hammond, 2006). Additionally, high-level thinking skills (HOTS) hold great significance as they form an essential component of the 21st-century skills that student-teachers must possess to tackle global challenges (Soulé & Warrick, 2015). Consequently, teacher education has undergone changes, with the expectation that teachers become adept problem solvers who can identify and evaluate diverse perspectives (Bedir, 2019).

C. EFL Teachers

The Integrated Skills Approach (ISA) is considered an effective method in English Language Teaching (ELT) for teaching students essential communication skills. This approach recognizes that in real-life situations, spoken and written language are interconnected and not isolated from each other (Su, 2007). Communication involves a holistic process where these language skills frequently coexist (Peregoy & Boyle, 2001). This aligns with the principles of communicative language teaching, which emphasizes the meaningful and authentic use of language and integrates the development of both spoken and written language simultaneously.

The four language skills, namely listening, speaking, reading, and writing, are employed for the purpose of communication (Richards & Schmidt, 2002). Listening and reading serve as input channels through which individuals receive information, while speaking and writing enable them to express their thoughts and ideas based on the input they have received. Therefore, it is essential to integrate all these skills

in order to provide students with a learning experience that reflects authentic communication at the discourse level, allowing them to effectively utilize their language skills in everyday life (Rymes, 2015).

ISA and its instruction can be categorized into four types: content-based language teaching, task-based language teaching, project-based learning, and problem-based learning. Beginning with the first type, Communicative Language Teaching (CLT) emphasizes two key aspects: promoting communicative competence by engaging students in using the target language for practical purposes (e.g., making introductions, making requests, exchanging greetings, conducting interviews, etc.), and utilizing course materials specifically designed for teaching second/foreign languages. Furthermore, content-based language teaching emphasizes the integration of subject matter as a foundational component to reinforce language skills.

In simpler terms, content-based language teaching integrates language skills with the subjects being taught. Task-Based Language Teaching (TBLT) follows a student-centered approach, with specific goals, methods, and outcomes. Students engage in communication tasks in the target language, while teachers can customize language skills through common task formats. Project-Based Learning (PBL) is another student-centered method, where students actively participate in designing, problem-solving, decision-making, and independent work. PBL allows students to apply their learning to real-world situations, and it also offers an enjoyable and adaptable learning experience.

D. Challenges in Teaching English

Teaching English may seem similar to other teachings, but it has its own challenges. These challenges exist in many forms. Some studies have discussed these challenges and their solutions. Below are the challenges faced in teaching English. In some countries, there is a reported shortage of trained English teachers (Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto, 2003). Thus, teachers may find themselves teaching English either without adequate English training in general or in teaching English to students in particular and such things often happen successively; little room for teachers and students to move around in the classroom; The walls between classrooms are thin, and the noise will disturb other classes. Consequences The teaching and learning process requires a comfortable and pleasant atmosphere, otherwise the teacher will fail in meeting the needs of students and achieving goals Learning. Lack of vocabulary one of the most challenging tasks students face is vocabulary mastery (Hasan, 2016). Students believe that they do not need to know words because they are not common, even rarely used in everyday life, therefore, they do not have the motivation to learn words. As a result, students in English as a foreign language context are limited by their knowledge of the grammar and vocabulary of the target language and must struggle to understand its content (Chung, 2016). Lack of exposure to English.

Teaching English as a foreign language is challenging in places where English is less exposed. Lack of exposure to English also reduces opportunities for students to use English. Teaching English as a foreign language can be challenging

in environments where English exposure is limited. This lack of exposure not only reduces opportunities for students to practice English but also diminishes their motivation to learn and understand the language, as they may have limited background knowledge in English (Khan, 2011). Furthermore, due to the scarcity of English exposure, teachers face difficulties in motivating students to use English enthusiastically (Khan, 2011). Limited access to resources is yet another challenge in English language teaching. In some countries, such as South Korea and Malaysia, consciously affect their English performance (Fatiloro, 2015). When teachers and students speak in their mother tongue, they sometimes use English words in the middle of sentences and ignore that each language has different stresses, intonations, and pronunciations (Pande, 2013).

