



The Implementation of 21st Century Skills (Communication, Collaboration, Creativity and Critical Thinking) in English Lesson Plan at MTsN 6 Agam

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Abstract

This research is a descriptive qualitative research. The purpose of this research is to find out how the teacher incorporate 21st century skills (communication, collaboration, creativity and critical thinking skills) in English lesson plan, its implementation in the classroom and problems encountered by the teachers in implementing 21st century skills in the classroom. The research participants was the three civil servant English teachers at MTsN 6 Agam. The instrumentations of this research were lesson plan guide, observation guide and interview guide. This research showed that 21st century skills (communication, collaboration, creativity and critical thinking skills) were incorporated into lesson plans made by the three English teachers. Learning activities were well designed to promote students' ability to communicate, collaborate, be creative and think critically. Meanwhile, 21st century skills were implemented in the classroom; however, the application of collaboration skills had not been fully implemented due to several problems faced by the teacher especially in teaching duration. The other problems were a lack of school facilities, lesson density and students' unfamiliarity towards English subject especially for students' class VII and VIII.

Keywords:

21st century skills, lesson plan, implementation, and problems

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INTRODUCTION

The sophistication of the 21st-century has transformed the world without space and time divides. Rapidly developing technology has brought people into the digital world. Millions of information spread widely, quickly, and easily. All sectors must be able to actualize themselves to keep up with the demands of the times. Based on this phenomenon, it will give color to the world of education, both the characteristics of teachers, students, and the development of current learning.

Educational indicators for the 21st-century are no longer only tests measured from the aspect of knowledge, but they can be seen from the readiness of students in

facing real life. According to the Organization for Economic Co-operation and Development or OECD (2018), education has an important role to play in developing knowledge, attitudes, values, and skills that enable to contribute students to have a good future. Furthermore, Oliver (2016) explains the business leaders, politicians, and educators are united around the idea that students need "21st-century skills" to be successful today. 21st-century skills are various skills that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world such as communication, collaboration, creativity, and critical thinking.

The discussion of 21st-century education is also discussed in Indonesian national education. According to the National Education Standards Board (2010) that the goal of 21st-century national education is to realize the ideals of the nation. These goals are to create a happy and prosperous Indonesian nation, to have an honorable and equal position with other nations in the global world, to form a quality society. Hereafter, the Research and Development Ministry of Education and Culture of the Republic of Indonesia (as cited in Daryanto, 2017) also argues that 21st-century education emphasizes the ability of students to find out from various sources, formulate problems, think critically and creatively, work together and collaborate in solving problems faced.

Because 21st-century skills are needed for students, schools must be transformed in ways that will train students to acquire critical thinking, collaboration, communication, and creativity to be successful people in work and life (Pacific Policy Research Center, 2010); Daryanto and Karim, 2017; Bourn, 2018; Erdoğan, 2019). Thus, schools as the main place in education can carry out the learning process appropriately. The demand placed on teachers is to find ways to incorporate these identified skills into their lessons. This is very useful for students so that they have time to practice and master skills in their daily routine activities. It means that the learning process must be able to develop the competence of students and ensure that they can live and run in a 21st-century society (Chalkiadaki, 2018). The skills that are nurtured in the classroom by the teacher are not only as exercises when learning takes place but it will also be useful for students in real life anywhere, anytime and in any condition.

Incorporating and implementing 21st-century skills indicators into all subjects in schools is highly recommended, especially in English. The main reason is English is one of the global languages nowadays; therefore, students need to be mastered it. Moreover, Partnership for 21st-century (2009) also explains core subjects in the 21st-century. One of the important subjects is English. Thus, teachers are required to be able to prepare students to have good English learning and also to train students to have competencies of communication, collaboration, creativity, and critical thinking. Teachers are expected to support and guide students to have these skills during the teaching and learning process.

