

PIONEER

VOLUME 13, Issue 2, December 2021: 227 - 242

EFL TEACHERS' STRATEGIES IN IMPLEMENTING THE 21st CENTURY SKILLS APPLIED IN 2013 CURRICULUM: A CASE STUDY AT SMAN 1 PRINGGARATA, LOMBOK TENGAH

¹**Danul Aristiawan***

¹STIKES Yarsi Mataram, Indonesia

¹*danularisetiawan@gmail.com*

²**Herman**

²Universitas Qamarul Huda Badaruddin Bagu

²*putrabonder@gmail.com*

*Corresponding author: danularisetiawan@gmail.com

Received : November 10, 2021

Revised : November 29, 2021

Accepted : December 3, 2021

Published : December 31, 2021

Abstract: Curriculum is a guide that has a very crucial role in the learning process. As a guide that determines success in achievement in learning, it is necessary to make improvements in the preparation of the curriculum, therefore curriculum 13 is designed for learning in the 21st century. The aim of this research is to investigate the strategies of EFL teachers in applying the 21st century skills embedded in the 2013 curriculum. This research uses a qualitative research approach. Research data were obtained through in-depth interviews, document analysis, and observation. The data analysis in this research used descriptive qualitative. The findings of this study indicate that: 1) Four English teachers at SMAN 1 Pringgarata used asking questions, group discussions, debates, role play, inquiry-based learning, project-based learning, and social media to teach, students acquire using these strategies learning skills, literacy skills, and life skills such as critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, social, and leadership skills in which these skills are embedded in 2013 curriculum 2) The problems faced by teachers were different characters of students, lack of student motivation, mastery of teaching strategies was low, crowded class, limited teaching time allotment, and lack of learning resources. 3) In overcoming this problem, the teacher offers several solutions to become an independent teacher in search of additional material, approaching students who have low motivation in class, have manuals to make the management class better, and use games in teaching to make learning fun.

Keywords: *21st century skills, 2013 curriculum, teacher strategy*

INTRODUCTION

Being a good teacher is the teacher's responsibility. (Krasnof, 2016) stated that one of the criteria for being a good teacher is to cultivate students' ethical dimensions such as motivation, character, self-esteem, and citizenship, the

responsibility and role of the teacher is to assist students in fostering awareness to respect individual, cultural, racial, and religion. Thus, it can be said that students are required to be independent learners. (Alismail & McGuire, 2015) showed the way to help students master multi-dimensional skills is to integrate academic knowledge, critical thinking, and social skills where these skills are needed in the 21st century. (Lamb et al., 2017) mentioned that 21st century skills are categorized into three categorizations which are learning skills, literacy skills, and life skills. Learning skills are divided into four categories such as critical thinking, creativity, collaboration, and communication. Literacy skills included information literacy, media literacy, and technology literacy. As well, Life skills are flexibility, initiative, social skills, productivity, and leadership. Hence, it can be said that in the 21st century, the students are encouraged to have an integrated skills which is those skills can help them to succeed in their life. They further state that the 21st century generally used to discuss certain core competencies namely, collaboration, digital literacy, critical thinking, and problem solving skills. This means that in the current era referring to the 21st century era, it is very important for students to improve their 21st century skills.

Learning skills are divided into four categories such as critical thinking, creativity, collaboration, and communication. Literacy skills include information literacy, media literacy, and technological literacy. In addition, life skills are flexibility, initiative, social skills, productivity, and leadership. Therefore, it can be said that in the 21st century, students are encouraged to have integrated skills that can help them to succeed in their lives.

Associated with the achievement of 21st century skills, how Indonesian curriculum develops cannot be separated from its roles. (Fadillah, 2014) said that the curriculum in Indonesia changes every decade because of several factors such as changing community needs, new visions of teaching and learning processes, political issues, industrial and technological developments. That is, the reason for changing the curriculum in Indonesia is to expand the quality of education. In other words, curriculum changes can improve the national education system in Indonesia. Therefore, the Indonesian education government has implemented a new curriculum from the 2013 school year, namely the 2013 curriculum, which is an effort to prepare future generations in 2045.