E. Critical Thinking Skill

The notion of critical thinking skills has been developed since it appeared 2.500 years ago. Lined up with this, critical thinking as “active thinking that is reflective, persistent, and careful consideration of a belief or form of knowledge that is assumed to be true based on the reasons that support it and the further conclusions to which it tends” (Dewey, 1993 in Xu, 2011). She further suggested a 5-phase critical thinking model, including:

- 1) Suggestions
- 2) Problem definition
- 3) Hypothesis generation
- 4) Reasoning and
- 5) Hypothesis testing.

In this definition, Dewey states the necessity for individuals to actively and persistently participate in their own thinking process through reflections, giving reasons and interpretations to the conclusions, and evaluate it. Another concept tells that critical thinking is the strict mental activity in assessing propositions and making judgements that can contribute to developing beliefs and taking action (Huitt, 1998 in Xu, 2011). As an example, the universal intellectual values claims that transcend subject matter divisions consists of clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. Meanwhile, students think critically in learning English such as how children give evaluations, understand and analyze texts, images (animals, objects, etc), then students can provide arguments based on sources and accurate data (Siegel, 1988 in Rezaei et.al, 2011).

However, there are obstacles and demands in developing students' critical thinking skills. Teachers are required to use appropriate learning strategies and encourage each student to think critically, convey what is in their minds, be creative, and exchange ideas to solve a problem (Zivkovic, 2016). Teaching thinking skills to nonnative speakers can be challenging due to cultural barriers, and even after being taught, these skills may not effectively transfer to situations outside of the specific instructional context (Atkinson, 1998 in Rezaei et al., 2011). In addition, some teachers feel that they do not have the capacity or confidence to develop critical thinking skills for students (Luk & Lin, 2015). However, handling student's critical thinking skills is very important to be integrated into every subject, especially English.

In addition, there are problems encountered in efforts to develop students' creative thinking skills:

- 1) Not handled properly in learning, therefore, handling student's critical thinking skill is very important to be integrated in every subject, especially English (Choy & Cheah, 2009).
- 2) In the learning process, it still relies on how to understand concepts, principles, and theories and has not been a means to empower students' critical thinking skill.
- 3) For several years, educators only consider critical thinking skills as a process that can only be done individually.
- 4) The teacher does not know the right way to increase the student's critical thinking creativity in the learning process in the classroom.
- 5) The learning approach used to develop creative thinking skills is too difficult for students who have the knowledge and skills of thinking limited creativity.

Improving thinking skills in the context of problem solving can be done through the following steps:

- a) Identifying problems, appropriate information, and uncertainties
- b) Exploring interpretations
- c) Determining alternative priorities and communicate conclusions and
- d) Integrating, monitor and refine strategies to deal with the problem again.

These steps are in accordance with the steps in implementing Problem Based Learning.

To sum up, critical thinking skills are not just high-level thinking but concentrate on appraising or evaluating and analyzing statements correctly, analyzing texts or pictures, understanding events, solving problems, discussing, and making decisions based on reasonable reasons and accurate evidence. Critical thinking skills in teaching English should be done to improve students' English competence. But sometimes there are problems in developing it to students, especially in teaching English. In addition to critical thinking, creativity skill of students needs to be developed too (Samani et.al 2019).

F. Creativity Skill

Mastering creativity is seen as crucial and a key component of effective learning in the 21st century. Throughout one's life, creativity is recognized as an essential skill (Rooney et al.). Creativity and innovation skills include think creatively, work creatively with others, and implement innovations (Piiro, 2011). For example, when told by the teacher to discuss to make a display drama or procedural text that has never been done by others. They exchange ideas with friends in class, and produce new ideas. However, there are obstacles and demands in developing students' creativity skill. The obstacles are may be faced in creative thinking are:

1) Habits

Habits are actions done in the same form. Good habits also need to be instilled in students in terms of learning, such as:

- Don't procrastinate on homework
- Take notes

-Practice and repeat subjects

2) Limited time

The limited time is that the activities at one time have run out so students do not have many opportunities to think creatively.

3) Environment

The environment is everything that is around humans that influences the development of human life, both directly and indirectly.

