

CHAPTER I

INTRODUCTION

A. Background of The Study

Along with the development of time and the era of globalization, learning English has become a necessity for its use to communicate because English is not just for communicating, but English is often even used in various fields including technology, economics, education, tourism and so on (Rao, 2019). In the era of globalization, in the 21st century, learning skills are growing, including teaching English language. However, in learning English in Indonesia, the target of meeting language skills is still difficult to achieve because the use of English in Indonesia is only as a foreign language (Marlina, 2012). This language is mostly only used during learning and is rarely used in daily activities. This is why English is quite difficult for students to learn in Indonesia. To master English well, skills are needed that can support learning English. One of the skills that can support the development of English is 21st century skills (Menggo et al., 2022).

The 21st Century skills are skills that must be possessed and mastered by students in order to achieve educational goals, namely being able to develop the potential

of students to become skilled, creative, knowledgeable, independent citizens, able to work together each other and can be held accountable for their own actions and behavior. 21st century skills are skills that include life and career skills, learning and innovation skills as well as information, media and technology skills (Ester et al., 2017). In this case, the teacher has a very important role in creating students who have skills in critical thinking, creativity, communication, and collaboration. These skills can help students and teachers coordinate the learning environment and develop essential skills needed in the 21st century.

There are several studies on the implementations of 21st century skills in educations. Study by Şahin & Han (2020), revealing that EFL teachers had positive attitudes towards skills and apply technology tools into EFL classrooms. Implications were provided for greater study in other aspects of 21st century skills. Additionally, study by Baran-Łucarz & Klimas, (2020) stated that although the majority of participants showed a low level of understanding of what 21st century skills, they were quite positive in integrating them into teaching in foreign language classes. Moreover, study by Marzulina et al., (2021) stated that that there were five challenges faced by the teachers of English in teaching English: 1) improving students' motivation; 2) improving students' language competence; 3)

managing over-crowded class; 4) managing limited time; and 5) facing lack of supporting facilities.

Based on the statement above, research on 21st century skills has been widely studied, but studies on the implementation of 21st century skills in the context of English are still limited. Therefore, this study aims to find out the strategies and issues in infusing 21st century skills in high school EFL classes in shaping students, as well as what challenges teachers face when developing 21st century skills in their students.

The results of this study are expected to be useful for teachers in shaping 21st century skills in students and developing learning activities to improve the quality of learning. This study analyzes the activities of teachers in shaping student skills in the 21st century. Students' skills to collaborate, communicate, think critically and creatively in solving a problem. 21st century education indirectly equips students with the necessary skills that they can acquire and practice in the era of globalization

B. Limitation of The Study

In this research, the researcher will focus on the strategies and challenges in infusing the 21th Century skills in English Foreign Language from the perspective of senior high school level teachers.

C. Research Question

Based on the background of the study above, the researcher concludes several question. The researcher questions are:

1. What are the teachers' strategies in infusing the 21th century skills in high school EFL Classroom?
2. What are the teacher's issues in infusing the 21th century skills in high school EFL Classroom?

D. Purpose of The Study

Based on the research question that written above, the purpose of this study are:

1. To explore the teachers strategies in in infusing the 21th century skills in high school EFL Classroom.
2. To describe the issues faced by the teachers in infusing the 21th century skills in high school EFL Classroom.

E. Significance of The Study

There are several benefits which are expected by this research:

1. For teachers, this research is expected to be additional knowledge about the importance of 21st Century Skills, and can improve the quality of teachers in teaching English.

2. For the students, students are expected to improve the competences of 21st Century skills.
3. For other researchers, the results of this study can be used as a reference for conducting other research related to this research.

F. Definition of Key Terms

1. 21st Century Skills

21st century skills are skills that include life and career skills, learning and innovation skills as well as information, media and technology skills (Ester et al., 2017).

2. Teachers' Strategies

Teaching strategy is a generalized plan for a lesson(s) which includes structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy (Sarode, 2018).

3. Issues in EFL Classroom.

They are factors causing difficulties in learning English which are closely related to 21st century learning do not only come from teachers, but also from students and from the surrounding environment (Souriyavongsa et al., 2013).