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THE CHALLENGES ENCOUNTERED BY EFL TEACHERS IN DEVELOPING STUDENTS' 4C SKILLS IN 21ST-CENTURY EDUCATION

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Abstract: This research aims to investigate the challenges faced by EFL teachers in developing students' 4C skills (Critical thinking, Creativity, Communication, and Collaboration) in 21st-century education., followed by four English teachers in different Junior High School in Garut (two public schools and two private schools). To fulfill this objective, a qualitative case study design with a semi-structured interview as the research instruments was employed. The result revealed that both EFL teachers of public and private schools in junior high school had similar problems in developing students' 4C skills in 21-st century education. Those challenges include the difficulties in understanding certain effective methods of learning that support the development of 4C skills, the obstacles in designing a lesson plan for 4C skills, the insufficiency of facilities and infrastructure, and the challenges in developing students' confidence and activeness.

Keywords: 4C skills, 21st-century education, the challenges of teaching practice in EFL classroom

INTRODUCTION

In 21st-century education, there are 4C skills that must be developed by students. That obligation is in line with National Education Association's (2015) as cited in (Erdogan, 2019) that in 21st-century education, teachers need to develop students' 4C skills in teaching practice, there are; Critical thinking, Creativity, Communication, and Collaboration. Critical thinking skills are expected to assist students to improve their knowledge and quality of thinking while helping students determine where their stance is and how to tackle some matters (Tuzlukova et.al, 2017). In creative skills, students are prepared to develop their creativity to make various innovative breakthroughs (McIlroy, 2012; Wechsler & Nakano, 2018). Besides, communication skill is intended to train students to have a capability in communicating and conveying their ideas clearly and effectively (Bialik&Fadel, 2015). More than Lai, E.R. (2011) emphasized that collaboration skills are very essential in-class activities in developing students' knowledge to achieve the learning goal, followed by the notion that creating students to

collaborate is the key to success in social life today. Therefore, it is believed that developing students' 4C skills in the 21st century can improve the quality of education in the era of globalization.

Nevertheless, in developing students' 4C skills, teachers faced some challenges. One of them is that the teacher must be literate to the technology. This necessity is an urgent thing to fulfill since technology roles to facilitate students in achieving education in the 21st century such as communication skills, collaboration, creativity, innovation, independence, and so on (Malik, 2018). Teachers are also required to use creative and innovative ways of delivering material to students, including creativity in using media and appropriate learning methods (McIlroy, 2012). Besides, teachers are required to use appropriate learning strategies and encourage each student to think critically, convey what is in their minds, be creative, and exchange ideas to solve a problem (Zivkovic, 2016). It is supported by Masters (2015) as cited in Malik (2018) that teachers face challenges in teaching practice in the 21st century, such as: to improve the quality of teaching, making lesson plans, making exercises following learning objectives, personalization, classroom management, discussion of the material, and mastery learning technologies. In other words, 4C skills are a challenge for teachers to be developed in 21st-century education.

Previous relevant studies have been much researched. First, most of them focused on developing students' 4C skills in teaching practice (Ongardwanich et.al, 2014; Ninlawan, 2015; Dass, 2013; Bhararti et.al, 2019; McGrath & Fischetti, 2019; Tican & Deniz, 2018; Mottalebzadeh et.al, 2018; and Goldberg, 2012). The result showed that the 4C skills are very important and must develop for students. Then, most teachers could develop students' 4C skills, but some teachers couldn't develop students' 4C skills during teaching practice. Second, some of them focused on critical thinking skill in teaching practice (Razaei et.al, 2011; Zivkovic, 2016; and Vdovina, 2013) it showed that critical thinking helps the students to develop their thinking skills and prepare for a globally complex society. Third, McIlroy, C. (2012) and Nakano and Wechsler (2018) focused on creativity skills in the 21st century, showed that the need for creative education, ranging from elementary to higher education, motivating students to genuinely desire to learn. Fourth, Pattiwael (2016), Bakos (1997), and Lucia (2019) focused on communication skills in the 21st century, it showed that teachers could explain the effective use of many technological tools while communicating and enhancing latest knowledge. Fifth, Child (2016) and Laal (2012) focused on collaboration in the 21st-century, the results showed that with the use of collaboration skills in class, students will have responsibility for their actions, including learning and respect the abilities and contributions of their peers. And the last, Popovic (2014) and Malik (2018) focused on challenges faced by students, the results showed that students still have a lack of technological media and students still have difficulty applying 4c skills in learning.