(Hasan, 2013) added that the main objectives of the 2013 curriculum are: prepare students to demand life skills such as individual skills and become good citizens of society who are productive, innovative, and effective learners. Thus, the core competencies in the 2013 curriculum are attitudes, skills, and knowledge. In other words, the use of the 2013 curriculum is designed to prepare students to have good attitudes, skills, social insight and religious content.

Therefore, it can be said that 21st century skills are part of the 2013 curriculum basic competencies. This is reinforced by (Rozi, 2015) who stated that 21st century education refers to this era which universally has the same goals as: Curriculum 2013 because it carries several skills to be achieved which are believed to be skills needed by students in the century era. In addition, the 21st century education system called self-directed learning or student-centered learning was also found in the 2013 curriculum for teaching and learning in the classroom. Therefore, the role of the teacher in the classroom in this system is as a facilitator for students. This means that a teacher plays an important role in the success of teaching and learning. However, the different experiences and perspectives of teachers can affect their understanding in implementing the curriculum and they have a choice in determining the strategies to be used in the classroom because the teacher is the main control in teaching and learning activities.

In this case, the competence of teachers in implementing teaching strategies is an important aspect because teachers play a role not only in teaching but also guiding students through the strategies applied. As a result, different teaching strategies used by teachers can affect the skills students need in the classroom because teachers have the freedom to use different strategies in helping students to succeed in learning skills. On the other hand, (Sardone & Devlin-Scherer, 2010), (Tuzlukova, V., Busaidi, S. A., & Bugon, G. 2018) explored teachers' perceptions in developing students' 21st century skills that only focus on learning skills. Therefore, this study attempted to conduct a study entitled "EFL Teachers' Strategies in Implementing the 21st Century Skills Applied in 2013 Curriculum: A Case Study at SMAN 1 Pringgarata, Lombok Tengah". The understanding of the implementation of curriculum 13 in most schools in the Central Lombok was still constrained by the different perspectives of educators regarding the implementation of curriculum 13 in the classroom. Hence, conducting a research deeply related to the implementation and application of the curriculum 13 in

SMA 1 Pringgarata was needed. This research is expected to explore the strategies used by teachers in implementing all 21st century skills based on the 2013 curriculum at SMAN 1 Pringgarata Central Lombok.

REVIEW OF LITERATURE

The Nature of Curriculum

In education field, curriculum plays an important role because it can be the main factor that determines the success of education. (Mulenga, 2018) said that curriculum is what is taught in school. In other words, a curriculum is a set of subjects, set of planned activities which are designed to implement a particular educational aim. So, it can be said that in general the contents are the subjects and activities provided by the school system.

In Indonesia, curriculum changes every decade and curriculum changes lead to improvements in the national education system. According to (Nasir, 2013), Indonesian government began to implement a new curriculum, namely the 2013 curriculum to prepare the next generation in 2045. (Sastri, 2018) stated that there are several crucial things that make curriculum improvement as student activity, holistic assessment, character education, appropriate competence, and a good evaluation system. Therefore, with the implementation of the new curriculum, it is hoped that students will be more active and have good character.

Therefore, the teaching method collaborates with inquiry-based learning, project-based learning, discovery learning, problem-based learning, and task-based learning. In the 2013 curriculum, teacher creativity must be high because students really need resource seeking skills, information skills, critical & reasoning skills, and communication skills (As'ari, 2014). Therefore, the characteristics of the 2013 curriculum development focus on the qualities of spiritual, social, curiosity, creativity, knowledge, and psychomotor collaboration.

21st Century Skills

21st century skills are a combination of content knowledge, specific skills, expertise, and literacies in which it is necessary to succeed in work and life. In addition, they point out that these skills not only help the students in technological literacy, the

proficiency of critical thinking, problem solving, communication, and team work, but also these skills allow the students developing the new economy since it helps the students to access, synthesize, and communicate information. Also, it is to work collaboratively across differences to solve complex problem and to create new knowledge through the innovative multiple technologies.