4) Not understanding the material

Students usually do not understand the material delivered by the teacher, this also includes the influence of the environment in the classroom, such as the class is not conducive because there are many students who make noise during class time.

5) Criticism made by others

In terms of creativity, usually many people do not like the work of that person. So this causes students sometimes not confident.

6) Fear of failure

By feeling the fear of failure students will usually become lazy in thinking creatively, unable to find constructive ideas for creativity.

Students need relationships that motivate them to learn and develop new ideas and ideas that are in themselves (Leadbeater, 2008). That a student's lack of independent problem-solving skills when it comes to homework (Argaw et.al, 2016). It is therefore important to change the "closed class" learning model into a learning model. Teachers must be able to manage class dynamics and support

learning independently. Likewise, the teacher must support something or new ideas from students, so students continue to enthusiasm for learning and innovation.

Many people mistakenly assume that creativity skills are only related to visual arts and other arts. However, creativity spans across all fields involving the creation of novel concepts, presenting innovative ideas to others, and embracing and adapting to fresh and diverse viewpoints. Some ways that can be done to train students' creative thinking skills are (Nakano & Wechsler, 2019) :

- a) Giving questions and inviting students to actively participate in learning;
- b) Exploring topics and material with primary or real data
- c) Thinking of new ways to inform new findings.

Some skills related to creativity that can be developed in learning are (Kivunja, 2014) :

1. Have the capacity to address practical challenges encountered in daily life.
2. Possess the capabilities and expertise to analyze, assess, expand upon, and generate new concepts.
3. Employ diverse creative thinking techniques (such as mind mapping, visual creativity, word association, SWOT analysis, and lateral thinking) to discover and articulate innovative ideas.

To conclude, creativity skill is not only related to visual arts and other arts. However, creativity is the skill to discover new things, develop various solutions for each problem, and involve the ability to generate new ideas that are diverse and unique, and responsive to different new perspectives.

G. Communication Skill

According to the Partnership for 21st-Century Learning's 2015 report, communication skills encompass comprehending information and effectively conveying ideas or concepts through written or oral means (Erdogan, 2019). Communication skills involve individuals being able to express themselves clearly using spoken or written language, both verbally and non-verbally, and collaborating effectively. Verbal communication pertains to the substance or message being conveyed, while non-verbal communication concerns the manner in which information is delivered.

The primary goal of communication is to convey information or messages in a way that the receiver can comprehend. However, not everyone possesses strong communication skills. Certain individuals may excel in verbal communication but struggle with written communication, or vice versa. To accomplish communication objectives, it is crucial to have effective communication. Effective communication can be achieved by employing suitable communication techniques. Some techniques in communication include (Arsad et.al, 2011) :

1. The idea of the message is whole, has no double meaning, and is pronounced firmly, and not convoluted.
2. Communicators understand the other person.
3. Information is conveyed in the language of the recipient of the information and adjusted to the ability and level of cognition of the recipient of the information.
4. The messenger must control the noise and seek feedback to ensure that the information conveyed is acceptable to the other person.

However, there are obstacles and demands in developing students' communication skill. The students cannot speak fluently in speaking class because they lack the vocabulary to express their opinion (Hossain, 2015). In addition, they have no motivated to express themselves beyond the guilty feeling that they should be speaking (Revola, 2016). Communicating English is very difficult, can talk quickly only when express concepts that have practiced many times (Leong & Ahmadi, 2016). Thus, effectiveness in developing communication skills depends on several factors, such as knowledge of the material, the use of appropriate techniques and methods, and skills in classroom management. The right methods can help individuals to reduce the level of communication fear and overcome communication skills. The learning method is indicated to have an important role in the formation of oral communication skills supported by research that several methods can be an option for gradually improving student communication such as group discussions, role-playing, communicative tasks, and storytelling (Efrizal, 2012).

Enhancing communication skills necessitates a significant amount of time and consistent practice. As a result, communication skills can be continuously cultivated through explicit training or integration within teaching and educational materials. Engaging in activities such as reading, listening, and observing serves as essential stimuli for practicing communication skills. The main skills that are highly related to communication skills are converting information and solving problems through language. In addition, the ability of students to evaluate, analyze, and synthesize information in communication is no less important.