Based on the previous studies above, most of them focused on developing students' 4C skills in 21st-century education in general. In other words, further research is needed on developing students' 4C skills in a specific area, particularly in portraying the challenges faced by teachers in developing students' 4C skills in 21st-century education, especially in teaching English. Hence, this study aims to investigate the challenges faced by EFL teachers in developing students' 4C skills in 21st-century education.

LITERATURE REVIEW

Critical Thinking Skill

The notion of critical thinking skills has been developed since it appeared 2,500 years ago. Lined up with this, Dewey (1993) as cited in Xu (2011) defined critical thinking as "active thinking that is reflective, persistent, and careful consideration of a belief or form of knowledge that is assumed to be true based on the reasons that support it and the further conclusions to which it tends". She further suggested a 5-phase critical thinking model, including: (1) suggestions; (2) problem definition; (3) hypothesis generation; (4) reasoning; and (5) hypothesis testing. In this definition, Dewey states the necessity for individuals to actively and persistently participate in their own thinking process through reflections, giving reasons and interpretations to the conclusions, and evaluate it. Another concept tells that critical thinking is the strict mental activity in assessing propositions and making judgments that can contribute to developing beliefs and taking action (Huitt, 1998) as cited in (Xu, 2011). It is also supported by Scriven and Paul (1987) that the most influential element in thinking critically is the intellectual standards. As an example, the universal intellectual values claims that transcend subject matter divisions consists of clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. Meanwhile, students think critically in learning English such as how children give evaluations, understand and analyze texts, images (animals, objects, etc), then students can provide arguments based on sources and accurate data (Siegel, 1988) as cited in (Rezaei et.al, 2011).

However, there are obstacles and demands in developing students' critical thinking skills. Teachers are required to use appropriate learning strategies and encourage each student to think critically, convey what is in their minds, be creative, and exchange ideas to solve a problem (Zivkovic, 2016). Atkinson (1998) as cited in Rezaei et.al (2011) explicates that teaching thinking to nonnative speakers may be fraught with cultural problems; and once having been taught, thinking skills do not appear to transfer effectively beyond their narrow contexts of instruction. In addition, some teachers feel that they do not have the capacity or confidence to develop critical thinking skills for students (Luk & Lin, 2015). However, handling student's critical thinking skills is very important to be integrated into every subject, especially English.

In addition, Choy & Cheah (2009) indicate that there are problems encountered in efforts to develop students' creative thinking skills: (1) Not handled properly in learning, therefore, handling student's critical thinking skill is very important to be integrated in every subject, especially English. (2) In the learning process, it still relies on how to understand concepts, principles, and theories and has not been a means to empower students' critical thinking skill. (3) For several years, educators only consider critical thinking skills as a process that can only be done individually. (4) The teacher does not know the right way to increase the student's critical thinking creativity in the learning process in the classroom. (5) The learning approach used to develop creative thinking skills is too difficult for students who have the knowledge and skills of thinking limited creativity.

Samani et.al (2019) suggested that to improve thinking skills in the context of problem-solving can be done through the following steps: a) identifying problems, appropriate information, and uncertainties; b) explore interpretations; c) determine alternative priorities and communicate conclusions; and d) integrate, monitor and refine strategies to deal with the problem again. These steps are in accordance with the steps in

implementing Problem Based Learning. To sum up, critical thinking skills are not just high-level thinking but concentrate on appraising or evaluating and analyzing statements correctly, analyzing texts or pictures, understanding events, solving problems, discussing, and making decisions based on reasonable reasons and accurate evidence. Critical thinking skills in teaching English should be done to improve students' English competence. But sometimes there are problems in developing it to students, especially in teaching English. In addition to critical thinking, creativity skill of students needs to be developed too.

Creativity Skill

Creativity has been considered as one of the important skills that must be mastered and is the key to effective learning in the 21st century. Creativity has been noted as a significant skill throughout the life span (Rooney et.al). Chiam & Hong (2014) stated that creativity is a skill to discover new things, develop various new solutions for each problem, and involve the ability to generate new, varied, and unique ideas. Livingston (2010) as cited in Khodabakhshzadeh (2018) reported that creativity is an important skill for students because it has a direct relationship with the development of knowledge and skills content.