Discussion of the importance of 21st-century skills in education is not only discussed by foreign figures, but Indonesian figures such as Nadiem Makarim and Anies Baswedan engaged to the importance of 21st-century skills through their speech, especially communication, collaboration, creativity, and critical thinking. Nadiem Makarim in commemoration of the 2019 national teacher day said that creativity,

collaboration, the ability to work together, process information critically, solve problems, and empathize with competencies that are needed in the future. Furthermore, Anies Baswedan also explained several aspects of 21st century education in Improving Morals, Economic Empowerment, and Social Concern for the Welfare of the People seminar in 2017. He said one of the important aspects is competencies. Those competencies are the competence to think critically, be creative, communicative, and collaborative.

Therefore, 21st-century skills indicators are presumed to have been applied in schools in Indonesia. One of the schools that are expected to have implemented 21st-century skills is MTsN 6 Agam. It can be seen from the writer's experience when teaching practice at the school. The English teacher who became the writer's advisor directed to include indicators of 21st-century skills (communication, collaboration, creativity, and critical thinking) into the lesson plan and also encouraged when implementing it during the teaching and learning process in the classroom. Furthermore, the writer also conducted an interview with English teachers related to the implementation of 21st century skills at the school. Based on the writer's experience when teaching practice at MTsN 6 Agam and having an interview, students' motivation in learning English was low. Besides, students were less active, they lacked participation in learning, lacked communication, and were still unable to cooperate in group work. Therefore, the role of the teacher in the implementation of the lesson plan is very influential in training students to be good communicators, collaborators, critical thinkers, and creative people.

Some studies about 21-century skills have been carried out. For example, a research conducted Niki Eka Pratiwi (2020). The titled *Implementasi 4C pembelajaran Bahasa Jawa di SMP Muhammadiyah 8 Semarang*. The results showed that the Javanese language teacher at SMP Muhammadiyah 8 Semarang had implemented 4C in learning, but it was not working well in creative skills. The research was from Mela Mariana (2020) entitle *Implementasi Keterampilan Abad 21 dalam pembelajaran Sejarah Kebudayaan Islam di MTsN 1 Kota Malang*. The results showed that 21st century skills were incorporated in teachers' lesson plan through active learning. A thesis from Favi Ngiza (2020) titled *The Implementation of 4c's in the Islamic Studies Learning at Curriculum 2013 Revision at SMP N 1 Purwokerto*. Based on the data analysis, the author found that the implementation of 4Cs had not been well implemented especially in indicators of communication and creativity skills. Furthermore, discussions about the application of 21st-century skills (4Cs) have also been discussed in a thesis entitled *The Implementation of 4C Skill of Reading in English Lesson plan in the classroom* by Fatimatul Rizkiah (2019). The results of the research by observation and interview showed that the application of 4C skills have been included by each teacher and in the learning process in class.

By seeing the importance of 21st-century skills (communication, collaboration, creativity, and critical thinking) in the world of education, many researchers conducted lot of research related to the 21st century skills. Therefore, the researcher is also interested to conduct similar research but the researcher focuses on how the teachers incorporate of 21st-century skills (communication, collaboration, creativity, and critical thinking skill) in English lesson plans, its implementation and problems faced by the teachers in implementing the 21st century skill in the classroom. Therefore, the

title of this research is “The Implementation of 21st Century Skills (communication, collaboration, creativity, and critical thinking) in English Lesson Plan at MTsN 6 Agam”.

RESEARCH METHOD

In this research, the researcher conducted qualitative research with the type of research was descriptive qualitative. Qualitative research defines as research to understand a certain condition based on the problem faced. According to Creswell (2009), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

The participants in this research was the three civil servant English teachers in MTsN 6 Agam. The selection of civil servant teachers as the participants of this research was because civil servant teachers had a longer teaching duration, they were expected to have more experience in teaching, and these teachers were also certified as a competent teachers in teaching.