Meanwhile, (Trilling et al., 2009) divided 21st century skills into three core skills in which the students need to acquire and develop. First is life and career as explain the ability to be flexible, adaptable, self-directed, socially aware, accountable and responsible. The second is learning and innovation which it is the ability to be creative and innovative, critical, problem-solving, communicative and collaborative. The last is information, media, and technology. The last is information, media and technology are parts of the ability to access and use information, to produce and analyze media products, and to apply technology effectively. After studied and combined into curriculum, instruction, and assessment, these skills can help both student and teacher manage the capable learning environments of developing the essential abilities needed in the 21st century.

EFL Teachers' Strategies in Teaching and Learning

(Ayua, 2017) defined strategy as a plan, method, or series of activities designed to achieve certain educational goals. Thus, it can be said that the teaching strategy is a plan prepared by the teacher to achieve learning objectives.

To succeed in the teaching and learning process in the classroom, it is necessary to find a variety of teaching strategies that can be used to stimulate students. Below are various teaching strategies that teachers can use in the classroom.

a. Teacher question

This strategy is an important way to develop students' critical thinking. Factual or literal questions can help students to recall factual information that has been previously conveyed by the teacher. On the other hand, higher-level questions require students to make responses and also require greater student efforts to conclude, analyze, and evaluate, (Zhao et al., 2016)

b. Active and Cooperative Learning Strategies

The application of active and cooperative learning that focuses on student participation, cooperation, and interaction can improve student learning skills such as creativity, critical thinking, collaboration skills, and communication skills. Meanwhile, (Fung & Howe, 2014) argued that active groups and cooperative learning provide students to exchange ideas, take responsibility that helps students improve their learning skills, initiative, and social skills.

c. Discussion group

This strategy makes students exchange ideas or opinions with active learning and participation. Group discussions are an effective way to facilitate deep learning and critical thinking development because discussions make students think about and clarify their ideas. It also provides students with perspectives and insights from others through the exchange of ideas (Dallimore et al., 2008). In addition to that, (Novitasari, 2019) found that group discussion helps students find their learning patterns.

d. Debate

This is a formal discussion strategy for developing critical thinking. As a form of active learning, debate makes students find topics in depth, ask convincing questions, identify contradictions and errors, and formulate evidence-based arguments.

e. Role play

This strategy is the best way to develop students' initiative skills, communication, problem solving, self-awareness, and working together in groups. Therefore, these skills can help students to prepare themselves to face challenges in the 21st century. In addition, role playing also allows students to practice and master social skills following rules and regulations, endurance, patience, team spirit and cooperation. In addition, by using this strategy, teachers can assist students in developing science process skills of observation, communication, application, appreciation, prediction, and inference.

f. Inquiry Project-based learning

This strategy is a combination of inquiry-based learning and project-based learning that involves students to formulate questions to solve problems in their area of interest. Answers to questions and students' ways to solve problems are generated through group activities as information seeking, evaluation, and management.

Therefore, all processes in this activity lead to reports and presentations using digital technology (Piaw, 2012)

g. Inquiry-Based learning

This strategy is also referred to as a learner-centered approach that focuses on critical thinking and problem solving. By using this strategy, students are involved in formulating questions and identifying problems. In addition, this strategy is effective for encouraging positive learning outcomes such as deep thinking, application of knowledge, and logical reasoning (Chu et al., 2016). As a result, these various teaching strategies can be applied and adapted depending on the situation and the atmosphere at hand

h. Project Based learning

Project-based learning also known as PBL is an effective strategy in promoting 21st century skills because this strategy promotes students' critical thinking, communication, collaboration, social interaction, leadership skills, and creativity, (Harada et al., 2008).

METHOD

This study uses a qualitative research design. Case study is the approach adopted in this research. This approach is appropriate for this research because it tries to find a special case in SMAN 1 Pringgarata, Central Lombok, Indonesia. So, the case of this research is the activities of English teachers in schools. The case in a case study can be a person, such as a student, teacher, principal; a program; groups such as classes, schools, communities; certain policies; and so on”

The participants of this study were English teachers at SMAN 1 Pringgarata, Central Lombok. Initially, the participants consisted of four teachers. Purposive sampling technique was applied in selecting research participants. There are two research data collection techniques in this study, namely interviews and class observation. Before analyzing the interview recordings, the audio recording was first transcribed to make a transcript of the interview. (Creswell, 2014) asserted that transcription is a method of converting audiotape recordings or field notes into text data. To analyze the data, coding analysis was used to capture what was in the interview data.

