

CHAPTER 2

LITERATURE REVIEW

2.1. Teachers' Perception

Perception is how individuals perceive and interpret things around them based on information obtained through their senses. According to Qiong (2017), the perception process consists of three stages: selection, in which an individual perceives only a portion of the information in the environment; organisation, in which selected information is organised into meaningful patterns by categorising elements to provide coherence to general knowledge; and interpretation, in which meaning is attached to the chosen stimuli. Teacher perception refers to what they know and their methods for managing classroom activities based on their knowledge. Each teacher has their own view about the way of teaching that involves techniques or strategy based on their experience, expertise level, and knowledge in order to achieve the goals (Zaiturrahmi et al., 2021). The "perceived" outcome of an event is determined by how individuals feel, understand, or interpret any given scenario that unconsciously produces various emotions, such as positive and negative feelings and viewpoints have the ability to expand what they encounter (Desautels, 2014).

The perception in this study describes teachers' views toward 21st century learning skills in English blended learning classrooms. The description of perception highlights the significant role played by stimuli in shaping it. When it comes to implementing 21st century learning skills, it is believed that each teacher has their own perception based on their needs and experience. Teachers must become 21st century learners and constantly improve their skills to help expand understanding and foster 21st century skills since it is crucial in supporting students to master 21st century learning skills (Trilling & Fadel, 2009; Selman & Jaedun, 2020).

2.2. The 21st Century Teaching and Learning

Teaching in the 21st century should be different from teaching in the previous century where in the previous century students were listen to the teachers' explanation. Meanwhile, teaching in the 21st century is already integrating with soft skills for students such as 21st century learning skills. Game-based and project-based strategies for teaching can be applied to promote 21st-century learning skills in students who are already involved with communication skills, collaboration skills, critical thinking skills, and creativity skills or can be called 21st-century learning skills (Trilling & Fadel, 2009; Pacific Policy Research Center, 2010).

Partnership for 21st Century Skills (2007) emphasised 21st century learning skills are needed in 21st-century that will let students learn the abilities they need to succeed in the real world. The importance for students mastering 21st century learning skills is to allow them to convey information clearly, work with others effectively, analyse and evaluate evidence, and create fresh ideas to make a positive contribution to the environment. Moreover, Trilling & Fadel (2009) stated that 21st century learning skills have always been at the core of what it takes to become a self-sufficient lifelong learner aside from fulfilling the increasing demands of 21st century work.

According to Partnership for 21st Century Skills (2007), there are six key elements for fostering 21st century learning: 1) emphasise core subjects, 2) emphasise learning skills, 3) use 21st century tools to develop learning skills, 4) teach and learn in a 21st century context, 5) teach and learn 21st century content, and 6) use 21st century assessments that measure 21st century learning skills.

2.2.1. Teaching Strategies for the 21st Century

In the 21st century, the changes in learning outcomes have been changed due to the demands of human resources. Therefore, teachers must have teaching strategies supporting 21st century learning outcomes to prepare students' needs for the future. Teaching-

learning in the 21st century provides students with combined subject knowledge with particular skills and competencies that students must acquire to succeed in their school, environment, and life (Scott, 2015). An emphasis on real-world issues and processes, support for inquiry-based learning, chances for collaborative project-based learning, engaging students to be active through playing games and a focus on teaching students how to learn (rather than "what" to learn) are just a few of the recommendations made by emerging research for educators as Pacific Policy Research Center (2010) mentioned some teaching approach in the 21st-century:

a. Project-based learning

According to project-based learning studies, students who work together on learning tasks achieve significantly greater than those who study alone because it involves a collaborative, creative, and critical thinking environment where students are asked to work in groups to investigate various methods and techniques for handling the problems given (Pacific Policy Research Center, 2010; Trilling & Fadel, 2009). A meaningful learning technique that enables students to learn through projects is project-based learning, sometimes referred to as project approach, project-based education, or project method (Dwi et al., 2019).