Instruments used in this research are a documentary, a lesson plan guide, an observation guide, and audio recording. The document used in this research is the teachers’ lesson plan for 2 meetings of three English teachers. Lesson plans were used so that researchers can see in advance how the teacher prepares before teaching in class. Through the lesson plans, the researcher directly identified whether teachers include indicators of 21st-century skills (communication, collaboration, creativity and, critical thinking) or not. Lesson plan guide was needed for the researcher to determine 21st-century skill (communication, collaboration, creativity and, critical thinking) in the lesson plan that teachers create before learning process happen (see appendix 1). The criteria of each skill were based on Trilling and Fadel's theory. The observation guide was to confirm whether the skills indicators of the 21st-century were fully implemented in every activities of teachers in the classroom or not. The criteria of each skill were based on Trilling and Fadel's theory too. The interview guide was used to be references questions that researcher asked to the English teachers in order to know the problems that teacher faced in implementing 21st century skills (communication, collaboration, creativity and, critical thinking) in the classroom. Audio recording was used to record all information obtained when the researcher is conducting an observation. Audio recording contained accurate recordings of every word of the teachers and enriched the information for the researcher by hearing to recordings of the observations related to how the implementation of 21st-century skills (communication, collaboration, creativity and, critical thinking) in the classroom. It was to have some evidence that observations had been done in the classroom. Futhermore, audio recording was also used for interview in order to know the problem that they faced in the class during implementing 21st century skills skills (communication, collaboration, creativity and, critical thinking).

21st Century Skills	Students’ Criteria (Trilling and Fadel, 2009)
Communication (Com)	1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

	2. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
	3. Use communication for a variety of purposes, for examples: to inform, instruct, motivate and persuade
	4. Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact
	5. Communicate effectively in diverse environments
Collaboration (Col)	1. Demonstrate the ability to work effectively and respectfully with diverse teams
	2. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
	3. Assume shared responsibility for collaborative work, and value individual contributions made by each team member
Creativity (Cre)	1. Use a wide range of idea creation
	2. Create novel, new and worthwhile ideas
	3. Elaborate, refine, analyze and evaluate own ideas in order to improve and maximize creative efforts
	4. Develop, implement and communicate new ideas to others effectively
	5. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
	6. Demonstrate originality and inventiveness in work
	7. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
Critical Thinking (CT)	1. Use various types of reasoning based on the situation
	2. Analyze how the parts of whole relate to one another to produce an overall result.
	3. Analyze and evaluate arguments, claims, and evidence effectively
	4. Make connections between information and arguments
	5. Interpret information and drawing conclusion based on the best analysis
	6. Reflect critically on learning experience and processes
	7. Solve different kinds of problems
	8. Ask and identify some questions that try to clarify various points of views

Table 1. Students' criteria of 21st century skill based on Trilling and Fadel'd theory

The technique of data collection was document, observation and interview. Documents used for the data in this research were six lesson plans from three English teachers at MTsN 6 Agam. The researcher asked the lesson plans from each teacher before observation. The observation used to understand the natural environment. The observation carried out twice for one teacher. It meant there were six observations for three English teachers. Next, the interview is a process of interaction, dialogues, questions, and answers verbally by two people and more directly to gain the required information. The researcher interviewed the three English teachers after the observation was done. In this research, the interview was used to answer the question

from the researcher, which was to find out the problems encountered by the teachers in implementing the 21st-century skills (communication, collaboration, creativity and, critical thinking) in the classroom.

Based on Miles et al., (2014), there are three steps used to analyze the data. The first was data condensation. Data condensation defines the process of selecting, focusing, simplifying, and abstracting important things. In conducting research the data collected from the teacher's lesson plan, lesson plan guide, observation guide and interview guide conducted by the researcher with three English teachers. It was to determine the incorporation 21st century skills in English lesson plan, the implementation of 21st-century skills (communication, collaboration, creativity and, critical thinking) in English lesson plans in the classroom and also the matter that teacher faced in implementing of 21st-century skills (communication, collaboration, creativity and, critical thinking) in the classroom. The next is data display. After the data collected, the researcher did a process of selecting and compressed the assembly of information from data condensation. It was based on the research questions: (1) How do teachers incorporate 21st-century skills (communication, collaboration, creativity and, critical thinking) in the English lesson plan at MTsN 6 Agam? (2) How is the implementation of 21st-century skills (communication, collaboration, creativity and, critical thinking) in the classroom at MTsN 6 Agam? (3) What kind of problems encountered by teachers in implementing the 21st-century skills (communication, collaboration, creativity and, critical thinking) in the classroom at MTsN 6 Agam?. The last is drawing conclusion. In this research, the researcher concludes the data display.