The effective strategies for enhancing student communication skills involve integrating communication practices within the learning process. Teachers should encourage students to engage in communication with their peers and instructors, both regarding academic topics and other discussions. The language used by students during communication can significantly influence their own development. Negative language choices can have adverse effects, as the intended message may not be effectively received by the recipient. This can lead to internal errors in message reception, potentially resulting in misunderstandings and conflicts during interactions. Additionally, allowing students to use harsh language during communication can create negative habits. Conversely, utilizing appropriate and positive language in communication has a beneficial impact on students (Septikasari & Frasandy, 2018).

In conclusion, communication skill is an ability to express ideas or concepts effectively or orally in writing. In learning English, communicating, or expressing new ideas, knowledge, and information using the English language clearly and fluently. The last essential skill that needs to be possessed by students nowadays is collaboration skill. Collaboration is a 21st-century learning trend that shifts teacher centered learning into collaborative learning. The collaborative learning environment challenges students to express and maintain their position, and generate their ideas based on reflection. They can discuss conveying ideas to their friends, exchanging different points of view, seeking clarification, and participating with a high level of thinking such as managing, organizing, and analyzing critically, solving problems, and creating new learning and deeper

understanding. Thus, during collaboration, students work together to build the same understanding and concept of solving each part of the problem or task.

H. Collaboration Skill

Collaboration is a skill that aims to develop collective intelligence in terms of helping, suggesting, accepting, and negotiating through interactions with others mediated by technology (Brown et.al, 2015). Collaboration is also defined as the ability to work flexibly, effectively, and fairly with others to complete a collective task (Erdogan, 2019). Collaboration skills in EFL classroom include:

1. Give and receive feedback from colleagues or other team members to do the same task in the English language.
2. Share roles and good ideas with others in the English language.
3. Recognize the skills, experience, creativity, and contributions of others.
4. Listen and acknowledge the feelings, worries, opinions, and ideas of others.
5. Develops on the ideas of a colleague or team member.
6. Express personal opinions and areas of contention wisely in the English language.
7. Listen to others patiently in conflict situations.
8. Define problems with the English language in a non-threatening way.
9. Support group decisions.

The purpose of the collaboration is to provide the opportunity for the people involved to work together to produce ideas and at the same time get feedback on these ideas (Pateman et.al, 2016). The good collaboration will be built from a group of independent people who realize that they would not be able to live without

synergy. Thus, it can be interpreted that collaboration can occur when two or more people work together to achieve a common goal.

Collaboration in the learning process is a form of collaboration between students that help one another and complement each other to do certain tasks in order to obtain a predetermined goal. Collaborative skills that can be developed in learning as stated by Kivunja (2014), among others, are as follows:

1. The responsibility to work together with others to produce certain goals.
2. Respect and respect different opinions.
3. Able to work effectively and flexibly in diverse teams.
4. Able to compromise with other members of the team to achieve the goal set.

Collaborative learning also leads to the development of metacognition, improvement in formulating ideas, and discussion or debating with higher levels of thinking. This provides an opportunity for students to learn to monitor each other, detect errors, and learn how to correct their mistakes. Students can develop knowledge content and learn 21st-century skills such as the ability to work in teams, solve complex problems, and apply acquired knowledge to other situations (Barron et.al, 2008). This is different from lecture-based learning; collaborative learning is a form of developing student interaction in building group knowledge.

However, there are challenges in developing students' collaboration skill. students are supposed active to talk with each other. However, in work on group projects, not all students are actively speaking, and students still have limited technological media, and students still have difficulty using 4c skills in learning (Popovic, 2014 & Malik, 2018). And also sometimes students need fresh ideas to

see the project (Laal, 2012) Problem-based learning focuses on challenges that make students really think about finding solutions to the problems given (Tan, 2004). Project based learning has a positive effect on content knowledge and the development of student collaboration skills (Hmelo, 2004).

Partnership for 21st -Century Learning 2015 several strategies that can be taken by teachers in developing collaborative skills in learning are (Erdogan, 2019):

1. Teach students to work respectfully with different teams, not only physically but also psychologically.
2. Teaches flexibility and a desire to compromise so that goals that benefit all collaborating parties can be achieved.
3. Train and encourage students to take responsibility for working together with others.
4. Teach students to appreciate the ideas and contributions of each team member they are part of.
5. Emphasizing five principles of cooperative learning namely positive dependence, individual accountability, equal participation, group processing, and simultaneous interaction in the development of collaborative skills.

