



Teaching the 21st Century Skills (4Cs) in English Literacy Activities

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis jenis-jenis keterampilan abad 21 (4C) dalam kegiatan literasi bahasa Inggris. Desain penelitian ini adalah deskriptif kualitatif. Subjek penelitian ini adalah 120 siswa dan 3 guru di sekolah ini. Teknik pengumpulan data adalah observasi, wawancara, pencatatan, analisis dokumen dan dokumentasi. Hasil penelitian menunjukkan bahwa ada lima kegiatan literasi bahasa Inggris yang dilaksanakan di sekolah ini yaitu, reading response journal, program membaca berita, membimbing komentar objek, menulis itinerary perjalanan dan program literasi kooperatif. Dalam pelaksanaan kegiatan literasi bahasa Inggris tersebut, para guru mengajarkan keterampilan abad 21 (4C). Dalam jurnal reading response, keterampilan abad 21 yang diajarkan adalah keterampilan berpikir kritis, kolaborasi dan komunikasi. Dalam program membaca berita dan program literasi kooperatif, semua keterampilan abad ke-21 (4C) itu diajarkan. Dalam membimbing komentar objek, ada tiga keterampilan abad 21 yang diajarkan yaitu keterampilan berpikir kritis, kreativitas dan komunikasi. Terakhir, ada tiga keterampilan yang diajarkan dalam penulisan itinerary perjalanan yaitu keterampilan berpikir kritis, kolaborasi dan kreativitas. Dalam mengajarkan keterampilan abad 21, para guru masih memiliki tantangan dalam mengajarkan keterampilan berpikir kritis, kolaborasi dan komunikasi. Tidak ada tantangan dalam mengajarkan keterampilan kreativitas dalam kegiatan literasi bahasa Inggris. Penelitian ini diharapkan dapat bermanfaat bagi pembuat kebijakan, sekolah, dan guru yang telah berupaya keras dalam mengimplementasikan program literasi yang efektif di sekolah. Kegiatan-kegiatan dan cara-cara pengajaran keterampilan abad ke-21 tersebut dapat diadopsi untuk meningkatkan tingkat program literasi.

ABSTRACT

This study aimed to investigate the kinds of 21st century skills (4Cs) in English literacy activities. The design of this research was descriptive qualitative. The subjects of this research were 120 students and 3 teachers in this school. The techniques of data collection were observation, interview, note taking, document analysis and documentation. The finding showed that there were five English literacy activities implemented in this school namely, reading response journal, news reading program, guiding object commentary, travel itinerary writing and cooperative literacy program. In the implementation of those English literacy activities, the teachers taught the 21st century skills (4Cs). In reading response journal, the 21st century skills taught were critical thinking, collaboration and communication skills. In news reading program and cooperative literacy program, all of those 21st century skills (4Cs) were taught. In, guiding object commentary, there were three 21st century skills were taught namely critical thinking, creativity and communication skills. At last, there were three skills were taught in travel itinerary writing namely critical thinking, collaboration and creativity skills. In teaching the 21st century skills, the teachers still had challenges in teaching critical thinking, collaboration and communication skills. There was no challenge in teaching creativity skill in English literacy activities. This research was expected to be beneficial for the policymaker, schools, and teachers who had big effort in implementing effective literacy program in schools. Those activities and ways of teaching the 21st century skills could be adopted in order to enhance the level of literacy program.

1. INTRODUCTION

The 21st century learning for education is necessary to prepare the students who are ready to compete in the Industrial Revolution 4.0. Digitalization and globalization are increased in our world and lives in this era (Brown et al., 2008; Konradus, 2018). The consequences of globalization give demands on people's working and educational life (Varis, 2007). In preparing the students for their working life, education needs to grow awareness for developing the understanding of information and communication technology (ICT). Besides, it also needs other approaches which must be concerned in our educational

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environment. Thus, those approaches are beneficial to give an effort in today's knowledge society. People still have thought on implementing tradition to be the main core of educating young people to be ready compete in this era, however, there are rapid changes in our social life (Seligman & Csikszentmihalyi, 2014). Thus, he concluded that our young generation needs to learn the skills and values in order to follow even break the changes to be beneficial for society in order to have a successful career. Moreover, people do not only need to recite and recall information flows in the social environment, but they need to be more active engaged in society (Robinson, 2011). Young people need to achieve full potential by mastering the skills and knowledge needed in this 21st century era. Education as the main core of human's changes in our social environment has huge responsibilities to teach those values and skills (Cox, 2014).