The projects encouraged students to recognise that English should be used as a tool for communication rather than as a topic to be studied. It also enhanced student relationships with their teachers and peers and their participation, cooperation, self-regulation, self-confidence, and individual and community values (Kemaloglu-er & Sahin, 2022). Moreover, Trilling & Fadel (2009) mentioned some benefits of project-based learning that have been shown in numerous research: a) Students recall more information when they can apply what they have learned in

the classroom to real-life issues and when they work on projects that require long-term engagement and collaboration, b) learning strategies that are active and collaborative have a more significant impact on student's performance than any other factor, including their background and prior accomplishments, c) when students are taught both what to learn and how to learn, they are most successful.

b. Game-based learning

Games could be an option as a creative way to attract students in learning, which enable students to take on different identities and involve themselves in circumstances where they can apply information in ways that are not possible in most students' real lives (Pacific Policy Research Center, 2010). As Al Fatta et al., (2018) mentioned game-based learning is a teaching-learning strategy that creates an exciting learning activity using any game creation in the classroom that are sometimes connected to the concepts of "play" and "fun," which are essential aspects of human nature.

Combining games in the classroom can avoid a dull atmosphere and engage students to be active through playing games. Games also gives some benefits for students, such as enhancing students' enthusiasm, developing their positive social attitudes and life skills, teaching cooperation, sharing, and teamwork (if it is in the group), and also provides teachers with insight into student's personality since games sometimes have certain emotions including the joy of winning and dread of losing (Liu et al., 2021). Moreover, game-based learning provides the 4C skills mentioned in the Partnership for 21st-century skills framework, which includes communication, collaboration, critical thinking, and creativity skills. This aligns with studies that revealed that a game-based learning environment allowed

students to develop and improve those 4C skills while enjoying learning experiences such as matching, listing, rating and sorting games (Pardede, 2020; Robberts & Van Ryneveld, 2022).

2.2.2. 21st Century Learning Skills

Teachers could integrate 21st century learning skills that facilitate English language skills: listening, speaking, reading, and writing skills by some teaching activities (Pardede, 2020). Below are the explanations about each skill of 21st century learning skills proposed by Partnership for 21st Century Skills (2007) supported by some teaching activities that could help to facilitate English language skills.

1) Communication Skill

Communication is expressing thoughts, questions, ideas, and solutions clearly and effectively with verbal and non-verbal communication for various purposes in diverse environments (Partnership for 21st Century Skills, 2007; Chiruguru, 2020). Communication skills are a part of social skills, where each other can communicate effectively in heterogeneous environments (Chalkiadaki, 2018). To build practical communication skills, students in the 21st century should learn to communicate using and sharing information efficiently and effectively in digital media and environments to support individual and group learning and communicate thoughts and ideas clearly to different peers using various media and formats (Partnership for 21st Century Skills, 2007). Pardede (2020) mentioned one of the activities examples in the classroom for developing English language skills in communication skills is asking students to work in small groups where they could share thoughts and experiences on the lesson they were taking, for example sharing thoughts about the difficulties in pronouncing English words. Another activity by (Erdoğan, 2019) mentioned providing students with real-life

situations with partners using technological tools (social media, blogs, web, e-mail, Google class) such as oral presentations or discussions.

2) Collaboration Skill

Being able to work together effectively to achieve goals and respecting others' needs while contributing in diverse teams are collaboration skills (Partnership for 21st Century Skills, 2007; Central Board of Secondary Education, 2020; Chiruguru, 2020). It can be concluded that collaboration occurs when two or more people work together as a group to accomplish shared goals. Moreover, Aziz (2018, cited in González-pérez & Ramírez-montoya, 2022) believes that collaborative learning environments for today's students require developing autonomous learning and 4C skills that are interrelated. Activities examples for building English language skills in collaboration skills in the classroom are writing short stories, completing half stories, making short films on a given topic, drawing conclusions from reading material, oral presentations, produce projects, and peer review activities. In the peer review activity, students were asked to worked in groups of three or four members, each student gave their feedback or advice on other students' task. (Erdoğan, 2019; Pardede, 2020).