FINDINGS AND DISCUSSION

Findings

The findings of this research were the strategies used by EFL teachers in implementing 21st century skills embedded in 2013 curriculum, the problems faced by EFL teachers and the solutions offered by EFL teachers in implementing 21st century skills embedded in 2013 curriculum. The findings of this research were collected through interview, classroom observation and document analysis.

Thus, this section reports on the strategies used by the participants in this study. As P1, to develop students' creativity, he uses PBL (Project-Based Learning) while saying:

Usually, I give the students a project to develop their creativity. For example, in grade 12, there is a topic about news. Thus, I ask them to make video project like they as news anchor or read a news in English (P1)

He further mentioned that in developing students' media literacy and technology skills, he asked his students to submit their assignments on YouTube

“.....and then, procedure text like they was asked to make a video about how to make something in English and usually, they make it at home after that they submit the video through YouTube and we show or discuss the video through LCD like having group presentation in front of the class because I believe, this way can help them in developing their media literacy”(P1)

Similarly, other participants such as P2, P3 and P4 also used the same strategy of giving projects to students in developing creativity, media literacy and technology skills as they mentioned:

“.....Also, project also makes the students to be more active because by making project, they can improve their creativity in creating something” (P2.2).

“Yes, I have. When advertisement’s material, they make an advertisement so I asked them to make a video in advertising something then they submitted to me because I think through that activity they can learn about technology and improve their creativity” (P3.9).

“Yes, one of them is project as I teach about an advertisement and I divide them into 3 to 4 groups then I give them time for a week to make an advertisement after that they submit it in YouTube. In their advertisement, they introduce traditional cloth from Sade and they will explain like doing a role play to expose or promote something special like traditional cloth” (P4.9).

Thus, it can be said that all participants in this study used the same strategy in developing students' creativity, technology, and media literacy skills where teachers used PBL (Project-Based Learning) strategies when they gave students a project and after that, students uploaded their project on YouTube. Furthermore, other skills in the 21st century era are critical thinking skills, collaboration, and social skills. Various strategies have been used by teachers at SMAN 1 Pringgarata, Central Lombok, NTB in order to improve the 21st century skills of students as P1. He combines two teaching strategies namely inquiry-based learning and role playing to develop students' critical thinking as he says:

“Sometimes, I use inquiry-based learning because I try to make them active than me as a teacher. I am only facilitator when they are learning. For example, performing a drama, I only give them a topic and for the concept itself, they make it by themselves so it makes them having deep thinking or critical thinking” (P1.15).

Likewise, with other participants who also did role play to improve students' critical thinking skills where he asked his students to act as presenters in learning to report a phenomenon. However, he believes that role play can also be used to improve students' collaboration and social skills because he asks his students to do activities in groups as described in P4:

“It is depend on the material. For example, we teach KD 3.8 grade X about report text. I give them trust to divide the task or group so they will observe the phenomena like natural phenomenon, plants, animal and historical places, this is good for their critical thinking. After that, they will make a report in a group like presenter and they will report it through a video so it can explore their collaboration and their social skill” (P4.7).

While P3 uses a different strategy in developing students' critical thinking as a debate when he teaches a short story then the students will analyze it.

“Sometimes, I used debate when we discuss about a short story after we discuss it I ask them to do reading comprehension and analyzing. Yeah, it can hone their critical thinking” (P3.7).

In addition, P2 also uses a different strategy to teach critical thinking, namely the teacher's questioning strategy. He believes that by giving students some questions related to the topic, it can help them to have critical thinking.

“The most important thing is critical thinking. Usually, we start with video because now, learning process in the class is started by using technology and give them some questions related to the topics and

connect it with their daily life. For example, we teach them explanation text so we show texts and they search the differences between the texts that makes them creative in thinking so they can create something” (P2.3).

Another 21st century skill that teachers do is also communication skill. Because P1 and P2 used PPP (Presentation, Practice, and Production) strategies to develop students’ communication skills. They ask students to report their learning outcomes after they study a certain topic.

“Yes, PPP (presentation, practice, production), this strategy can help them to develop their communication skill and allhamdulillah, the students are usual to present the material in English” (P1.9).

