
Teachers' readiness in inserting the 21st-century skills in the lesson plan in teaching english

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Abstract

The 21st-century learning outcomes are essential to be achieved by the students nowadays. A lesson plan is one of the mediums used to insert the skills of the 21st century, which needed to be improved by the students. This study examined English teachers' readiness in inserting the 21st-century skills in planning the lesson in the city area and suburb area of Badung Regency. This study belonged to a case study and was conducted using a sequential embedded mixed-method, in which mixed the quantitative results with qualitative results to get more valid data. A questionnaire consisted of 17 items used to know the readiness of English teachers, combined with the results on document analysis. Based on the results of the investigation, it showed inconsistent answers of English teachers in the city area and suburb area based on the results on questionnaire and document analysis. English teachers perceived they were ready to insert the 21st-century skills but, based on results on document analysis, it showed English teachers mostly added learning and innovation skills and information, media, and technology skills in the lesson plan. It is suggested English teachers should be more ready by looking up at the standardization of the 21st-century education then combined it with attending seminars on related topics about the implementation of the 21st-century skills.

Keywords: 21st-century skills; insertion; readiness

Introduction

Every people, especially the young generation, nowadays is facing the world of the 21st century. In facing the world of the 21st century, many challenges should be passed, for example facing the era of the rapid development of technology that integrated with every aspect of life, facing the era of competition, and also the era of rapid information. As mentioned by Pacific Policy Research Centre (2010), the use of technology, information, and also way to communicate change the way how people learn about things. Pacific Policy Research Centre (2010) also adds to be successful; people should be innovative and adaptive in giving response to the new situation. They should be creative in developing technology to produce new knowledge, and also should be able to share, communicate, and also use the information to resolve multifaceted difficulties.

Teachers nowadays should deliver the course material integrated with the 21st-century education to make the students developed their skills and competencies that are suitable for the era of the 21st century. The insertion of the 21st-century skills in education is needed to be filtered. It produces 21st-century outcomes, which contain the proper skills that are needed to

be learned and developed by the students. Hashim (2014) adds that 21st-century education can be described as the aspects that consist of learning skills that are needed by the students that can be used to develop students' skills and competencies.

Students nowadays are expected to develop themselves as having the skills related to the 21st century. To fulfill that expectation, teachers take essential roles as the person who delivered the course material which integrated with 21st-century skills. As mentioned by Handayani (2017), teachers in the era of the 21st century should provide 21st-century skills by teaching the students to reach the effectiveness of 21st-century education outcomes. Handayani (2017) also added about the categorization of 21st-century outcomes which consists of the depth of the 21st century that contains the ability to ask questions, solve the problem based on real-life, think critically, being creative to find answers and use media and technology.

Pacific Policy Research Centre (2010) states that there are six elements mentioned by the partnership for 21st-century skills to cultivate the 21st century in the learning process. Those six elements highlighted on the core subjects, highlighted the learning skills, highlighted the use of 21st-century utensils, highlighted to teach in a 21st-century context, highlighted to educate the students with the content based on the 21st century, and highlighted the use of assessment based on the 21st century. Based on the six elements used to encourage the 21st-century skills, the curriculum takes roles to encourage students' skills development about 21st-century skills. It is supported by Alismail and McGuire (2015) that mention the curriculum used by the school should contain the aspects of 21st-century skills that mixed intelligence, thinking skills, media, and ICT skills, and also real-life experiences within the context of the learning material. Ginanjar and Suhadi (2018) adds that the Educational National Standards of Indonesia is needed to insert 21st-century skills in the curriculum.