RESULT AND DISCUSSION

Research Findings

1. The incorporation of 21st-century skills (communication, collaboration, creativity and, critical thinking) in the English lesson plan

The first teaching process was planning. A lesson plan is one of key the successful learning in the class because it is a detailed plan prepared by the teacher in advance for daily teaching. The researcher analyzed the teaching activities of the teacher made in a lesson plan in order to know indicators of 21st century skills (communication, collaboration, creativity and, critical thinking) contains in it. Nevertheless, critical thinking skills were more dominant than other skills in teachers' lesson plans. The details are as below:

a. Communication Skills

The first indicator of communication skills stated in the lesson plan was engaging students to be able to articulate thoughts and ideas effectively using oral and written communication in a variety of forms and contexts (Com.1). As stated in the lesson plan, there were several teachers' activities that lead to increase oral and written communication skills of students. In oral communication, teachers planned to encourage the ability of students' communication by asking them to present the result of their discussion. Furthermore, the teachers would provide a short dialogue in English and read sentence by sentence in the dialogue. Not only asking students to repeat the dialogue that was read, but teachers also asked them to practice the dialogue in

pairs. The teacher would also randomly select several pairs to display the exercises they did before in front of their classmates. The activities planned by the teacher to improve students' written communication were also listed in their lesson plans. The teachers would ask students in pairs to create short and simple dialogue according to the learning topic and to write a short paragraph using English about a certain topic.

The second indicator of communication skills stated in the lesson plan was engaging students to be able to listen to someone's talk or explanation (Com.2). Catching the point of another person's speech and being able to understand it was the benefits of listening well. In the lesson plan, the teachers also encouraged students to be good listeners when the teacher explained certain explanations, for example in delivering material, giving feedback from the results of discussions, discussing questions, even the teacher also planned to play native speaker audios in an English dialogue. By knowing this, based on lesson plans created by English teachers, there were several activities planned to improve students' communication skills included to indicators 1 and 2 by Trilling and Fadel (2009).

b. Collaboration Skills

The only indicator of collaboration skills stated in the lesson plan was engaging students to be able to demonstrate the ability to work effectively and respectfully with diverse teams (Col.1). As stated in the lesson plan, teachers would provide an exercise sheet and ask students in a group to discuss the answer to the task. Teachers planned to give students time to practice dialogue in pairs then have a performance in front of the class. Hereinafter, the activity of making short and simple dialogues was planned by teachers. After getting an explanation of the material and an example of dialogue, teachers would ask the students to produce a simple work in the form of a conversation using English according to the topic on that day. In this activity, students would work in pairs. By knowing this, based on the lesson plan created by English teachers, there were several activities planned to improve students' collaboration skills included to indicators 1 by Trilling and Fadel.

c. Creativity Skills

The first indicator of creativity skills stated in the lesson plan was engaging students to be able to create novel, new and worthwhile ideas (Cre.2). As stated in the lesson plan, teachers planned the creativity skills through writing tasks. The teacher would ask to create a simple dialogue and an English paragraph. Moreover, the second indicator of creativity skills stated in the lesson plan was engaging students to be able to be open and responsive to new and diverse perspectives (Cre.5). A creative person was not only creates something new but also has a good personality such as being open in the group and reacting quickly and favorably. For this point, the English teachers planned to encourage students to be creative in working with other people. It could be seen from teachers' plans in incorporating creativity skills while collaborating. In working together there was a creative side of someone both in making something new and also in their personality. By knowing this, there were several activities planned to improve students' creativity skills based on lesson

plans created by English teachers and it led to indicators 2 and 5 by Trilling and Fadel.

d. **Critical Thinking Skills**

Critical thinking skills were more dominant in the teachers' lesson plans. It could be seen many activities stated in teachers' lesson plans to engage students' ability to think critically. Based on the lesson plans, it was included three of indicators of critical thinking skills by Trilling and Fadel.