“for example, group discussion usually I show my students two videos with the same tittle but contents are different and after we show the videos then they will discuss the characteristics of the text so they will find out what kinds of the text is that then they will report it in front of the class” (P2.4).

The last skills in 21st century skills are life skills namely leadership, initiative, flexibility, and social skills. P4 believes that group discussions can develop students' life skills because in groups students will interact and work together with their groups so that they will develop their life skills.

“Yes, group discussion, they can learn about initiative and flexibility, or collaboration in doing their group’s task and also, there is a leader in a group so they will sharpen their leadership (P4.8)”.

“So, it can be said that leadership can be form through group. If they work individually, it will hard to see their leadership because now, they not only learn about material, but also how to handle their selfishness or how we accept the others opinion” (P4.12).

However, P1 uses role play in developing students' life skills to increase students' initiative and willingness as he expressed:

“I often use role play because it can increase their initiative or self-awareness even now, I will assess the student’s speaking skill. In syllabus, the students were asked to make a text. Now, I will assess the student’s speaking skill in a group and the topic is recounttext” (P1.14).

Thus, based on the results of interviews, it can be concluded that the strategies used by all English teachers at SMAN 1 Pringgarata in applying 21st century skills are teacher questions, group discussions, debates, role playing, inquiry-based learning,

project-based learning, and social media for learning. The skills obtained by students using these strategies are learning skills, literacy skills, and life skills such as critical thinking, creativity, collaboration, communication, information literacy, media literacy, technological literacy, flexibility, social, and leadership skills.

Discussion

This section provides answers to research questions in this study based on the results of interviews, document analysis, and observations. Based on the results of interviews, document analysis, and observations, it was found that the general strategy used by teachers at SMAN 1 Pringgarata in applying 21st century skills is project-based learning. Project-based learning is used by teachers to help students have good leadership skills, critical thinking, social, and initiative, flexibility, collaboration, creativity, information literacy, media literacy, and technology literacy. In line with Harada, Kirio, and Yamamoto (2008), PBL or project-based learning strategies are used to improve students' 21st century skills such as critical thinking, communication, collaboration, social interaction, leadership skills, and creativity. Furthermore, at the beginning of the class, the teacher uses the teacher's questioning strategy to develop students' critical thinking because it can make students analyze, conclude, and evaluate as stated by Zhao, Pandian, and Singh (2016) that the questioning strategy is the best way to develop students' critical thinking. Factual or literal questions can help students to recall factual information that has been previously conveyed by the teacher. Also, higher-level questions require students to create responses and also require greater student effort to conclude, analyze, and evaluate.

Other teaching strategies used by teachers in encouraging students' critical thinking are inquiry-based learning, group discussions, and debates because teachers believe that they can help students think deeply, formulate and identify problems. These strategies are effective for encouraging positive learning outcomes such as deep thinking, knowledge application, and logical reasoning (Chu et al., 2016). In addition, group discussion is an effective way to facilitate deep learning and the development of critical thinking because discussion allows students to think about and clarify their ideas (Dallimore et al., 2008)

One of the teaching strategies used by teachers to improve 21st century skills as learning skills and life skills is role play. By playing a role, students can learn how to

have good cooperation with their peers, communication, creativity, critical thinking, flexibility, initiative, social, and leadership skills. Role playing is the best way to develop the skills of initiative, communication, problem solving, self-awareness of students, and working together in groups. Therefore, these skills can help students to prepare for the challenges of the 21st century. In addition, role playing also allows students to practice and master social skills following rules and regulations, endurance, patience, team spirit and cooperation. The last strategy used by teachers are social media for learning where using this strategy can improve students' literacy skills, namely information literacy, media literacy, and technological literacy.

Regarding the problems faced by teachers in implementing 21st century skills embedded in the 2013 curriculum. From the interviews, the problems faced by teachers at SMAN 1 Pringgarata are the low mastery of teaching strategies by teachers, lack of student motivation, lack of teaching training, and crowded classes. In the interview section, they mentioned that a crowded classroom is a common problem because it makes it difficult for teachers to organize students and affects the teaching and learning atmosphere in the classroom. Similarly, (Emery, 2012) also found that one of the most frequently mentioned problems faced by The English teacher is a busy and can affect the condition of the class. Lack of teaching training and mastery of teaching strategies is also an obstacle faced by teachers, because the absence of teaching training can affect the teaching skills of teachers. According to (Copland et al., 2014), one of the problems of teaching in the classroom is the lack of training because teachers may only get basic preparation in supporting theory and practical application, then they have some difficulties realizing teaching strategies effectively.

