

**STUDENTS' PERCEPTIONS ON ESSAY WRITING  
COURSE BASED ON THE IMPLEMENTATION OF  
TWENTY-FIRST CENTURY LEARNING**

**A Thesis by**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**2020**

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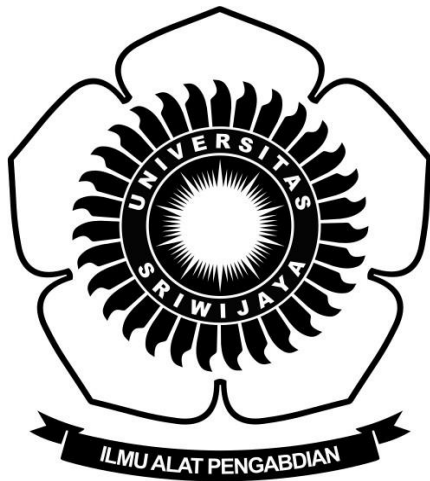
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## DECLARATION

I, the undersigned

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Declare that thesis entitled “Students’ Perceptions on Essay Writing Course Based on the Implementation of Twenty-First Century Learning” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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## **DEDICATIONS**

This thesis is dedicated to:

- Allah SWT. who has given me the blessings and mercies in every single day of my life
- The prophet Muhammad SAW. who always inspires and guides me in the right way to believe in Allah.
- My beloved parents, my sisters & brother who always support me and give me a great love, pray, motivation and help. I want to say “Mom and Dad, I love you to the moon and back.”
- My outstanding advisors, Prof. Sofendi, M.A., Ph.D. and Dr. Rita Indrawati, M. Pd. who had guided and inspired me in completing this thesis. I would like to say “thank you very much”, may Allah always give His mercy and help for them.
- All of the lectures and staff in English Education Study Program.
- My lovely best partner who always reminded and accompanied me everywhere to write my thesis, Noveita Zetya Lencana Putri, S.IP.
- All of My friends, English Education Study Program 2016, Faculty of Teacher Training and Education. Thanks for being my friends who supported me during the study.

## **MOTTO**

“Things change. And friends leave. Life does not stop for anybody.”

-Stephen Chbosky-

## **ACKNOWLEDGEMENTS**

In the name of Allah, the Most Gracious, the Most Merciful. Firstly, the writer would like to thank to Allah SWT because of His blessing, the writer is able to write this thesis as a partial fulfillment of the requirements for the Undergraduate Degree of English Education Study Program, Faculty of Teacher Training and Education. Peace and salutation always be given to our beloved Prophet Muhammad SAW that we hope his blessing in the judgment day.

However, this success would not be achieved without the support, guidance, advice, help, and encouragement from individuals and institutions. The writer is grateful to many people who contributed their ideas and time given to her in completing her final thesis. She would like to express her sincere gratitude to Prof. Sofendi, M.A., Ph.D. as the first advisor for helping and guiding her to write this thesis. She would like to extend her sincere thanks to Dr. Rita Inderawati, M.Pd. as her second advisor for her patience in improving this thesis. She would like to express her special thanks to all the examiners for the most valuable suggestions. She would like to dedicate her deepest gratitude to her father and mother who have supported her financially, spiritually and also prayers for her success. She would like to give her deepest appreciation to all her brother and sisters, and all of my best friends for their support during my study, and all people who might not be written individually here.

Palembang, 22 July 2020

The writer,

A handwritten signature in black ink, appearing to read 'Evi Yulianti', with a stylized flourish at the end.

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## STUDENTS' PERCEPTIONS ON ESSAY WRITING COURSE BASED ON THE IMPLEMENTATION OF TWENTY-FIRST CENTURY LEARNING

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### ABSTRACT

*This research aimed to identify students' perceptions on essay writing course based on the implementation of twenty-first-century learning, the use of technology and implemented 4Cs consisted of Critical thinking and problem solving, creativity and innovation, Communication, and Collaboration skills. The data were obtained through the use of a questionnaire and Documentation. The data were analyzed qualitatively. The result showed that: 1) the result of English students' perceptions viewed on essay writing course; a) A Satisfying the Teaching and Learning Process, b) Not Enough Time Learning in the Classroom. 2) the result of English students' perceptions viewed on 21st Century Learning; a) The Advantages of Implementing 21st Century Learning, b) Disadvantages of Implementing 21st Century Learning. 3) The result of English students' perceptions viewed on Essay Writing Course Based on The Implementation of Twenty-First Century Learning a) The Effectiveness of Providing Online Learning, b) An Astonishing Application Used by Both Lecturer and Students, C) The Useful Implementation of 4Cs in The Essay Writing Course. The findings were analyzed qualitatively based on 21st century learning theories that students had positive perceptions about the implementation of 21st century learning in an essay writing course and they were highly motivated to write essays. These were based on students' answers to the questionnaire in category three and documentation of learning and teaching activities through the Facebook group. 21st century learning was actually implemented in the essay writing course which gave a positive impact on students' skills to write essays and technology was integrated into student activities.*