Teaching the 21st century skills will make wider analysis, evaluation, and innovation for the students. It might guide students to have higher-order thinking skills (HOTS) (Antara et al., 2020; Dennis, 2017). The 21st century skills (4Cs) give chance to students to be more reasonable in giving judgment and build their decision of something through critical thinking. In personal advantages, the students are able to increase their thinking skills. Higher-order thinking skill helps students to solve problems and give solutions to their challenges in life. This also increases student's analysis capability in a deeper way to see problems and sources. There are four skills should be taught in every learning activity such as critical thinking, collaboration, creativity, and communication skills. The 21st century skills are blending with the content of knowledge, specific skills, expertise, and literacy. The skills are more than digital literacy because those other proficiencies can be a blend of skills to prepare the student in life and the working field. Moreover, those skills accompany the new economy when students prepare themselves to help people. It is related to 1) access, synthesize, and communicate information; 2) work collaboratively to solve the problem, and 3) create knowledge innovatively through technologies. Thus, the integration of those skills is required to achieve the expected output to be able to compete in this era (Crandall, 2016).

The integration of Literacy and the 21st century skills are supported by the implementation of Technological knowledge become purely essential for the Indonesian generation. School management and educators must focus on the implementation of those aspects in order to make an effective learning process in school. School literacy program which is designed by 21st century skills might be the perfect combination to achieve the main purpose of *School Literacy Movement* (GLS) in which it emphasizes more logical thinking, teamwork, and creativity (Pristiwati, 2019). The 21st century skills that existed in 21st century framework required the students to master the skills and knowledge to make them have a successful career (Padmadewi & Artini, 2018). To answer the problem, literacy needs to be improved and attached to the character-building in every part of the learning environment. This research discussed how to teach the 21st century skills (4Cs) in English literacy activities. Literacy is one of the school programs which is expected to increase students' reading motivation, writing, and mathematics understanding. In this case, the purpose of implementing literacy in school is not only that, however, the students are also expected to master critical-thinking or problem solving, communication, creativity, and collaboration skills. Teachers' role will be very essential in order to teach those skills in the literacy activities. In the process of the literacy program, English literacy can be a great choice in order to enhance students' English literacy. Moreover, the teachers need to have strategies to teach the 21st century skills in English literacy activities. In this research, it was also found the kinds of English literacy activities implemented in SMKN 1 Singaraja. Besides elaborating how to teach 21st century skills (4Cs) in English literacy activities, this research tried to find out teachers' challenges in teaching those skills in some English literacy activities.

In gaining all skills needed in 21st century era, it is needed to conduct a learning environment which is related to this era's need. The school environment needs to construct the learning process at school in order to improve students' 21st skills (4Cs). On the other hand, our society and students still have a lack of skills in reading and writing comprehension. Therefore, Indonesian society has problems with the hoax, and hate speech develops in our media. Thus, as a facilitator in creating high achievement of human resources in Indonesia, education needs to add and facilitate students to comprehend all needs. Furthermore, school literacy is implemented informal schools in Indonesia and including literacy in every aspect of the learning process (Padmadewi & Artini, 2018). Nowadays the definition of illiterate in the 21st century cannot be just referred to the people who cannot read and write. The words illiterate should be defined as people who cannot learn, unlearn, and relearn. The term "cannot learn" here means the people who cannot find the meaning or even giving the interpretation of the information that they gathered previously. Then, it is also more underlined on the terms unlearn and relearn. It means, people should have the ability to choose the concept and paradigm that they need based on their belief. By the belief they choose, people need also to have willingness as autonomous learners to discover new knowledge and information based on what they believe (Crandall, 2016). Based on this definition of

illiterate, education needs to re-design the learning process in order to produce learners' outcome who are able to compete in 21st century era.

This research focused to discuss on how the 21st century skills (4Cs) are taught in English literacy activities. Moreover, it also elaborates the preparation, steps assessment of the English literacy activities. The prior observation had been done by the researchers and there were some 21st century (4Cs) skills were taught in an English literacy activity. Afterward, the researcher more willing to describe the 21st century skills taught during English literacy activities. As we know, reading is not only an activity for entertainments. It also must have advantages to form students cognitive and skills. The 21st century skills (4Cs) are the basic skills that students must have to compete in this new era.