3) Critical Thinking Skill

According to Central Board of Secondary Education (2020), critical thinking is defined as the ability to identify and evaluate values by finding the essential information, throwing out irrelevant information, and connecting one set of facts to another are all skills needed for problem-solving. Scott (2015) stated that critical thinking is a component of learning that requires information literacy and the ability to investigate, analyse, interpret, and evaluate. It is also defined as a process that involves

examining issues from several viewpoints and connecting knowledge from other subjects and disciplines (Chiruguru, 2020). From the definitions above, critical thinking skills involve obtaining, analysing, and synthesising information (Partnership for 21st Century Skills, 2007). Critical thinking skills activities that facilitate English language skills in the classroom are debates, group projects, criticism for giving real-life problems to think about for solutions in a group, self-reflection, conduct a project that provide them to do a research, read text, gather real data, take notes, and carefully listen to the opposing viewpoint and peer review activity that will enable students to confidently assess their own and other students' progress (Erdoğan, 2019; Pardede, 2020).

4) Creativity Skill

Creativity is the ability to come up with fresh, different, and innovative idea creation (Partnership for 21st Century Skills, 2007). Chalkiadaki (2018) stated that creativity is a part of personal skills, which identify as the ability to have imagination, curiosity, creative production, and innovation. Another definition by Central Board of Secondary Education (2020) stated that creativity is the ability to think, investigate, and develop new ways of thinking which incorporate the following four elements, namely fluency (producing new ideas), flexibility (quickly shifting ideas), original (conceptualising something new), and elaboration (drawing on others' ideas). It can be assumed that creativity is the ability to look at different perspectives and develop new and unique ideas. Examples of activities that involved creative skills and English language skills in the classroom are brainstorming, group projects, rewriting, writing essays and poems, ending the film/story differently, and drawing

after listening using imagination game-like activities (Erdoğan, 2019).

2.3. Blended Learning

21st century learning environments should provide equal access to high-quality learning tools that integrate with technologies as media tools for interactive learning (Partnership for 21st Century Skills, 2007; González-Pérez & Ramírez-Montoya, 2022). Blended learning is an example of 21st century learning models. Faraniza (2021) defined blended learning as a solution for online learning where students and teachers may utilise various multimedia sources for interactive learning and face-to-face learning by reinterpreting information obtained outside classroom. Blended learning creates efficient, effective, and enjoyable learning for students since it combines the benefits of face-to-face and online learning with e-learning models by creating diverse learning media. Braun (2017, cited in Hadiyanto et al., 2021) mentioned all of the e-learning designs (video presentations, group projects and discussions, sharing information and resources, etc.) are oriented toward improving student-centered.

Research has been conducted on the effectiveness of blended learning in 21st century learning environments. Studies summarised that English language learners generally have positive attitudes and opinions regarding using blended learning in English classrooms, allowing them to learn independently, foster the learning process, and improve their language skills in social and engaging contexts. Therefore, teachers may help students develop 21st century learning skills that include communication, collaboration, critical thinking, and creativity skills by providing opportunities, facilities, and creative ways to get to know themselves well because students will learn profoundly if they are given supportive media in order to have a more successful future in terms of education and workplace in the 21st century (Albiladi & Alshareef, 2019; Erdoğan, 2019; Rao, 2019).

2.4. Study of the Relevant Research

The first study by Muhamad & Seng (2019) examines teachers' perspectives on their knowledge, advantages, and challenges in implementing 21st-century learning skills in English Second Language (ESL) classrooms in Malaysia. This study used a questionnaire as the instrument, with the study participants were 291 English teachers. The findings indicated that teachers already have suitable qualifications regarding 21st century learning skills based on their knowledge. In addition, teachers acknowledged the advantages of 21st century learning skills although still facing the difficulties in implementing the 21st century learning skills.

The following study by Azhary & Ratmanida (2021) conducted a study regarding the implementation of 21st century learning skills in English lesson plans at junior high school. The aim of the study was to find out how the teachers integrated 4Cs in English lesson plans by their implementation in the classroom and also to find out teachers' challenges faced. The participants were three English teachers. Observation and interviews are the instruments of collecting the data. The findings indicated the participants already incorporated 4Cs from the lesson plan they have made. However, collaboration skills were not fully implemented due to their challenges, such as teaching duration, school facilities, lesson density, and students' unfamiliarity towards English subject

The next study by Radifan & Dewanti (2020) investigated the integration of 4Cs in English lesson plans at senior high school. The data were collected through content analysis by three English teachers with ten lesson plans. The study found that all lesson plans that were analyzed have integrated all of the four C skills. The study's findings also revealed that nearly all of 4C skills were included into the same four categories of lesson plan components: learning steps, assessment, learning methods, and indicators of competence achievement.