According to Piirto (2011), creativity and innovation skills include think creatively, work creatively with others, and implement innovations. For example, when told by the teacher to discuss to make a display drama or procedural text that has never been done by others. They exchange ideas with friends in class, and produce new ideas.

However, there are obstacles and demands in developing students' creativity skill. Olson (1992) as cited in Runco (2001) states that the obstacles that may be faced in creative thinking are: 1) Habits or traditions; 2) Limited time and energy; 3) Environment; 4) Do not understand the material; 5) Criticism made by others; 6) Fear of failure, and 7) complacency. Students need relationships that motivate them to learn and develop new ideas and ideas that are in themselves (Leadbeater, 2008). Barnes (2016) as cited in Argaw et.al (2016) states that a student's lack of independent problem-solving skills when it comes to homework. Trilling and Fadel (2009) as cited in Kusmartini (2014) emphasized that 21st-century learning must be relevant, interesting, effective, and student-centered. It is therefore important to change the "closed class" learning model into a learning model. Teachers must be able to manage class dynamics and support learning independently. Likewise, the teacher must support something or new ideas from students, so students continue to enthusiasm for learning and innovation.

Many people mistakenly assume that creativity skills are only related to visual arts and other arts. Though, creativity cuts across all areas which have to do with making new in all domains, convey new ideas to others, being open and responsive to new and different perspectives. Some ways that can be done to train students' creative thinking skills are a). Giving questions and inviting students to actively participate in learning; b). Explore topics and material with primary or real data; c). Think of new ways to inform new findings (Nakano & Wechsler, 2018). According to Kivunja (2014), some skills related to creativity that can be developed in learning are:

1. Able to solve real problems in everyday life.
2. Be open and have curiosity.
3. Able to utilize the abilities and skills in analyzing, evaluating, elaborating, and creating.

4. Able to use various creative thinking strategies (such as mind mapping, visual creativity, word association, SWOT analysis, and lateral thinking) to find and express new ideas.

To conclude, creativity skill is not only related to visual arts and other arts. However, creativity skill is the skill to discover new things, develop various new solutions for each problem, and involve the ability to generate new ideas that are diverse and unique, and responsive to different new perspectives.

Communication Skill

Communication skill is a skill to express thoughts, ideas, knowledge, or new information, both written and oral. This is in line with Partnership for 21st-Century Learning (2015) as cited in Erdogan (2019) that communication skills include understanding the information provided and the ability to express ideas or concepts effectively with written or oral. Communication skills refer to the ability of individuals to communicate clearly, use spoken or written language, verbal or non-verbal and collaborate effectively. Verbal communication is related to the content or content of the information conveyed, while non-verbal communication is related to the delivery of information.

The main purpose of communication is to send information or messages to be understood by the recipient. However, not everyone is able to communicate well. Some people can both convey information verbally but not in writing, or vice versa. In order to achieve the communication objectives, effective communication is needed. Effective communication can occur if using appropriate communication techniques. Arsad et.al (2011) stated that some techniques in communication include:

1. The idea of the message is whole, has no double meaning, and is pronounced firmly, and not convoluted.
2. Communicators understand the other person.
3. Information is conveyed in the language of the recipient of the information and adjusted to the ability and level of cognition of the recipient of the information.
4. The messenger must control the noise and seek feedback to ensure that the information conveyed is acceptable to the other person.

However, there are obstacles and demands in developing students' communication skill. Hossain (2015) stated that the students cannot speak fluently in speaking class because they lack the vocabulary to express their opinion. In addition, they have no motivated to express themselves beyond the guilty feeling that they should be speaking (Ur, 1996:121) as cited in Revola (2016). Leong & Ahmadi (2016) stated that communicating English is very difficult, can talk quickly only when express concepts that have practiced many times. Thus, effectiveness in developing communication skills depends on several factors, such as knowledge of the material, the use of appropriate techniques and methods, and skills in classroom management. Mc Croskey (1977, p.90) as cited in Al-Tamimi (2014) stated that the right methods can help individuals to reduce the level of communication fear and overcome communication skills. The learning method is indicated to have an important role in the formation of oral communication skills supported by research that several methods can be an option for gradually improving student communication such as group discussions, role-playing, communicative tasks, and storytelling (Shiny KP, 2016, p. 131) as cited in Efizal (2012).