2. METHODS

The design of this research was descriptive qualitative. This research design was used in order to describe the implementation of English literacy activities and how the teachers taught the 21st century skills in English literacy activities. This research was focused to get some information about the data which generate a rich description in describing and interpreting the object of the study. Thus, this research design was very suitable to be applied for this study in describing how to teach the 21st century skills in English literacy activities. The setting of the study was in SMKN 1 Singaraja. This school is located in Singaraja district, Buleleng regency, Bali province. The subjects of this study were classified into two subjects. The subjects of the study were chosen by random sampling. These subjects of the study were chosen in this research because they had the ability and strongly associated with the problems that were investigated. There were 120 students and 3 teachers participated as the subjects of this study. This study focused to investigate how to teach the 21st century skills (4Cs) in English literacy activities and explore the challenges in teaching these skills in English literacy activities. For this reason, the object of the study was the integration of 21st century skills in English literacy activities in SMKN 1 Singaraja.

There were several techniques used to collect data namely, observation, Interview, note taking, document analysis, and taking picture/video. The research instruments used were the researcher as a Key Instrument, Guided Observation Sheet, Interview Guide, Camera, and Reading Journal. In this research, it was used qualitative data analysis theory (Milles & Huberman, 1992). There are three simultaneous activities in analyzing data of qualitative research. They are data reduction, data display, and conclusion drawing. The research finding should valid and reliable. It means that the research must reflect on the real situation and is supposed by evidence. In this study, the researcher relied on triangulation to enhance the validity and reliability of the data. Triangulation defines as the use of two or more methods of data collection in the study of some aspect of human behavior (Cresswell, 2012). Thus, triangulation techniques mean the researcher uses two or more techniques to get the validity of the data. In this research, the researcher used the interview and direct observation. The interview was conducted with several data sources to gain additional information. Then, direct observation was done to see what happened in the classroom and compare it with the data collected during the interview session.

3. RESULT AND DISCUSSION

Results

In process of implementation of English literacy activities in SMKN 1 Singaraja, there were five activities which had been done. These five programs of English literacy activities implemented in different schedules which allowed students to have daily literacy activities. The five English literacy activities implemented in SMKN 1 Singaraja were Reading Response Journal, News Reading Program, Guiding Object Commentary, Travel Itinerary Writing and Cooperative Literacy Program. These programs also tuned in the learning process especially in English class and productive class. In English class, English literacy activities expected students to use English based on their vocation. Especially, it was implemented in Hospitality and travel management department. Moreover, English literacy program supposed students to increase their creativity in making a project based on their majority.

Reading response journal became the most dominant literacy done by the students. It was because all students can do this program. In terms of habituation phase of literacy program, the program is focused on the reading activity in order to make them motivated in reading. Then, it was also designed to the development and learning phase where students could implement literacy based learning in learning process. Reading response journal is an activity where the students are allowed to read non-learning book. In reading process, the reader has to reflect on what they think, share with their partners, and revise what they think and whole group share. In SMKN 1 Singaraja, this activity has been done every

year. Reading response journal is usually done 15 minutes before the learning time begins. This activity has been proclaimed by Government through Minister of education and culture regulation No. 23 of 2015. This activity is a special program design by SMKN 1 Singaraja in order to facilitate students develop reading culture. It has been conducted since 2016. In reading response journal, the researcher found that there were three of learning and innovation skills namely Critical-thinking skill, collaboration skill, and communication skills. In reading response journal activity, there were three skills which are taught. In the Figure 1, it could be seen the students' activity in Reading response journal.



Figure 1. Students Activity in Reading Response Journal

The first skill was critical thinking skills where this activity let the students run the process of think and re-thinking about what they had read. Critical-thinking skills was taught while the students made a summary of what they had read. Then, this activity was also allowed students to share their interpretation and summary to their friends and teachers. Then, they also had chance to have a feedback from the teachers and friends. Furthermore, the students would re-think about what they had thought previously. They had chance to revise their work. Collaboration skill was taught while students had chance to discuss their summary to their teachers. Then, the teacher also gave feedback and ideas of students' summary. The communication skill was also taught on this activity where the students had opportunity to share their ideas about their reading experience. The students would have a chance to communicate the result of their reading trough a journal. News reading program is the one of the English literacy activity conducted in SMKN 1 Singaraja. The XII grade of students in SMKN 1 Singaraja had obligation to take this activity based on their basic competency in English class. Regarding the 21st century skills taught in this English literacy activity, those four skills of learning and innovation skills were taught here. In the process of news reading program, they could learn all of 4Cs skills until the end of the project. In the process of this program, the students were instructed to make a group consists of 4 - 5 students. There were 4 meetings needed in order to implement this program in classroom.