To overcome this problem, the teacher also offers several solutions. One of them is a good management class. According to (Devkota et al., 2017), minimizing teaching problems in the classroom can be done through classroom management because by designing classrooms to be more supportive and cooperative learning activities can make students participate in learning class actively. Another solution suggested by the teacher is to approach students who have low motivation in class, become independent teachers in finding learning resources, and use games in teaching. Therefore, it can be used to answer the third research question in this study, namely the

solutions offered by EFL teachers in applying 21st century skills embedded in the 2013 curriculum.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The main interest of this study is to find out three research questions related to the strategies used by EFL teachers in applying 21st century skills embedded in the 2013 curriculum, the problems faced by EFL teachers and the solutions offered by them in implementing the 21st century. Therefore, after conducting interviews, document analysis, and observations at SMAN 1 Pringgarata, Lombok, NTB, it was found that the strategies used by English teachers at SMAN 1 Pringgarata in applying 21st century skills were, asking questions, teacher answers, group discussions, debates, role playing, inquiry-based learning, project-based learning, and social media for learning. The skills obtained by students using these strategies are learning skills, literacy skills, and life skills such as critical thinking, creativity, collaboration, communication, information literacy, media literacy, technological literacy, flexibility, social, and leadership skills.

In addition, this study also highlights the problems faced by EFL teachers in applying 21st century skills embedded in the 2013 curriculum, especially English teachers at SMAN 1 Pringgarata. As a result, it shows that the teachers are challenged by the different characters of students, large number of students in one class, lack of students' motivation, low mastery of teaching strategies by teachers, crowded classes, limited teaching time, and less learning resources. To deal with this problem, the teacher also proposes several solutions, including becoming an independent teacher in finding additional teaching materials for teachers, approaching students who have low motivation in class, having a manual to improve classroom management, and using games in learning. teaching to make learning fun.

Suggestions

According to the findings of the EFL teacher's strategy in applying 21st century skills embedded in the 2013 curriculum at SMAN 1 Pringgarata, Lombok, NTB. Thus, this study provides some suggestions for future English teachers, students, and researchers. English teachers are advised to develop their teaching skills, especially in applying teaching strategies because it can affect the skills needed by students in the

classroom. In addition, teachers are strongly advised to use the findings of this study as their reference for implementing strategies in developing students' 21st century skills. The students are advised to give full attention to their teacher and the strategies used by the teacher. It can make it easier for them to understand about lesson. Also, more importantly, if they pay more attention to the teaching and learning process in the classroom, it will help them to need 21st century skills. Further researchers are also fully advised to conduct other research in a broad area, especially in the context of education. They can also use other research methods so as to produce various results. So that this research will be more useful and can be applied in other areas.

REFERENCES

- Alismail, H. A., & McGuire, P. (2015). 21st Century Standards and Curriculum: Current Research and Practice. *Journal of Education and Practice*, 6(6), 150–155. <http://files.eric.ed.gov/fulltext/EJ1083656.pdf>
- As'ari, A. R. (2014). Ideas for Developing Critical Thinking. *Paper Presented at an International Seminar an Addressing Higher Order Thinking : Critical Thinking Issue in Primary Education, Islamic University of Muhammadiyah Makassar, April 12 - 13, 2014*, 1–13. <https://www.researchgate.net/publication/273634746>, diakses Sabtu 4 April 2020
- Ayua, G. A. (2017). Effective Teaching Strategies. *Optometric Education*, 20(1), 19–20. <https://doi.org/10.13140/RG.2.2.34147.09765>
- Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2016). 21st century skills development through inquiry-based learning: From theory to practice. *21st Century Skills Development Through Inquiry-Based Learning: From Theory to Practice, August 2018*, 1–204. <https://doi.org/10.1007/978-981-10-2481-8>
- Copland, F., Garton, S., & Burns, A. (2014). Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities. *TESOL Quarterly*, 48(4), 738–762. <https://doi.org/10.1002/tesq.148>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th Editio). SAGE Publications, Inc.
- Dallimore, E. J., Hertenstein, J. H., & Platt, M. B. (2008). Using Discussion Pedagogy to Enhance Oral and Written Communication Skills. *College Teaching*, 56(3), 163–172. <https://doi.org/10.3200/CTCH.56.3.163-172>
- Devkota, S., Giri, D. R., & Bagale, S. (2017). *Devkota, Giri, and Bagale*.