In conclusion, collaboration skill is a skill that works together effectively, exchanging ideas in making decisions to achieve common goals. Thus, students can collaborate with friends and teachers when learning English.

English language is becoming more important as a universal means of communication, particularly after the recent advances in technology that have

brought people of different cultures and countries closer to one another (Alzebaree, Yavuz, 2017 and Laachir, 2019). Effective teaching and learning are the subjects that concern almost everyone involved in educational process. Effective learning depends on effective teaching which, in its turn, depends on effective teachers and administrators (Alrefaee and Al-Ghamid, 2019). With the spread of globalization, people start to comprehend the significance of acquiring a new language other than the native language. Language learning in general and English language in particular has gained more importance than ever. There is increasing demand on English learning. Furthermore, English proficiency is being a prerequisite or one of the main requirements for applying to many jobs and pursuing higher education in many Middle Eastern countries. Being liked by students, motivation, understanding and assimilating information depends to a large extent on the teaching and learning techniques (Porter & Brophy, 1988). Effective teaching has been the ultimate goal of every language teaching methods. Almost everyone concerned with education would like his/ her teaching to be effective regardless the method they pursue and the effort they exert. The factors affecting the effectiveness of teaching process has been the concern of every researcher specialized in foreign language domain. The concept of good teacher has been investigated from different angles (Zhang & Watkins, 2007). Identifying these characteristics may help teachers identify how should they be in dealing with their students and what students need and expect from their teachers. Furthermore, these characteristics may advance teachers' pedagogical practices by boosting their good characteristics. Generally, in many contexts teacher effectiveness has been

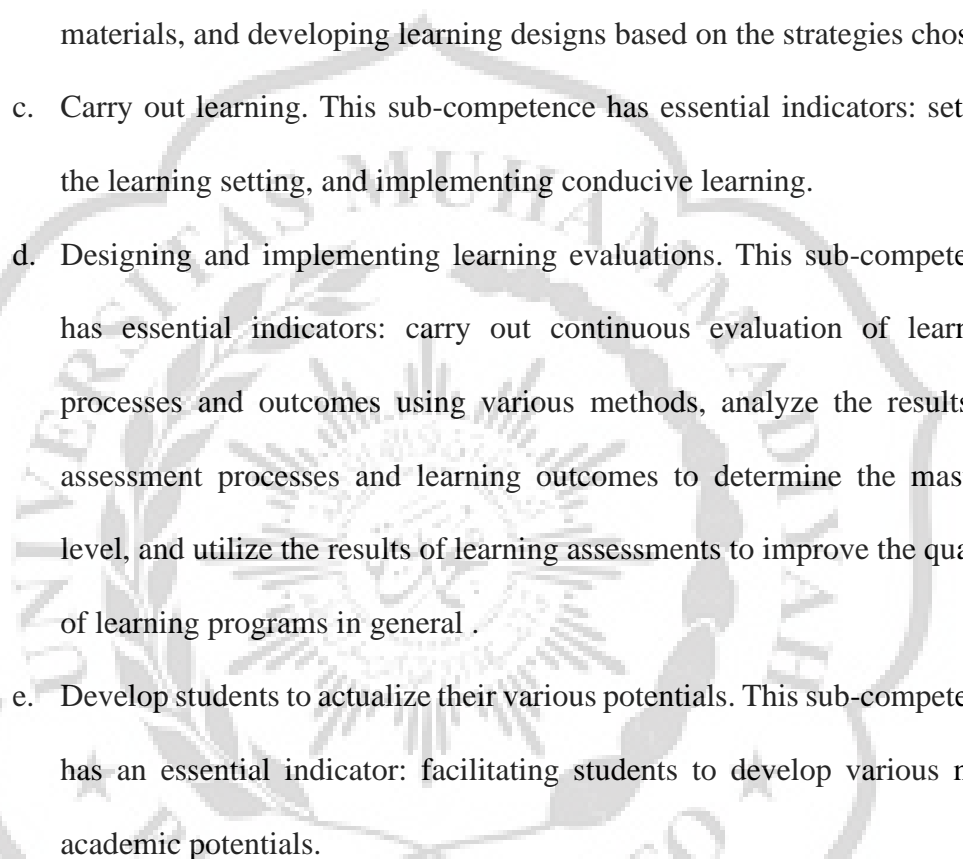
measured through student outcomes. Over the last several years beliefs have gained more attention among researchers, and are believed to drive pedagogical instruction (Pajares, 1992). Moreover, they should be considered to change teaching practices. Exploring the characteristics of an effective EFL teachers is of great advantage to teachers. Teachers can consider their beliefs regarding foreign language teaching. Furthermore, teachers can discover what students want, favor and expect from them.