Figure 2. Students Activity in News Reading Program.

In the Figure 2, it could be seen the students' summary and presentation in Reading response journal. Critical thinking skills was taught where the student have chance to analyze some news in a topic. They would have discussion with their group mates in order to find out the best ideas in exploring the details of the news. They had process to think, re-think and conclude the news. After that, they concluded the ideas in a report. Moreover, in the process of discussion, students enhanced their ability in

collaboration. They learned to work in a group. They also could manage the group and divide the work to their partners. Communication skills was taught while teachers asked students to make a video based on their general report of the news. They made a report in a form of video. They could do it with their partners. Creativity skill was taught in this activity where students reported the news they have in a form of video. They had process of editing and delivering the video creatively. They could collaborate with their partners in order to make a good video to be watched.

Guiding object commentary is an activity of English literacy which was instructed students to write an interpretation, insight, analysis on the guiding objects. Students would make a commentary about guiding object. In this activity, they would need to explore the information about guiding object that they chose previously. There were some ways in getting the information such as Balinese tourism object, Balinese cultures, and symbols in Balinese culture, etc. there were just three 21st century skills taught in this activity namely, critical thinking skill, creativity skill and communication skill. The teacher focused on communication skill in this activity, because students were considered as travel management students, thus they could be able to bring the commentary within English and an interesting way. Collaboration skill was not taught specifically because of students did not work in a group. However, usually they helped each other in the process of this activity. In the Figure 3, it showed the students' commentary and presentation in Guiding object commentary.

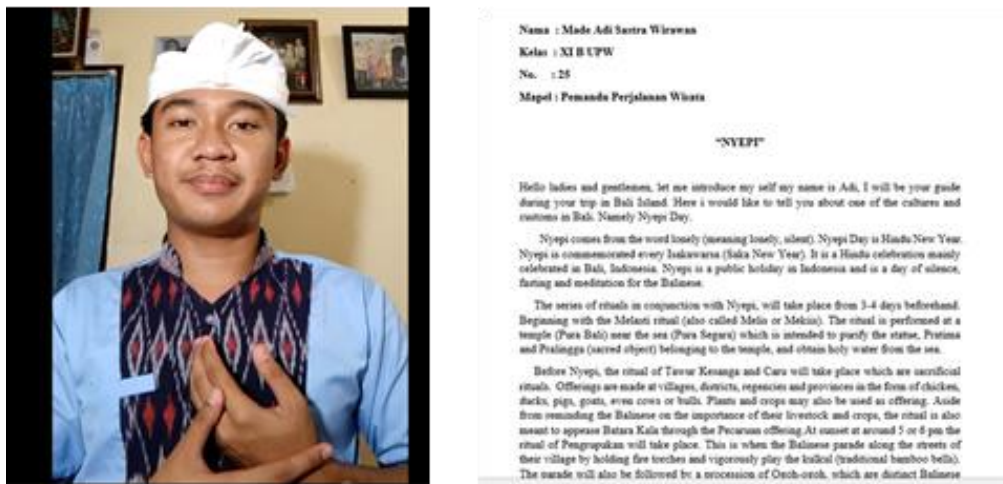


Figure 3. Students' activity in Guiding Object Commentary.

Critical thinking skill was taught where the students gained information from many sources. The teacher facilitated students in some sources, however they could add the information of their report through internet media, interview with experts, and correspondence with tourism institution. Here was they could gain many data and information about the subject which were going to be reported. Communication skill was also taught while students needed to make a video to deliver their report. They must submit their work to the teachers in a good way. In making a video, the teachers would assess their speaking skill. Creativity skill was taught while the students serve their project to the teachers. They had responsibility to make an interesting project through video. They could use their creativity in order to make the report interesting. They also could bring the commentary with the object they explain.