The first indicator of critical thinking skills stated in the lesson plan was engaging students to be able to analyze how the parts of the whole relate to one another to produce an overall result (CT.2). In the lesson plan, teachers planned to practice students' analytical skills by giving two sentences using different forms, and asking them to complete the gap dialogue. The second indicator of critical thinking skills stated in the lesson plan was engaging students to be able to reflect critically on learning experience and process (CT.6). The teachers asked several questions related to everyday life with the aim that students could guess before the teacher explained the material in detail. Teachers described a situation that aims to make students familiar with such situations and guess the topic correctly. The third indicator of critical thinking skills stated in the lesson plan was engaging students to be able to identify some questions that try to clarify various points of view (CT.8). Based on teachers' lesson plans, teachers would provide a short dialogue and show a pictures series. Then the teacher would ask students to identify what they saw or read and ask questions. Questions- answers directly with the teacher and answering questions on the worksheets were teachers' efforts in improving students' thinking skills. Moreover, at the end of the lesson, the teacher would ask some students to conclude the material that had been studied. Next, the teacher would give assignments at home so that students could train themselves at home in order to strengthen the material being taught at school. By knowing this, there were several activities planned to improve students' critical thinking skills based on lesson plans created by English teachers and it led to indicators 2 and 8 by Trilling and Fadel.

Based on the description above, the teachers had already incorporated the 21st century skills in their lesson plans through including skills of communication, collaboration, creativity, and critical thinking in a series of teaching activities planned.

2. The implementation of 21st-century skills (communication, collaboration, creativity and, critical thinking) by the teachers in the classroom

The second process in teaching was the implementation. Implementation is the realization or application of a plan or idea. A brilliant plan or idea will be zero without real action. To see the implementation of 21st century skills (communication, collaboration, creativity and, critical thinking) by English teachers in the classroom, the researcher did an observation. The observation had been conducted for two meetings for each English teacher. It meant there were six meetings for three teachers. Nevertheless, critical thinking skills were more dominant than other skills in teachers' implementation. The details are as below:

a. Communication Skills

The first indicator of communication skills implemented in the classroom was engaging students to be able to articulate thoughts and ideas effectively using oral and written communication in a variety of forms and contexts (Com.1). In oral communication, the teachers provided a short dialogue and sentence examples in English then read sentence by sentence in the dialogue. Students repeated the teacher's words with the correct pronunciation and intonation. Not only asking students to repeat the dialogue that was read, but teachers also asked them to practice the dialogue in pairs. Thus, students had time to practice it with their friends so that they got a better sense of speaking English. The teachers selected randomly several pairs to display the exercises they did before in front of their classmates. Furthermore, a debate session was also held by teachers. The students were divided into several groups and then discussed some of the questions provided. Each group prepared the correct answer as well as supporting reasons. Group representatives argued with other groups and defended their chosen answer.

The activities to improve students' written communication were also implemented. The teacher chose some students to write the sentences in the correct order on the whiteboard. Moreover, the teacher asked students to write a short paragraph using English about a certain topic and create a short and simple new dialogue according to the learning topic. In this activity, students put their ideas into written form.

The second indicator of communication skills implemented in the classroom was engaging students to be able to listen to someone's talk or explanation was also part of communication skills (Com.2). Catching the point of another person's speech and being able to understand it was the benefits of listening well. Based on the teachers' actions in the classroom, the teachers encouraged students to be good listeners when the teacher explained certain explanations, for example in delivering material, discussing questions, demonstrating a conversation, completing and correcting student answers, reviewing previous lessons related to certain questions. So many utterances came out from the teacher to attract students' attention such as *hello? listen to me, do you hear me, okay perhatikan, attention please, listen to your friends, etc.* Therefore, students captured the points conveyed by the teacher directly. By knowing this, based on the implementation of the teachers in the classroom, there were several activities planned to improve students' communication skills included to indicators 1 and 2 by Trilling and Fadel.