According to Law No.14 of 2015: "Competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by a teacher or lecturer in carrying out professional duties. Based on Government Regulation No. 74 of 2008 concerning Teachers, it is stated that the competencies that must be possessed by teachers include pedagogic competence, professional personality competence, social competence."

1. Pedagogic Competence

Pedagogic competence is an ability related to the understanding of students and managers of educational and dialogic learning. Substantively, this competency includes the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. In detail, each of these pedagogic competency elements can be translated into sub-competencies and essential indicators as follows:

- a. Understanding students. This sub-competence has essential indicators: understanding students by utilizing the principles of personality, and identifying students' initial teaching stock.

- 
- b. Designing learning, including understanding the educational foundation for the benefit of learning. This sub-competence has essential indicators: applying learning and learning theory, determining learning strategies based on student characteristics, competencies to be achieved, and teaching materials, and developing learning designs based on the strategies chosen.
 - c. Carry out learning. This sub-competence has essential indicators: setting the learning setting, and implementing conducive learning.
 - d. Designing and implementing learning evaluations. This sub-competence has essential indicators: carry out continuous evaluation of learning processes and outcomes using various methods, analyze the results of assessment processes and learning outcomes to determine the mastery level, and utilize the results of learning assessments to improve the quality of learning programs in general .
 - e. Develop students to actualize their various potentials. This sub-competence has an essential indicator: facilitating students to develop various non-academic potentials.

2. Personal Competence

Personal competence is a personal ability that reflects a solid, stable, mature, wise, authoritative personality, setting a role model for students, and having noble character. In detail, each of these personality elements can be translated into sub-competencies and essential indicators as follows:

- a. Have a steady and stable personality. This sub-competence has essential indicators: acting according to legal norms, acting according to social

norms, being proud as an educator, and having consistency in acting according to the teacher's code of ethics.

- b. Have a mature personality. This sub-competence has essential indicators: showing independence in acting as an educator and having a work ethic as an educator.
- c. Have a wise personality. This sub-competence has essential indicators: displaying actions based on the benefits of students, schools and society and demonstrating openness in thinking and acting.
- d. Have an authoritative personality. This sub-competency has essential indicators: having behavior that has a positive effect on students and having behavior that is respected.
- e. Have noble character and can be a role model. This sub-competency has an essential indicator: act according to religious norms.

3. Professional Competence

Professional competence is an ability related to broad and in-depth mastery of learning material in the field of study which includes mastery of the substance of the subject matter curriculum content in schools and the scientific substance that overshadows the curriculum material, as well as adding scientific insight as a teacher. In detail, each of these competency elements has sub-competencies and essential indicators as follows:

- a. Mastering scientific substance related to the field of study. This sub-competence has essential indicators: understanding the teaching materials in the school curriculum, understanding the structures, concepts and

scientific methods that cover or are coherent with teaching materials, understanding the relationship between concepts between related subjects, and applying scientific concepts in everyday life.

- b. Mastering the steps of research and critical studies to add insight and knowledge/material in the field of study.

4. Social Competence

Social competence relates to the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community. This competency has sub-competencies with the following essential indicators:

- a. Able to communicate and interact effectively with students.
- b. Able to communicate and interact effectively with fellow educators and educational staff.
- c. Able to communicate and socialize effectively with parents/guardians of students and the surrounding community.