*Keywords: C*

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Writing is the last skill in English subject which should be learned by students in university. According to Garcia (2003, p. 149), writing is the result of a brain activity that involves global functions closely related to each other, and it transmits familiar words from another person or the existential memory of oneself, by means of traces, as well as the ability to express ourselves through the narration. It is not easy because writing requires special skills to pour words on paper. Writing skills seem to be one of the complicated skills that must be mastered such as correct spelling, grammar, word order, language features, writing procedures, and vocabulary. Reading and writing are harder to be mastered as human beings start acquiring language by listening to sounds around them and trying to imitate them before learning to read and write (Kreidler, 2002). Thus, difficulties and complexity in writing, this activity becomes a nightmare for students. Writing has five aspects to consider which are organizing ideas, grammar, vocabulary, mechanics (punctuation, spelling, and organization), and content (Byrne, 1988).

Moreover, students have low motivation and negative perceptions in writing, it will cause problems in English writing that have an impact on students' writing skills. Not only students who get into trouble, but also the lecturer has an important role in teaching writing in the class. It is assumed that the lecturer may find it difficult to teach writing to students because the lecturer is responsible for making students motivated to write in a more interesting and enjoyable way so that high motivation will be owned by students in writing.

Writing has several types of courses to be taught to students in the Faculty of teacher training and education of Sriwijaya University, an English education study program. Among them are paragraph writing, essay writing, business writing, and finally article writing. The essay writing is taken as a focus in this study because it relates to the students, to describe the writers' opinions on a particular subject that they try to assess.

The use of the 21st century learning has been implemented in the essay writing course by one of the English lecturers in the fourth-semester students both at Inderalaya class and Palembang class. Based on the Indonesian National Qualification Framework (INQF) or *Kerangka Kualifikasi Nasional Indonesia* (KKNI) is the curriculum that is used in universities nowadays. The Learning Outcomes (LO) or *Capaian Pembelajaran Lulusan* (CPL) formula is recommended to include the capabilities needed in the industrial era 4.0 regarding data literacy, technological literacy, and a human literacy, as well as the ability to see signs of an industrial revolution 5.0. The government sets an education system based on technology and concentration on students. The application of 21st century knowledge also plays an important role in the essay writing course. The use of technology such as laptops, projectors, cellphones, and so forth, and eventually, several applications are introduced in the class such as the Facebook, grammar checker, plagiarism checker, Mendeley, YouTube, what's up, and others.

Technology has been used in the classroom as a teaching tool to help both students and lecturer in the teaching and learning process such as YouTube, Facebook, PowerPoint, and others as well as instilling 21st century skills. Students have to be actively participating in the class, they can do collaborative learning (CL) by working on a group which can exchange their mind, thought, solve the problem together and so forth. One kind of active learning is collaborative learning (CL) which enables students to work in the group to solve problems, produce products, etc., to reach the goals of

learning (Barkley, Major, & Cross, 2014). Likewise, responses are assumed to accurately reflect the perceptions of fourth-semester students about the essay writing course which have implemented 21st century learning. In line with this Inderawati, Petrus, and Jaya (2019) have investigated the important roles of technology in learning English to enhance students' literacy which covered the four skills of the 21st century learning. One of the characteristics of the millennial generation is their affinity with the digital world (Derecskei, A., Reicher, R. Z., & Szeghegyi, A., 2017). Based on Inderawati, Sofendi, Purnomo, Vianty, and Suhendi (2019) had conducted a study entitled students' engagement in utilizing technology for learning supports. It showed that there were many things to be included: the place, class management, equipment used by students, an application used, instructional material used, supporting crew, and instructors' relation in learning activities.