b. Collaboration Skills

The only indicator of collaboration skills implemented in the classroom was engaging students to be able to demonstrate the ability to work effectively and respectfully with diverse teams (Col.1). Based on the teachers' actions, they encouraged group work for their students. The teacher had a group discussion related to the quiz given. After the quiz had been completed by students, the teacher asked students to sit in pairs and exchange their answer sheets. Both students were asked to discuss the answers they chose specifically for their different answers. In this case, students could learn how to face a

person who had a different perspective. Based on Erdoran (2019), working together in the same teams was not only for reaching the goals of the teams but also helpful for students to learn how to interact with other people and to learn that people do not always have the same point of view with they do. Moreover, a debate session was also held by the teacher. Students were asked to discuss the answers to several questions and gave strong reasons why the correct answer was the answer chosen by the group. After that, the teacher asked questions back to the group if the answers between groups were different. Each group presented their reasons and tried to defend their answers. In addition, the teachers gave students time to practice dialogue in pairs. The teachers selected randomly several pairs to display the exercises they did before in front of their classmates. Hereinafter, the activity of completing the sentences was carried out by the teacher. Students were divided into several groups and asked to complete the missing sentences given by the teacher with the correct form. By knowing this, based on the implementation of the teachers in the classroom, there were several activities planned to improve students' collaboration skills included to indicators 1 by Trilling and Fadel.

c. Creativity Skills

Creativity skill was also implemented in the classroom. The first indicator of creativity skills implemented in the classroom was engaging students to be able to create novel, new and worthwhile ideas (Cre.2). Based on the implementation, the teacher engaged the creativity skills through writing tasks such as asking them to create a simple dialogue and to write an English paragraph.

Moreover, the second indicator of creativity skills implemented in the classroom was engaging students to be able to be open and responsive to new and diverse perspectives (Cre.5). A creative person was not only creates something new but also has a good personality such as being open in the group and reacting quickly and favorably. For this point, three English teachers encouraged students to be creative in working with other people. It could be seen from teachers' actions in applying creativity skills while collaborating. Students played an active role in group work by showing an open attitude towards group members and being able to contribute so that the given task was completed. In working together there was a creative side of someone both in making something new and also in their personality. By knowing this, based on the implementation of the teachers in the classroom, there were several activities planned to improve students' creativity skills included to indicators 2 and 5 by Trilling and Fadel.

d. Critical Thinking Skills

Critical thinking skills were more dominant in the teachers' lesson plans. It could be seen many activities stated in teachers' lesson plans to engage students' ability to think critically. Based on the lesson plans, it was included four of indicators of critical thinking skills by Trilling and Fadel.

The first indicator of critical thinking skills implemented in the classroom was engaging students to be able to use various types of reasoning based on the situation (CT.1). The teachers often asked "why" to students when

they answer questions from the teachers. Asking their reasons or asking them to show a supporting sentence as their request to solve a question showed that they understood what was being asked and the material being taught.

The second indicator of critical thinking skills implemented in the classroom was engaging students to be able to analyze how the parts of the whole relate to one another to produce an overall result (CT.2). Moreover, analyzing something well was part of being a critical thinker. The teachers wrote two different sentences for the use of personal pronouns and possessive adjectives. The teacher asked students to analyze the two sentences and see the difference between them. The teacher gave some other sentences so that students understood them better. From the example of the action above, the teacher had directed students to think critically by comparing and analyzing the sentences given by the teacher.

The third indicator of critical thinking skills implemented in the classroom was engaging students to be able to reflect critically on learning experience and process (CT.6). The teachers asked several questions related to everyday life with the aim that students could guess before the teacher explained the material in detail. Some examples of questions are about when do we use the expressions hope and pray? what for? what are examples of hope and prayer sentences in daily life?. Moreover, teachers asked general questions in asking information and described a situation that aims to make students familiar with such situations and guess correctly.

The last indicator of critical thinking skills implemented in the classroom was engaging students to be able to identify some questions that try to clarify various points of view (CT.8). Before coming to the new lesson, three of teachers reviewed the previous lesson. Students indirectly thought and remembered the material then tried to answer questions from the teacher. The teachers asked about the meaning of each word in the expression of hope and prayer. This was an opening activity to enter the core teaching activity by asking students to guess the topic of learning that day. Moreover, the teachers also invited students to translate the sentences in the conversation to be good Indonesian.

