

**AN ANALYSIS OF THE 21st CENTURY LEARNING SKILLS
IMPLEMENTATION IN ESSAY WRITING CLASS FOR THE
THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION
STUDY PROGRAM SRIWIJAYA UNIVERSITY**

A Thesis

By

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

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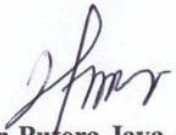
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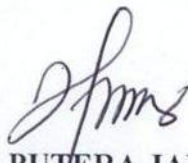
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DECLARATION

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Certify that the thesis entitled "*AN ANALYSIS OF THE 21st CENTURY LEARNING SKILLS IMPLEMENTATION IN ESSAY WRITING CLASS FOR THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA UNIVERSITY*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 15 March 2022

The Undersigned,



Melia Andani Helsa

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DEDICATION

- ▶ Allah SWT. who has given me blessings and grace in every day of my life.
- ▶ Prophet Muhammad SAW. who always inspire and guide me on the right path to have faith in Allah.SWT.
- ▶ My beloved parents, my brother who always supports and gives great love, prayers, motivation and help to me. I want to say "Mom and Dad, I love you to the moon and back."
- ▶ My excellent supervisor Dr. Rita Indrawati, M.Pd. who have guided and inspired me in completing this thesis. I want to say "thank you very much", may Allah always give His mercy and help for them.
- ▶ All lecturers and staff of the English Education Study Program.
- ▶ My best friends who always remind and accompany me Bella, Ewis, Sisy, Evi, Amik and Novita. You guys were amazing, who gave me good memories and always supported me.
- ▶ Friends of the 2016 English Education Study Program, Faculty of Teacher Training and Education. Thank you for being my friend who supported me during my studies.

MOTTO

Life is long, but Hereafter is longer.

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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 fulfilment 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.

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Palembang, 15th March 2022

The Writer,

A handwritten signature in black ink, appearing to read 'Melia', with a long horizontal stroke extending to the right.

Melia Andani Helsa

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ABSTRACT

This study aims to analyse the application of 21st century learning, the use of technology and the application of the 4Cs consisting of critical thinking learning and problem-solving skills, creativity and innovation, communication, and collaboration. Data obtained through the use of Interview and Documentation. The data were analysed qualitatively descriptively. The results showed that: 1) To elaborate on the implementation of the 21st century learning in essay writing class. 2) To find out the skills of the 21st century learning mostly dominated in the process of writing in the classroom. Twenty-first Century Learning a) Effectiveness of Online Learning Deliveries, b) Amazing Applications Used by Lecturers and Students, C) Useful Implementation of 4Cs in Essay Writing. The findings were analysed qualitatively descriptively based on 21st century learning theory that students apply 21st century skills in learning to write and they are highly motivated to write essays. This is based on students' answers to interview and documentation of teaching and learning activities through Facebook groups. 21st century learning is actually implemented in essay writing courses which has a positive impact on students' essay writing skills and technology is integrated into student activities.

Keywords: Essay writing, 21st century implementation.

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CHAPTER I INTRODUCTION

This chapter describes (1) background of the study, (2) the problems of the study, (3) the problems of the study, (4) the limitation of the study, (5) the significances of the study.

1.1 Background of the Study

21st century abilities are a progression of delicate abilities that are available to answer the difficulties that exist in that century. The explanation is, the assortment of capacities that exist in the 21st century will adjust to the difficulties of the times. The instructive writing shares a few conversations on 21st-century abilities and mastering (eg, Scardamalia and Bereiter, 2006; Walser, 2008; Zhang, Scardamalia, Lamon, Messina, and Reeve, 2007). Innovation is quickly changing and has expanded the accessibility of data and drastically further developed correspondence. Customary techniques for showing understudies are at this point not adequate. Fundamental retention, redundancy, and appreciation are low-level abilities that used to be valuable yet are currently viewed as not adequate when contrasted with higher-request abilities, like basic and inventive reasoning, elaboration, and assessment. Likewise, 21st century school understudies are quick. Making educated and requesting more smart instructing and specialized strategies (eg, Kapitzke, 2006).

Indrawati, Petrus, Jaya (2019) In the 21st century, technology has spread all over the world and used by people all over the world. That the use of technology that is integrated into almost all aspects of human life, including education. In the field education, technology has become a new

thing learning and teaching concept activity because this is the digital age globalization trends as contained in 2013 curriculum. School starts provide technology-based learning where the lecturer guides students to study through technology. Technology based learning has become a new idea in the 21st century learning since technology development has helped the community in activity. Besides, mastery technology is considered as one of the conditions to keep up with changes in world in the 21st century (PacificCenter for Policy Research, 2010). Therefore, technology is in many ways unavoidable in the 21st century public.