Travel itinerary writing was one of the English literacy activity in this school. The class who took the activity was travel management students in grade XII. Travel itinerary writing activity required the students to take much information about tourism object, tourism attraction, culture and the history of places and culture. The students must use English in every step of the activities in order to create students habit in using English. The students might find the information from Books, magazine, examples of travel itinerary and Internet. In this activity, there were so many sources that the students got in school. This school has LSP room or Certification institution in which it provided many sources for travel management students. In the Figure 4, it could be seen the students' projects in Travel itinerary writing. In travel itinerary writing, three skills of learning and innovation skills were taught namely critical thinking, Collaboration and Creativity skills. Critical thinking skill was taught in this activity while the process of Object destination inventory. This activity instructed the students to decide the destination object in which it must be varieties. The students should choose the best destination in which covers some elements such as nature, Man-Made and Mix variation of destination. Here was they needed to collect

some information in order to decide the best tour itinerary. Collaboration skill was taught when the students were divided into a group which consist of 4-5 students. In this group, they must discuss about the tour itinerary and the destinations they wanted to choose. All of the process in this activity required students to work collaboratively until the last project. They needed to divide their jobs to every member of group. They also needed to share their thoughts and ideas about the group's work. Creativity skill was taught where the students created an interesting product in a form of brochure. In this brochure they put their package of tour and itinerary that they have made previously.



Figure 4. Students' project in Travel Itinerary Writing.

Cooperative literacy program was one of English literacy activity in this school. This Literacy activity was done by Students in Hospitality department especially for grade XII students. Cooperative literacy program for this students was done in order to enhance students' literacy and ability in making food and beverage. Instead of English literacy activity, cooperative literacy program also promoted the 21st century skills taught in the whole activity. In the Figure 5, it could be seen the activities in Cooperative literacy program, Those four skills were taught in this activity such as Critical thinking skill, Collaboration skill, creativity skill and Communication skill. Critical thinking skill was taught where the students work as a team and share their ideas to find the best recipe for cooking class based on the cooking technique they get. They needed to discuss with their friends and find many information from books and internet about the recipe. They also had discussion with their friends in deciding the ingredients, steps and serving the food and beverage. Collaboration skills was taught in this activity while the students were divided into some groups which consists of 4-5 students. In this group, they needed to divide their jobs equally. They would collaborate with their friends to make the recipe and think about the preparation of cooking class. Communication skill was taught while every student had chances to explain the process, ingredients and steps in making the foods and beverages. They would use English to communicate and be customized such as in the restaurant, where they needed to explain the menu within English. Creativity skill was taught while students prepared the good decoration of table. They also needed to make garnish of foods in order to make their customer interesting with their product.



Figure 5. Students' activity in Cooperative Literacy Program.

There were challenges in teaching 21st century skills (4Cs) would be explained here namely, critical thinking skill, collaboration skill, and communication skill. The research had one observation during the implementation of English literacy activities to find the challenges. Moreover, there were also interview sections to 3 teachers which were involved in English literacy activities in this school. In this

elaboration, the researcher also put some pieces of interviews had been done to the teachers. Those teachers were involved in English literacy program in this school. The teachers gave confirmation and explanation about the challenges faced by them in implementing those activities.

Critical Thinking Skill

There were crucial problems in teaching critical thinking skill for the students in English literacy activities. In every strategy of English literacy activity, the students were expected to read the information from books or other sources. They also needed to work collaboratively in group in order to build students critical thinking in the process of literacy activities. However, in this teaching process there were two challenges became the concern of the teachers. The first challenge was the students' attitude in reading, where the students needed to read a lot of books and sources. Then they also needed to conclude the information became their knowledge. However, there were some students still duplicate the information without understanding it previously. Thus, they were also often to make a summary or writing without any credible sources. They had trend to believe in one source of information. Thus, they would not understand well the information and sometimes it became misunderstanding for the information.

Collaboration Skill

In teaching collaboration skills, the teachers had challenges on the students which became the trouble maker in the classroom. In the reading response journal, the students were not working collaboratively. However, in other strategies of English literacy activities, the students usually work in a group. Collaboration skills usually taught while they had discussion and made the project together. In the classroom, there were some trouble makers in which those students did not follow the learning activities well. They also gave impact on the cooperative learning implemented by the teachers. However, from the observation, some teachers used their individual assessment for each student. The activeness of working in a group would become individual scores for the students.

Creativity Skill

In creativity skill, there was no challenges for the teachers and students. In vocational schools, the teachers said that there were many students had good creativity. Especially in English literacy activities, the students could even use the language in their project creatively. There were also products made by them within English literacy such as making and serving foods, tours itinerary and brochure for package of tours. Moreover, the students followed competition such as poetry, short story and essay competition. Some of them were done within English. The creativity skill was also being the main focus for the students in vocational school because they were also prepared as entrepreneur after graduated from the school. However, the use of digital tools would become the challenge in the future. From the observation, this school have been trying to maximize the use of technology in another learning subject.