Developing communication skills requires a lot of time and practice. Therefore, communication skills can be trained continuously, either explicitly or embedded in teaching and material. Reading, listening, and observing activities are stimulus activities that are very important in practicing communication skills. The main skills that are highly related to communication skills are converting information and solving problems through language. In addition, the ability of students to evaluate, analyze, and synthesize information in communication is no less important.

Trilling and Fadel (2009) as cited in Erdogan (2019) suggested some strategies teachers must carry out in order to effectively build 21st-century communication skills for students in the English classroom. Some of these strategies include:

1. Teach students how to articulate thoughts and ideas verbally, written, and non-verbal communication skills in various forms and contexts in the English language.
2. Teach students how to listen to the native speaker actively and effectively. This will help students interpret and understand the meaning of communication, taking into account cultural background, values, attitudes, and intentions.
3. Teach students how to use communication for various purposes.
4. Teach students how to utilize various media and technologies, as well as how to assess the effectiveness and impact of these media and technologies.
5. Teach student the vocabulary in the English language which is often used every day.
6. Train students to communicate effectively in diverse environments, including using various languages especially the English language.

In conclusion, communication skill is an ability to express ideas or concepts effectively or orally in writing. In learning English, communicating, or expressing new ideas, knowledge, and information using the English language clearly and fluently.

The last essential skill that needs to be possessed by students nowadays is collaboration skill. Collaboration is a 21st-century learning trend that shifts teacher-centered learning into collaborative learning. The collaborative learning environment challenges students to express and maintain their position, and generate their ideas based on reflection. They can discuss conveying ideas to their friends, exchanging different points of view, seeking clarification, and participating with a high level of thinking such as managing, organizing, and analyzing critically, solving problems, and creating new learning and deeper understanding. Thus, during collaboration, students work together to build the same understanding and concept of solving each part of the problem or task.

Collaboration Skill

Collaboration is a skill that aims to develop collective intelligence in terms of helping, suggesting, accepting, and negotiating through interactions with others mediated by technology (Brown et.al, 2015). Collaboration is also defined as the ability to work flexibly, effectively, and fairly with others to complete a collective task (Partnership for 21st-Century Learning, 2015) as cited in Erdogan (2019). Collaboration skills in EFL classroom include:

1. Give and receive feedback from colleagues or other team members to do the same task in the English language.

2. Share roles and good ideas with others in the English language.
3. Recognize the skills, experience, creativity, and contributions of others.
4. Listen and acknowledge the feelings, worries, opinions, and ideas of others.
5. Develops on the ideas of a colleague or team member.
6. Express personal opinions and areas of contention wisely in the English language.
7. Listen to others patiently in conflict situations.
8. Define problems with the English language in a non-threatening way.
9. Support group decisions.

The purpose of the collaboration is to provide the opportunity for the people involved to work together to produce ideas and at the same time get feedback on these ideas (The Innovation and Business Industry Skills Council of Australia, 2009) as cited in Pateman et.al (2016). The good collaboration will be built from a group of independent people who realize that they would not be able to live without synergy. Thus, it can be interpreted that collaboration can occur when two or more people work together to achieve a common goal.

Collaboration in the learning process is a form of collaboration between students that help one another and complement each other to do certain tasks in order to obtain a predetermined goal. Collaborative skills that can be developed in learning as stated by Kivunja (2014), among others, are as follows:

1. The responsibility to work together with others to produce certain goals.
2. Respect and respect different opinions.
3. Able to work effectively and flexibly in diverse teams.
4. Able to compromise with other members of the team to achieve the goals set.

Collaborative learning also leads to the development of metacognition, improvement in formulating ideas, and discussion or debating with higher levels of thinking. This provides an opportunity for students to learn to monitor each other, detect errors, and learn how to correct their mistakes. Students can develop knowledge content and learn 21st-century skills such as the ability to work in teams, solve complex problems, and apply acquired knowledge to other situations (Barron et.al, 2008). This is different from lecture-based learning; collaborative learning is a form of developing student interaction in building group knowledge.

However, there are challenges in developing students' collaboration skill. According to Golub (1988) as cited in Laal (2012), collaborative learning has as its main feature a structure that allows for student talk: students are supposed active to talk with each other and it is in this talking that much of the learning occurs. However, in work on group projects, not all students are actively speaking, and students still have limited technological media, and students still have difficulty using 4c skills in learning (Popovic, 2014 & Malik, 2018). And also sometimes students need fresh ideas to see the project (Laal, 2012). Problem-based learning according to Duch (1995) as cited in Hmelo (2004) is a learning model that challenges students to learn how to learn, work together in teams to find solutions to real problems. According to Hmelo (2004) that project-based learning has a positive effect on content knowledge and the development of student collaboration skills.