Acquiring in view of 21st century abilities focus on mental capacities as well as the cycle abilities of understudies. As per Wagner (2010), there are seven 21st century abilities which include: (1) basic and critical thinking capacity, (2) cooperation and authority, (3) capacity variation and nimbleness, (4) drive and innovative soul, (5) powerful correspondence, (6) the capacity to get to and examine data, and (7) interest and creative mind. In accordance with Wagner's viewpoint, learning depends on the 21st century abilities as indicated by (BSNP, 2006) include: (a) Capacity to think basically and tackle issues (Decisive Reasoning and Critical thinking Abilities), the capacity to think basic, parallel, and fundamental, particularly with regards to critical thinking; (b) Capacity to impart and coordinate (Correspondence and Joint effort Abilities), ready to convey and work together actually with different party; (c) Capacity to convey and participate (Correspondence and Cooperation Abilities), ready to impart and team up really with different gatherings; (d) Capacity to make and re-establish (Inventiveness and Advancement Abilities), ready to foster their innovativeness to create different imaginative leap forwards; (e) Data and correspondence innovation proficiency (Data and Interchanges Innovation Education), ready to exploit existing data and correspondence innovation to further develop execution and every day exercises; (f) Relevant Acquiring Abilities, ready to go through logical free learning exercises as a component of self-improvement, and (g) Data and media education abilities, ready to comprehend and utilize different

correspondence media to convey different thoughts and complete cooperative exercises and collaborations with different gatherings.

Writing is the last ability in English subject which ought to be learned by understudies in the college. According to Garcia (2003), writing is the aftereffect of a mind action that includes worldwide capacities firmly connected with one another, and it communicates recognizable words from someone else or the existential memory of oneself, utilizing follows, as well as the capacity to put ourselves out there through the portrayal. It isn't simple since writing requires unique abilities to pour words on paper. Writing abilities appear to be one of the confounded abilities that should be dominated, for example, right spelling, sentence structure, word request, language highlights, writing strategies, and jargon. Perusing and writing are more diligently to be dominated as individuals begin gaining language by paying attention to sounds around them and attempting to mimic them prior to figuring out how to peruse and compose (Kreidler, 2002). As indicated by (Byrne, 1988) The hardships and intricacy recorded as a hard copy, this action turns into a bad dream for understudies. Writing has five viewpoints to consider which are putting together thoughts, language, jargon, mechanics (accentuation, spelling, and association), and content.

There are many types of scholastic writing, for example, paper writing, intelligent writing, and announcing writing. In exposition writing, it is normally written in a verbose style while uniting thoughts, proof, and contentions to resolve a particular issue or question (Fadda, 2012). In intelligent composition, Norris (2016) expressed that intelligent writing is perhaps the most well-known strategy used to evaluate work-based learning. The understudies might be approached to compose an intelligent paper, and they get familiar with a log or portfolio to ponder their encounters and survey what they have realized in the learning system. In addition, announcing writing is brief and has a proper construction. Fadda (2012) affirmed that detailing writing utilizes clear and compact language which can contrast extensively from article writing, and it is regularly used to impart the

outcomes or discoveries of a venture. Thus, this exploration centres around exposition writing.

In writing, especially in writing essays, it is necessary to understand more than aspects because writing essays require students to build logical ideas orderly. Ideas should reflect the answers to the controlling topic questions flow of ideas to be presented in writing. However, just presenting an idea or argument is not enough without presenting evidence, facts, or example. It takes a reasonable and coherent argument supported by authoritative evidence (McClain & Roth, 1999). Serve like authoritative evidence will strengthen the idea or argument put forward.

An essay is a kind of writing which must meet a certain standard in terms of structure and formal language use. According to Fadda (2012), the academic essay consists of an introductory paragraph, body paragraphs, and a concluding paragraph. In the introductory paragraph, the writers introduce the topic which they are going to write in their essay and introduce the content of the essay. For the important aspect in writing the essay, the writers should pay attention to provide clear topic sentences so the readers will understand what the essay is going to discuss.

Hence with the explanation given, the author has put interest in doing qualitative descriptive research with the title "AN ANALYSIS OF THE 21st CENTURY LEARNING SKILLS IMPLEMENTATION IN ESSAY WRITING CLASS FOR THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA UNIVERSITY". This thesis analyses how students apply 21st century learning skills to write essays. Premised on the use of 21st Century Learning, which employs sophisticated technology and integrates reasoning skills, originality and invention, communication and teamwork abilities, recognized as 4C. Third-semester undergraduates from Sriwijaya University, Indralaya, participated in this study. They had to write essays while being led by one of the English teachers.

1.2 The Problems of the Study

The purpose of this research is to obtain answers to the following research questions:

- 1) How were the 21st century skills been implemented in an essay writing class?
- 2) Which skills of the 21st century learning mostly dominated in the process of writing in the classroom?

1.3 The Purposes of the Study

Based on the formulation of the problem above, the purposes of this study are:

- 1) To elaborate on the implementation of the 21st century learning in essay writing class.
- 2) To find out the skills of the 21st century learning mostly dominated in the process of writing in the classroom.

1.4 The Limitation of the Study

The subject of this research is limited to third-semester students of the English Education Study Program Sriwijaya University. The scope of this research is the implementation of 21st century learning skills in essay writing classes for third-semester students.

1.5 The Significances of the Study

The findings of this study are expected to be beneficial for:

- 1) Students will be motivated to learn English by implementing 21st century learning skills so that they can improve their abilities in writing skills and grammar content.
- 2) Lecturers can use the findings directly in teaching and learning activities to solve problems faced by the student to learning and teaching in writing.

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