Communication Skill

Communication skill referred to the students' skill in communicating the project in the public. English literacy activities were required students to use English in their writing or speaking activity. There were two challenges faced by the teachers while teaching communication skill in English literacy activities. The main challenge was the degradation of self-confidence while students were asked to convey their project within English. The students usually felt anxiety to speak in front of the classroom or school field. It affected students' quality to convey their speech. Mostly students felt afraid to speak within English. Self-confidence still became the main challenge for the teachers while teaching collaboration skill in English literacy activities. Thus, the teacher needed to give students more motivations in order to make them brave to speak within English. In hospitality and travel management department, communication skill must be mastered by the students well. They would need to have direct communication to the guests in the working field. Thus, those strategies were maximizing in order to make the students speak at their last project. Instead of speaking activity, they also expressed their ideas in the written text. It could build their habit in using the language. Another challenge was the competency of the language itself. The students had problem in grammar, pronunciation, and the vocabulary.

Discussions

The literacy in 21st century learning referred to the ability to use the technology in finding and communicating the information. The literacy concept was not being changing, it has been overlapping as information literacy, multi literacy, multiple literacy, digital literacy web literacy, which are necessary for the 21st century learning (Pilgrim & Martinez, 2013). In SMKN 1 Singaraja, the 21st century skills (4Cs) were taught at the same time in the English literacy activities. The researcher also had described on the

findings about the preparation was done by the teachers to teach 21st century skills in English literacy activities, the steps in teaching 21st century skills in English literacy activities and the assessment of the 21st century skills in English literacy activities. The integration of 21st century skills (4Cs) and English literacy would be very important for the students in vocational school, especially for the hospitality and travel management students. Teaching 21st century skills in English literacy activities contributed to enhances students' English proficiency supported by the skills needed in 21st century learning.

One of the skills which is included in 21st century skills is critical thinking-skills. This skill is required for the students in order enhance their ability to solve a problem and get the solution of a problem. The students used oral reading as mainly strategy because of the memorization culture rather than to recite (Husna, 2019). The process of analyzing and inferring ideas from the text were the first step. Then, the students were participating in critical thinking and problem-solving that required them to make solutions to the problems. Critical thinking skills was taught in every English literacy activity in SMKN 1 Singaraja. It could give more interpretation of the literacy where the activities of literacy should be taught critical thinking skill. Critical thinking skills was also required in order to avoid students to create Hoax and misunderstanding of information (Padmadewi & Artini, 2018). The importance of library instruction to students' critical thinking skills and suggest implications for collaborations between discipline faculty and library faculty in service-learning courses (Kennedy & Gruber, 2020).

The other skill that should be comprehended by the students in the 21st century era is collaboration skill. In this research, it was found that collaboration skills were taught in some English literacy activities. The implementation of collaborative strategy reading was responded positively by students (Rahman, 2015). It could improve students reading comprehension significantly. From this research, it could be concluded that collaborative reading can be beneficial for improving students' reading level. The characteristics of collaborative teaching practice for the participants, the factors that might foster or hinder successful collaboration in teaching English, and the ways to improve collaborative teaching for all parties involved in such an experience of teaching (Taşdemir & Yıldırım, 2017). Collaborative teaching was taught in the process of English Literacy activities in SMKN 1 Singaraja. It made the students more active to learn with their partners.

In the process of English literacy activities, communication skill was also taught. Communication skills was taught in this literacy activities in order to make the students active to share their ideas after the process of reading activity. Communication skills was required in the 21st century era (Sugito et al., 2017). The learning activity focused on students' centered learning where allowed the students to communicate their ideas. By problem posing and presentation method could improve communication ability, confidence, courage and responsibility on their disciplines. Communication is the important skills which needs to be taught for the students (Fandiño Parra, 2013). Through good communication the students can express what they feel and the result of learning process. For the vocational high school students, creativity skill became the important skill to be taught. Brain storming could develop students' creative thinking skill in learning nutrition (Hidayanti et al., 2018). It was also pointed on the degree of creativity of the students. The role of teacher is to provide the teaching and learning process that facilitates students to practice and improve their creative thinking skills. Encouraging students to create something creatively was a key to prepare students to be successful in the future life related to the demands in 21st century (Erdoğan, 2019). In SMKN 1 Singaraja. Creativity skills was taught comprehensively, therefore there was no problems in gaining this skill for the students.