Partnership for 21st-Century Learning (2015) as cited in Erdogan (2019) stated that several strategies that can be taken by teachers in developing collaborative skills in learning are:

1. Teach students to work respectfully with different teams, not only physically but also psychologically.
2. Teaches flexibility and a desire to compromise so that goals that benefit all collaborating parties can be achieved.
3. Train and encourage students to take responsibility for working together with others.
4. Teach students to appreciate the ideas and contributions of each team member they are part of.
5. Emphasizing five principles of cooperative learning namely positive dependence, individual accountability, equal participation, group processing, and simultaneous interaction in the development of collaborative skills.

In conclusion, collaboration skill is a skill that works together effectively, exchanging ideas in making decisions to achieve common goals. Thus, students can collaborate with friends and teachers when learning English.

METHOD

This research employed a qualitative case study design based on some reasons; First, this research focused on one case which is the 4C skills that are the new thing and hard to develop by the English teachers. Therefore, it makes the teachers still have restrictions on developing them for the students. It is in line with Creswell (2012) who stated that a case study is an ideal guiding framework as it is used in many situations that focus on a particular group or an individual. Second, this research was conducted in a natural setting that case to investigate the challenges faced by EFL teachers in developing students' 4C skills in teaching English. Hence, those characteristics make this study belong to the case study design which is no manipulation in this research.

Four English teachers from different Junior High Schools in Garut (two teachers from a private school and two teachers from a public school) were involved in this research. This is due to the assumption that there are differences in the challenges of teaching English in private and public schools; such as the students' learning resources, the school infrastructure, teaching techniques, and teaching the media.

This research employed interviews to gain detailed information about the challenges that are faced by EFL teachers in implementing 4C skills in 21st-century education. The form of interview used in this study was a semi-structured interview. The Interview data were analyzed inductively, through the stage of recording, transcribing, categorizing, analyzing, and interpreting. Creswell (2012) states that the most complete procedure in an interview is to record the interview then convert the audio recording or field notes to text data (transcribing). After that, categorizing and analyzing the text or transcript. Then, the results of that analysis are interpreted by the researcher (Creswell, 2007).

FINDINGS AND DISCUSSIONS

EFL teachers faced various challenges in developing students' 4C skills in 21st-century education. This point discusses the challenges faced by teachers as seen from 4C points, namely critical thinking skills, creativity skills, communication skills, and collaboration skills.

Teachers Challenges in Developing Students' Critical Thinking Skill in Teaching English

a. Difficulties in choosing the techniques to develop students' critical thinking

EFL teachers faced various challenges in developing students' critical thinking skills in 21st-century education. First, the challenges faced by informant 1 was the same as the challenges faced by informant 2 in developing students' critical thinking skill. They told that the challenges in critical thinking skill were the difficulties in understanding the right ways of learning for supporting the development of higher-order thinking skill. Seeing this, the teachers said that this case was due to the condition of students who were not accustomed to discuss a particular issue from various points of view, to dig up information, to analyze images or texts, do not expressed opinions, and to answer some questions. As stated by one of the informants that

"I lack an understanding of certain powerful ways of learning that support the development of higher-order thinking skills. As well as being unable to determine the appropriate learning methods and models, I have never attended specific training regarding the development of students' higher-order thinking skills. Students are also difficult and lazy to gather information, analyze pictures or text, find it difficult to express opinions, and do not answer when the teacher asks questions."

b. The difficulties in constructing lesson plans and motivating the students

Meanwhile, another problem is the barrier in designing lesson plan and motivating students. Peculiarly, they said that the lesson plans containing critical thinking aspect is not an easy one. They told that this condition was accompanied by the condition that students were not so enthusiasm in learning English. As an example, the teacher said that

"The different abilities of students make it difficult for me to make lesson plans based on the development of students' higher-order thinking skills because there are still many students who need more attention in improving their learning abilities. And finally, sometimes I use the lecture method with students. Besides, it is difficult to make an apperception. which stimulates students to develop higher-order thinking skills, moreover, students 'different attitudes. As well as students' interest in learning English is still low".