Some of the characteristics that must be owned by a professional teacher, namely:

1. The teacher always makes a concrete and detailed teaching plan which is used as a guide in teaching and learning activities.
2. Teachers try to place students as learning subjects, teachers as servants, facilitators, and partners of students so that they can experience a meaningful learning process.

3. Teachers can be dynamic and innovative in changing learning patterns (student roles, teacher roles, and teaching styles).
4. The teacher also has the courage to convince other parties (the principal, parents, and the community) about the innovation plan that will be carried out, with logical-critical arguments.
5. Teachers must be creative in building and producing educational works such as: scientific writing, making learning aids, analyzing teaching materials, class organization, etc.

To master 21st century skills by applying these 4C skills, there is a strategy, namely through learning activities such as: using learning models that are more demanding for student activities such as proposing authentic problems to be solved cooperatively or collaboratively. Skills to convey new thoughts, ideas, ideas, knowledge and information to others through speech, writing, symbols, pictures, graphics or numbers. Skills in working together, synergizing with each other, adapting in various roles and responsibilities, and respecting differences. In collaborating there will be mutual filling in of deficiencies with the strengths of the others so that the problems encountered can be resolved properly in an atmosphere of togetherness.

I. Previous Study

1. Favi Ngiza Fatwati (2020), *The implementation of 4C's in the Islamic Studies Learning at Curriculum 2013 Revision in SMP N 1 Purwokerto*. She found evidence from his investigation on PAI subjects at SMP N 1 Puwokerto had not been carried out properly. Then, there are some

difficulties in each 4C skill applied in the object of research. With the difference based on this study it is clear that the study investigated the implementation of the 4Cs in Islamic Studies (PAI) learning. However, researchers focus on English language learning mainly researching about the role of English teachers to find out the challenges faced in developing students' critical thinking, creative, communication and collaboration.

2. Lathifa Azhary and Ratmanida (2022), *The Implementation of 21st Century Skills (Communication, collaboration, Creativity and Critical thinking) in English lesson plan at MTsN 6 Agam*. She found evidence from their research showing that 21st century skills (communication, collaboration, creativity, and critical thinking skills). included in the RPP and implemented well, but in collaboration skills have not been fully implemented due to several problems, namely teaching duration, lack of school facilities, density of lessons and ignorance of English subjects especially for grade VII and VIII students. This study also discusses the implementation of 4C skills and conducted research in MTs schools. This study has similarities with researchers, it's just that researchers conducted research in high school schools.
3. Putri Agnes Ainuningsih (2018), *An analysis of 4C Skills Incorporation in Students Teaching Practice of English Teacher Education Departement UIN Sunan Ampel Surabaya*. She found evidence from her research between students and teachers applying the 4C skills and challenges students face in teaching practice. The results showed that most prospective teacher students

included 4C skills, but they had challenges in combining written communication skills, critical thinking skills through evaluation, identification, and problem solving, and creativity skills through stimulating students' creative thinking to make questions. The study also differed from the researcher's topic in that it focused on analyzing the combination of students and teachers in 4C skills. While the researchers themselves only focus on teachers in developing 4C skills to students during learning.

From the previous research above, it can be analysed that 4C skills are important to be instilled in the students learning. Teachers are responsible to help the students develop these skills. This study is focusing on the teachers challenges in developing their students 4C skills in the English teaching.

J. Theoretical Framework

The existence of the 21st century era presents challenges for the world of education, especially students must be able to master 4C skills. In that mastery, the teacher is the front line who has the main task and great responsibility. Meanwhile, English learning in this era is also very important so the role of English teachers is very important. The role of the teacher is decisive in the development of students' interests and abilities in a subject or language.

There are several roles of teachers such as teachers as learners, instructors, educators, guides, managers, facilitators, motivators, and assessors. Some of these roles are carried out by English teachers to strengthen the competence of critical thinking, creativity, communication and collaboration where these four competencies are very important and needed today. However, in carrying out their

duties, teachers will certainly encountered some challenges and obstacles, considering that teachers must have good quality and the conditions of students and schools are also influential. The following Table 2.1 is an overview of the theoretical framework in this study:

Table 2.1 Theoretical Framework