- Emery, H. (2012). A Global Study of Primary English Teacher's Qualification, Training and Career Development. *ELT Research Papers*, 1–32.
- Fadillah. (2014). *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/Mi, SMP/MTS, dan SMA/MA*. Ar-ruzz Media.
- Fung, D., & Howe, C. (2014). Group work and the learning of critical thinking in the Hong Kong secondary liberal studies curriculum. *Cambridge Journal of Education*, 44(2), 245–270. <https://doi.org/10.1080/0305764X.2014.897685>
- Harada, V. H., Kirio, C., & Yamamoto, S. (2008). *PROJECT BASED LEARNING: RIGOR AND RELEVANCE IN HIGH SCHOOLS*.
- Hasan, S. H. (2013). History Education in Curriculum 2013: a New Approach To Teaching History. *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, 14(1), 163. <https://doi.org/10.17509/historia.v14i1.2023>
- Krasnof. (2016). *About the Region X Equity Assistance Center Discrimination Prohibited A Guide to Evidence-Based Practices for Teaching All Students Equitably*. <http://educationnorthwest.org/equity-assistance-center/>
- Lamb, S., Maire, Q., & Doecke, E. (2017). *Key Skills for the 21st Century: An Evidence-based Review*. <https://doi.org/10.1080/10511970.2016.1188432>
- Mulenga, I. M. (2018). Conceptualization and Definition of a Curriculum. *Journal of Lexicography and Terminology*, 2(2), 1–23. <https://law.unza.zm/index.php/jlt/article/download/76/76>
- Nasir, Z. I. (2013). *Zohra Inayah Nasir , Teaching English Based on 2013 Curriculum at Junior High School in Gowa*. 246–256.
- Novitasari, N. F. (2019). Collaborative Learning in ESP Speaking Classroom: Learners' Perceptions and Experiences. *KnE Social Sciences*, 3(10), 309. <https://doi.org/10.18502/kss.v3i10.3912>
- Piaw, C. Y. (2012). Using Content-based Humorous Cartoons in Learning Materials to Improve Students' Reading Rate, Comprehension and Motivation: It is a Wrong Technique? *Procedia - Social and Behavioral Sciences*, 64, 352–361. <https://doi.org/10.1016/j.sbspro.2012.11.042>
- Rozi, M. (2015). *Curriculum 2013 and Its Relation to 21th Century Education: Conundrums Ahead*. Universitas Sebelas Maret.
- Sardone, N. B., & Devlin-Scherer, R. (2010). Teacher candidate responses to digital games: 21st-century skills development. *Journal of Research on Technology in Education*, 42(4), 409–425. <https://doi.org/10.1080/15391523.2010.10782558>
- Sastri, L. (2018). *STRATEGIES APPLIED BY ENGLISH TEACHERS TO OVERCOME*

THE PROBLEMS IN IMPLEMENTING 2013 CURRICULUM AT SMAN 1 LINTAU BUO. 2(1), 307–314.

Trilling, Bernie, & Fadel, C. (2009). *21st century Skills: Learning for Life in Our Times*. John Wiley and Sons.

Tuzlukova, V., Busaidi, S. A., & Bugon, G. 2018. *Exploring Teachers' Perceptions of 21st Century Skills in Teaching and Learning in English Language Classrooms in Oman's Higher Education Institutions*. *The journal of teachi.pdf*. (n.d.).

Zhao, C., Pandian, A., & Mehar Singh, M. K. (2016). Instructional Strategies for Developing Critical Thinking in EFL Classrooms. *English Language Teaching*, 9(10), 14. <https://doi.org/10.5539/elt.v9n10p14>