The data above are in line with Choy & Cheah (2009) that the teacher does not know the right way to increase student's critical thinking in the learning process in the classroom. In addition, some teachers feel that they do not have the capacity or confidence to develop critical thinking skills for students (Luk & Lin, 2015). Atkinson (1998) as cited in Rezaei et.al (2011) explicates that teaching thinking to nonnative speakers may be fraught with cultural problems; and once having been taught, thinking skills do not appear to transfer effectively beyond their narrow contexts of instruction. Choy & Cheah (2009) stated that teachers are not handled properly in learning, however, handling student's critical thinking skills are very important to be integrated into every subject, especially English.

Besides, in the learning process, the teacher still relies on how to understand concepts, principles, and theories, and has not been a means to empower students' critical thinking creativity skills (Choy & Cheah, 2009). Mayfield (2001) as cited in Razaei et.al (2011) said that the teachers impart knowledge to their students and

students are deprived of the opportunity to genuinely think critically in the class. It is caused by the teachers were still influenced by the traditional way of teaching, that is, they were too conscientious in imparting knowledge to students and giving the correct answers, and students were not given too much room for free discussion. It is relevant to Buskist and Irons (2008) as cited in Razaei et.al (2011) stating that the reasons students feel reluctant to think critically since some students are used to being told what to do and when to do it. Also, students' lack of interest in learning English is caused by loss of concentration, emotional difficulties, learning disabilities, and many other factors. Thus from these students' perspectives, there is no apparent reason for students to think critically when others do all the thinking for them.

In conclusion, the challenges faced by informants in developing students' critical thinking skills were the difficulty of the teacher in determining the appropriate learning method, lesson plans, methods, and learning models. And also teachers have difficulty stimulating students to think critically.

Teachers Challenges in Developing Students' Creativity Skill in Teaching English

a. Difficulties in developing students' self confidence

EFL teachers faced various challenges in developing students' creativity skills in 21st-century education. First, the challenges faced by informant 1 was convinced students to confident in their ideas and some students did not understand what the teacher said. It is shown by her statement as follows.

"The obstacle I face is convincing children to be confident about the ideas they get because students are confused and not confident in looking for and generating new ideas. Because not all students are responsive, or immediately understand what we are instructing or what we teach."

b. Difficulties in to stimulating students to have creativity in solving problems

Another challenge was uttered by informant 2 who stated that the challenges faced developed creativity skills that student was fixated on books or the internet and not able to think and see the problem from various sides. It is also shown by her statement as follows.

"Most students are fixated on books or the internet, maybe because students lack confidence in their abilities. Most students are not yet able or difficult to think and see a problem from various sides or perspectives and then students solve the problem creatively."

c. Students' barriers in understanding the material

Meanwhile, the challenge faced by informant 4 in developing students' creativity skills was students' difficulty to understand the material. As the statement from informant 4 that

"The obstacle I face is that it is difficult to respond to students who do not understand the contents of the material presented. The problem that comes from students, is that they may not dare to show questions, they are only used to taking notes."

These findings are in line with Leadbeater (2008) emphasizes that students need relationships that motivate them to learn and develop new ideas and ideas that are in themselves. Also, the students lack independent problem-solving skills when doing assignments from the teacher (Barnes, 2016) as cited in Argaw et.al (2016). Masters (2015) as cited in Malik (2018) states that the challenges faced by EFL

teachers in teaching practice in the 21st century, namely: making lesson plans, making exercises following learning objectives, personalization, classroom management, discussion of the material, and mastery of learning technologies. Moreover, Olson (1992) as cited in Runco (2001) states that the obstacles that may be faced in creative thinking are: 1) Habits or traditions; 2) Limited time and energy; 3) Environment; 4) Do not understand the material; 5) Criticism made by others; 6) Fear of failure, and 7) complacency.

In conclusion, the challenges faced by informants in developing students' creativity skills were difficulties in convincing students to be confident, using the right method, students have difficulty to understand the material and seeing problems from various sides.

Teachers Challenges in Developing Students' Communication Skill in Teaching English

a. Students' lack of to expressing the idea in English

EFL teachers faced various challenges in developing students' communication skills in 21st-century education. All informants have the same challenges in developing communication skills in the classroom. The challenges faced by them were some students' doubts and hard to express their idea in English fluently and student's lack of vocabulary. As an example, the teacher said that:

"Most students hesitate to speak English, for fear of being wrong or afraid of the wrong pronunciation, and most students don't know all the vocabulary."