Not only from the use of advanced technology that can support learning and teaching activities, but 21<sup>st</sup> century learning also contributes to build four skills that are centered on students' characters. Inderawati, Petrus, and Jaya (2019) have investigated the important roles of technology in learning English to enhance students' literacy which covered the four skills of the 21<sup>st</sup> century learning. The skills are known as 4Cs consist of Critical thinking and problem solving, Creativity and innovation, Communication, and Collaboration skills. It is also supported by International Society for Technology in Education (ISTE) expresses there are six concepts that framed identified of 21<sup>st</sup> century skills.

Essay writing course using 21st century learning tends to be more interesting. Therefore, this study will examine student perceptions and identify how the lecturer implements 21st century learning in the essay writing course. The writer identified the Essay writing course that uses 21st century learning that has been implemented by one of lecturers at English education study program at Sriwijaya university. This research focused on essay writing course that uses 21st century technology such as the use of



Facebook, YouTube, Mendeley, Grammar Checker, and Plagiarism Checker and meta-knowledge of 21st century learning which is known as 4Cs. Furthermore, lecturers knew the perceptions of fourth-semester students, it is hoped that the essay writing course will improve the quality of teaching and learning in the classroom.

However, there were some related studies that are considered closely related to this study. The first study from Boholano (2017) entitled "Smart Social Networking: 21st Century Teaching and Learning Skills". This study was conducted at Cebu Normal University. It showed that critical-thinking and metacognitive skills are required by Smart social networking, Technology in the 21st century, and Digital literacy skills are needed by pre-service teachers teaching in the 21st century.

Meanwhile, Harshbarger (2016) entitled "Learning in the 21st Century: A Study Addressing Educational Trends and Implications". This study was conducted at the University of Central Florida. It showed that connections among non-cognitive factors and critical thinking, creativity, communication, and collaboration (4C skills) helped educators, in both teaching and administrative roles, also overlap and provide effective means for developing skills in students that prepared them for their experiences in the workforce.

Furthermore, a study conducted by Keswani, Banerjee, and Patni (2008) showed that educators should use technology as an integrated tool in the field of education to create students to be life-long learners and successful contributors to the new global market.

Relevant to this "Students' Perceptions of the Use of a YouTube Channel Specifically Designed for an Academic Presentations Skills Course" was conducted by Balbay and Kilis in 2017. The research showed that a YouTube Channel was used in the Academic Speaking Course offered to all departments at Middle East Technical

University, Ankara, Turkey which gave many benefits to students. They were interested in facing the Speaking Course in the classroom.

The last study, “Students’ Perceptions on The Use of Google Classroom to support Blended Learning for the *Pengantar Linguistik Umum* Course” was conducted by Sibuea in 2018. Google Classroom provided extraordinary benefits to support Blended Learning. Many cool features were able to help students to do assignments. In brief, 21st Century technology used by students in the classroom provided many amazing benefits. This usage helped them to do their work, found information and shared information, and so on.

The previous studies were also strengthened by an informal interview to some students from different classes who joined essay class with the same lecturer that they were taught essay writing by their lecturer by utilizing technology where they interacted very often in terms of communication and collaboration using their smart phone and or lap top to comment on each other and to think critically by writing and assessing their own writing and others.

Therefore, based on the description above, the writer is interested in conducting a descriptive qualitative study entitled “Students’ Perceptions on Essay Writing Course Based on the Implementation of twenty-first Century Learning” This thesis analyzed students’ perceptions on essay writing course based on the implementation of twenty-first Century Learning which uses the sophisticated technology and inserts critical thinking and problem solving, creativity and innovation, communication, collaboration skills, which is known as 4Cs. This study involved the fourth-semester students of Sriwijaya University, both at Inderalaya and Palembang students. They have faced the essay writing course supervised by one of the English lecturers.

## **1.2 Problem of the Study**

The problem of this study was formulated into:

What are the perceptions of fourth-semester students towards essay writing course based on the implementation of twenty-first-century learning at the English education study program at Sriwijaya University?

## **1.3 Objective of the Study**

The objective of the study is to identify the fourth-semester students' perceptions towards essay writing course based on the implementation of twenty-first-century learning at English education study program Sriwijaya University.

## **1.4 Significance of the Study**

The results of this study are hoped to be useful for both students and lecturers as a reference in analyzing the implementation of essay writing course based on twenty-first century learning which is more appropriate so the teaching and learning process will be more effective. It is also hoped that the results of this study can be feedback for lecturers who teach essay writing to improve the quality of the teaching and learning process by considering strategies and knowledge that are beneficial to both students and lecturers. Eventually, this research is hoped to provide useful information for subsequent researchers who wish to have similar research.

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