After demonstrating a dialogue, the teachers also checked the students' understanding of the conversation that was said before by asking several questions that lead to dialogue such as the number of speakers in the dialogue, the name of the speakers, the topic being discussed, and examples of the certain expression that were used in it. After listening to the dialogue, students thought and quickly answered the teacher's questions. This also showed that students understand the dialogue that was conveyed. On the other hand, the teachers also asked students to answer the question too in form of writing. In addition, the teachers gave a quiz to check students' understanding of the lesson by oral and written. By knowing this, based on the implementation of the teachers in the classroom, there were several activities planned to improve students' critical thinking skills included to indicators 1, 2, 6, and 8 by Trilling and Fadel.

Based on the description above, the teachers had already implemented the 21st century skills through applying skills of communication, collaboration, creativity and critical thinking in a series of teaching activities in the classroom.

3. The problems faced by the teachers in implementing the 21st-century skills (communication, collaboration, creativity and, critical thinking) in the classroom

Based on the researcher's observation and interview, there were some problems encountered by the teacher in implementing 21st-century skills (communication, collaboration, creativity and, critical thinking) in the classroom.

a. Teaching duration.

The decreased teaching duration was a major obstacle for the three teachers in the implementation of 21st-century skills. It happened because of government policy to reduce crowds everywhere including schools. The aim was to break the chain of the spread of COVID-19. Therefore, the learning process was carried out face-to-face but uses the shifting method. The students in the class were divided into two parts. Thus, the usual learning schedule could not be applied during this pandemic.

According to The Ministry of Education and Culture Republic Indonesia (2016) about Standards for Processing Number 22 of 2016, the time allocation for face-to-face learning is 40 minutes per hour for the junior high school level. Thus, learning English consists of 2 hours (80 minutes) in a meeting. In reality, teachers just had 40 minutes. Teachers A, B, and C said that the reduction of teaching time during the pandemic had a very influential effect on the application of 21st century skills. Forcibly, with this limited teaching time, the teacher slightly deviated from prior planning, especially in the application of collaboration skills. For example, after conducting the discussion, the teacher planned that all groups could display the results of the discussion then the students and the teacher provided feedback on the group work result but it did not happen because the bell had rung, the time for the English lesson was over.

b. School facilities

The availability of school facilities also affected the application of 21st century skills (communication, collaboration, creativity and, critical thinking). Roinah (2019) also argued that the optimal teaching and learning process in the classroom also depends on the learning facilities available at the school. One of the school facilities that teachers often use is a projector. By using this tool, the learning process would be more interesting. Teachers could show pictures and videos which of course support the smooth teaching and learning process in the classroom. However, the availability of the projector did not support every teacher to use of it. Teacher B and C explained that teachers wanted to teach using the media but the facilities (projector) were still not enough and even with limited time. It was also a constraint in applying 21st century skills. For this reason, the initial plan of the teacher who wants to display an illustration or sample dialogue had to be done manually by the teacher. In addition, limited-time also affected the use of the projector. Getting everything

ready also took time because the tool was not a fixed tool in the classroom but it was portable.

School facilities that were important but still insufficient were the availability of English textbooks. According to The Ministry of Education and Culture Republic Indonesia (2016) about Standards for Processing Number 22 of 2016, textbooks are used to increase efficiency and the effectiveness of learning, the amount of which is adjusted to the needs of students. As a matter of fact, the availability of textbooks in the school was not comparable to the number of students. Teacher A said that the school has these textbooks but the number was not proportional to the number of students. For this reason, the teachers used additional sources such as copied sheets and student worksheets (LKS).

c. Lesson density

The density of material especially during the pandemic made teachers rethink completing all the material. Teachers were required to teach all English language materials and also engaged important skills such as communication, collaboration, creativity, and critical thinking for students in the learning process. Nevertheless, there was a time limitation. This condition was also a matter in applying 21st century skills in the classroom.

d. English was also still a new subject for students especially class VIII and VII.