These findings are in line with Hossain (2015) that the students cannot speak fluently in class because they lack the vocabulary to express their opinion. Communicating in English is very difficult, can talk quickly only when the express concepts that have practiced many times (Leong & Ahmadi, 2016). Ur (1996:121) as cited in Revola (2016) stated that they have no motivation to express themselves beyond the guilty feeling that they should be speaking. This problem must be addressed by the teacher to overcome the students' fear of communication with the right method. It is supported by Mc Croskey (1977, p.90)) as cited in Al-Tamimi (2014) the right methods can help individuals to reduce the level of communication fear and overcome communication skills.

In conclusion, the challenges faced by informants in developing students' communication skills were difficulty in teaching students to speak English fluently.

Teachers Challenges in Developing Students' Collaboration Skill in Teaching English

a. The teachers' barriers in designing the learning stages

EFL teachers faced various challenges in developing students' collaboration skills in 21st-century education. First, the challenges faced by informant 1 did not understand the steps of learning based on the syntax in the lesson plan and not capable to stimulate the students to convey their ideas. It is shown by her statement as follows.

"I do not understand the steps of learning according to the syntax in the learning model in the lesson plans. So I am not able to stimulate students to find problems in learning material, classroom management, and supervision."

b. Teachers' difficulties to direct students to be active in the class

Another finding revealed that teachers also had problems in stimulating students' activeness in the class. Specifically, informant 2 said that she had a problem where the students did not act to be active in groups. It is shown by her statement as follows.

"I am less able to direct students who are less intelligent to be actively involved by working together in groups."

Later on, the challenge faced by informant 4 in developed collaborative skill was difficult to develop students to be able to discuss with each other. It is shown by her statement as follows.

"They cannot discuss, do not dare to express an opinion. In terms of teaching time, most of which is not enough to be used for discussion, as well as adjusting the material in the lesson plans"

c. Limited tools and materials needed to create student projects

Moreover, the challenge faced by informant 3 in developed collaboration skill was constrained in provide tools and materials needed to make students' projects. It is shown by her statement as follows.

"Constrained in providing the tools and materials needed to carry out a project when students are divided into groups. I didn't get around to the time that was available so the time was not enough to be used for camping."

These findings are in line with Masters (2015) as cited in Malik (2018) that teachers face challenges in teaching practice in the 21st century, namely: making lesson plans, making exercises following learning objectives, personalization, classroom management, discussion of the material, and mastery of learning technologies. According to Golub (1988) as cited in Laal (2012), collaborative learning has as its main feature a structure that allows for student talk: students are supposed active to talk with each other and it is in this talking that much of the learning occurs. In fact, in forming a group, not all students are actively speaking, and students still have limited technological media, and students still have difficulty using 4c skills in learning (Popovic, 2014 & Malik, 2018). Laal (2012) emphasizes that Students sometimes need fresh ideas to see the project in work on the group project. It will enable the goals of cooperation skills to be achieved smoothly.

This result showed that EFL teachers faced challenges to develop 4C skills in 21st-century education where the teachers were struggling to face the condition that students who less confident, difficult to find out new ideas, and active in expressing their opinion, teachers were difficult to make a lesson plans for 4C skills and difficult to using suitable methods in learning, and also the facilities and infrastructure do not support.

In conclusion, the challenges faced by informants in developing students' collaboration skills were difficulties in understanding the learning steps based on the lesson plan, constrained in providing the tools and materials needed to create student projects, and difficulty direct students who did not act to be active in groups.

CONCLUSION

Based on the results of data analysis, it can be concluded that both EFL teachers of public and private schools in junior high school had similar problems in developing students' 4C skills in 21-st century education (critical thinking, creativity,

communication, and collaboration). The challenges faced by teachers include the difficulties in understanding certain effective methods of learning that support the development of 4C skills, the obstacles in designing a lesson plan for 4C skills, the limited infrastructure, the students' condition who lacked confidence, activeness and ability to express their opinion. In addition, the teachers believed that 4C skills were hard to implement because of the condition of the students who were mostly mid to low in terms of capacity in English skills. Hence, the teachers claimed that the basic competence of students in English was still not adequate and it became the challenge for them to develop 4C skills in 21st century education.

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