Combining English and learning and innovation skills (4Cs) in Literacy activities was an improvement to the literacy itself. It creates the new perception of the implementation of literacy. The development of multiple literacy in school could bring them to the next level of the literacy itself (Nopilda & Kristiawan, 2018). The literacy is not only meant reading books, however, they could present what they had read in a form of creations and projects. Teaching the skills in this program could teach them to pour what they had read in a work. Literacy is important for the educators, policymakers and public to understand about the advanced literacy (Murnane et al., 2012). Literacy is required the skills that children need to deal with new demands. This research focused on the systematic steps to teach 21st century skills in English literacy activities. The steps and phases can be done by teachers in order to implement 21st century learning (K. P. Dewi & Purwanti, 2019). Through the workshop done after the research, teachers also got knowledge about the requirements of our education to prepare learners in 21st century era.

English literacies were the main circumstances of the students in vocational school. In vocational school, teaching the skills comprehensively would be more crucial instead of only teaching the knowledge. The students had chances to practice more about the skills. The existence of English environment will be important to present, encompass and give shade to the context of language learning (Dewi et al., 2018). Formal and informal environment give positive income to the students' ability in learning the language. Hospitality and travel management department in SMKN 1 Singaraja focused on how implement English

literacy because of the school needed to prepare the students to work in their working places. Those two departments would have direct relationship to the native speaker in their working fields. However, the English literacy was not only done in those departments. All of the students had chances to implement English literacy. The school had facilitated it very well. The integration of English and literacy activity will be beneficial for the students to improve their English proficiency (Ayu et al., 2017). The English literacy activity builds students habit in reading and writing within English. It is expected that the students are able to communicate in English contextually. Functional literacy education by using participative learning were integrated by life skills and local potentials were proved to increase learning motivation, family economic, and life quality of learning society; the effects of functional literacy learning as an effort to lifelong learning is empowering learning society with life skills toward independence (Arbarini et al., 2015).

There might be some challenges when implementing the 21st century skills in English literacy activities. There were two challenges found out when teaching those skills in English class namely personalization, content, teaching, lesson planning and classroom management (Ainuningsih, 2018). From the result, in teaching critical thinking, collaboration and communication skills, there were some challenges were found. In digital era, the difficulties were still found by the teachers (Pratolo & Solikhati, 2020). The lack of facilitations of technology sources, school's funds, and students' readiness to learn the sources were still becoming problems. From this research, the information was also often to be misunderstanding. The impact of many information showed the lack of students' readiness to use the technology. Overall, the integration of teaching the 21st century skills and English literacy activities in SMKN 1 Singaraja run well. It was seen from the preparation, steps and assessment of each literacy activities which had prepared very well by the teachers. The first impact after the English literacy activities was seen from the students' habit in reading English books and literatures. They had higher motivation in reading English books. Moreover, through teaching the 21st century skills, the students did not only do reading activities. But, they could use their critical thinking to summarize the result of their reading. They could work collaboratively with their friends to do projects and they could communicate their projects creatively. The teachers should be smart to provide strategies to improve students reading interest (Padmadewi et al., 2018). By using those strategies, the students had more chances to develop their literacy level.

4. CONCLUSION

There were five English literacy activities that were implemented in SMKN 1 Singaraja namely reading response journal, news reading program, guiding object commentary, travel itinerary writing and cooperative literacy program. Some kinds of English literacy activities implemented in this school showed the seriousness of the school to enhance students' literacy skills and English Proficiency. The English Literacy Activities were not only implemented outside the learning time, however some subjects of learning also attached English literacy activities. In the implementation of those English literacy activities, the teachers also taught the 21st century skills (4Cs). Teaching the 21st century skills in English literacy activities are the effort of the schools to enhance the literacy quality. There were four 21st century skills were focused such as Critical thinking, collaboration, communication and creativity skills. Those skills were taught in English literacy activities in order to make the students learning other skills, not only reading and writing activities. In Vocational high school, those skills were really important to be taught, remembered that the students were prepared to work after they graduated from the school. Learning and Innovation skills (4Cs) became the main skills which were always thought in ever process of English literacy in SMKN 1 Singaraja. In teaching 21st skills (4Cs), critical thinking skill, collaboration skill and communication skill still became the attention for the students to be taught more. There were some challenges were found by the teachers while teaching those skills.

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