Students in grades VIII and VII were still not familiar with English. Based on an interview with teacher C, she explained that student's grade VII spent almost a year studying online at home. It made them less familiar with English because when they were in grade VII, they studied online while this subject was new to them. Automatically, the application of 21st century skills (communication, collaboration, creativity, and critical thinking) were not implemented properly.

On the other side, English was a new subject for students in class VII. The abolition of English subjects at the elementary school level had a bad effect on students who had entered junior high school. Usually, students who finish elementary school at least already had the basic knowledge of English, for example, everyday expressions such as greetings, thanking, and apologizing then the vocabulary that was close to their lives. However, eliminating English at the basic level made students overwhelmed to understand the material. According to Maili (2018), English learning in secondary schools is different from elementary school English lessons, but at least after elementary school students get knowledge of English in the right way in elementary school according to their character and level of development, elementary school students will continue at the intermediate level will not be easily depressed psychologically and their cognitive development. This means that English needs to be taught to elementary school students, as long as the material being taught is only a basic introduction to English. Moreover, according to teacher B, the absence of basic English in elementary schools affected learning English at the junior high school level. For this reason, the teacher played a very important role in introducing new subjects to students.

Based on the description above, some problems encountered by the teachers in implementing the 21st century skills (communication, collaboration, creativity, and critical thinking) in the classroom. It was caused by reduced teaching time and a lack of school facilities such as English textbooks and projectors. In addition, the application of 21st century skills in the classroom was also influenced by lesson density and students' unfamiliarity towards English subjects especially for students' class VII and VIII.

Discussion

Based on the findings above, 21st century skills (communication, collaboration, creativity, and critical thinking) were incorporated in the teachers' lesson plan. There were a series of activities planned to promote 21st century skills. The finding of this research in incorporating 21st century skills was similar to research conducted by Radifan and Dewanti (2020). The findings of the study also showed that most 4C skills were incorporated in the lesson plans of the teachers.

The 21st century skills (communication, collaboration, creativity and critical thinking) were also implemented in teachers' actions in the classroom. However, the application of collaboration skills was not implemented optimally. It was caused by reduced teaching time so that the implementation of collaboration was not complete as planned by the teacher. The finding of this research in implementing 21st century skills were similar to research conducted by Pratiwi (2020). The research showed that 21st century skills had been applied but were not optimal in the application of creative skills. Furthermore, the result of the research by Rizkiah (2019) found that 21st century skills had been implemented too but in implementing creativity and critical thinking skill were not applied well.

Moreover, the teachers faced some problems in implementing the 21st century skills (communication, collaboration, creativity and critical thinking) in the classroom. Those problems were reduced teaching time, insufficient school facilities, material density and students' unfamiliarity towards English subject especially for students' class VII and VIII. The research conducted by Husna (2021) also found some obstacles such as insufficient time, resources and school facilities.

CONCLUSION

Based on the findings and discussion, it can be concluded that 21st century skills were incorporated into lesson plans made by English teachers. Learning activities were well designed to promote students' ability to communicate, collaborate, be creative and think critically. Meanwhile, 21st century skills were implemented in the classroom; however, the application of collaboration skills had not been fully implemented due to several obstacles faced by the teacher especially in teaching duration. The other obstacles were school facilities, lesson density and students' unfamiliarity towards English subject especially for students' class VII and VIII.

Based on the conclusion above, there were some suggestion from researcher there are some suggestions that the researcher can submit to make a better change going forward, including:

1. The writer hopes that teachers can improve their ability in incorporating 21st century skills (communication, collaboration, creativity and critical thinking) in various learning activities planned in their lesson plan.
2. The writer hopes that teachers can implement well 21st century skills (communication, collaboration, creativity and critical thinking) in the classroom based on learning activities planned.
3. The writer hopes that teachers have sufficient time to teach the students especially in promoting 21st century skills
4. The writer hopes that the school can provide sufficient facilities, especially projectors and textbooks.
5. The writer hopes that there is English language learning at the elementary level so students have basic English language and can continue their learning at a higher level of education.

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