Purwadhi (2019) mentions the curriculum is guidance that used for the organization of the learning process. The curriculum that is used by the teachers in Indonesia is *Kurikulum 2013*. Ahmad (2014) states based on the regulation of the Ministry of Education and Culture of Indonesia, the purpose of *Kurikulum 2013* is developing students who are committed to God, have good personalities, successful in learning, and also be a confident person who is sensible. *Kurikulum 2013* already integrated with the aspects of 21st-century education. Syamsuri and Ishaq (2010) also added the Ministry of Education and Culture of Indonesia even now adapted three concepts of the 21st-century education to develop the newest

curriculum for elementary schools, middle schools, and also higher schools. The three concepts, such as 21st-century skills, scientific approach, and even authentic assessment. A lesson plan is a guide used by the teachers, which consists of specific instructions about what will teachers do in the classroom. Moreover, Gallego (2014); Hady and Abdulsafi (2018); Yulianto et al., (2018) mention lesson plan is the fix component that consists of instruction and also organizations of activities based on the curriculum which arranged in sequences that prepare the teachers about specific instructions in specific times on particular materials.

The lesson plan used in Indonesia already adapted the concept of 21st-century education by inserting essential aspects related to the idea of 21st-century education. Furthermore, according to the Charlotte Danielson framework (as cited in Idaho Department of Education, 2016), several aspects must be inserted in the lesson plan based on the 21st-century education. The aspects are description, standards, learning outcomes, method and instructional strategies, materials, different goals based on students' needs, and also assessments.

According to Pam (2013) and BussinessDictionary.com (2020), readiness is about the level of preparedness, arrangements, and organizations to do something that already planned. Teachers need to prepare themselves to teach the course subject, which integrated with the 21st-century skills. Teachers not only need to have a good understanding of the 21st-century skills but also need to be ready to insert the 21st-century skills. Besides inserting the 21st-century skills in the curriculum, teachers also need to add the 21st-century skills in the lesson plan to get the best result in developing students' skills related to the 21st-century skills. It supported by Partnership for 21st Century learning (2015) who mentions schools need to combine system, values, curriculum, instruction, and also professional development of the educators.

Trilling and Fadel (2009) developed the framework of 21st-century skills. The framework consists of three sets of skills needed in the 21st century, namely life and career skills (leadership and responsibility skills, initiative and self-directed skills, flexibility and adaptability skills, social and cross-cultural skills, and also productivity and accountability skills), learning and innovation skills (communication skill, collaborative skill, creative and innovative skills, and critical thinking and problem-solving skills), information, media and technology skills, (information literacy, media literacy, technology literacy). Also, it comes along with 21st-century global themes (civic literacy, business, financial, economic and

entrepreneurial literacy, health literacy, environmental literacy, and global awareness literacy).

A study conducted by Harjanti (2018) showed that teachers' understanding of the 21st-century skills in the training curriculum was focused on achievement results on four standards, such as graduated competency standards, content standards, and also assessment standards. Moreover, it is shown that there was a limited study conducted concerning teachers' readiness in inserting the 21st-century skills in the lesson plan, especially in primary schools. Based on the preliminary observation, it was found that elementary school' English teachers in Badung regency used *Kurikulum 2013*, and it also found that the students did not become familiar with the 21st-century skills. It is indicated that there is a problem with the insertion of the 21st-century skills in the lesson plan. This study was conducted to investigate teachers' readiness in inserting the 21st-century skills in the lesson plan, especially in the primary schools in Badung regency. Based on the significant effect of the implementation of 21st-century skills, this study emphasized more on English teachers' readiness by looking at the implementation of the 21st-century skills in the lesson plan used by the primary schools' English teachers that teach English courses.

Materials and Methods

This study used a sequential embedded mixed-method design. An embedded mixed method is a scientific research that combines qualitative and quantitative data to get a specific result and gain a better understanding. If the quantitative and qualitative data cannot stand alone and need to support each other, it called an embedded mixed-method because the data is analyzed stage by stage. In gaining the data in this study, a questionnaire and also lesson plans used by the English teachers were analyzed. At first, the quantitative data from the questionnaire were analyzed at the first stage, then followed by the qualitative data from the document analysis which analyzing the lesson plan used by the English teachers analyzed at the second stage.

This study belongs to a case study because this study focused on knowing the readiness of primary schools' English teachers in inserting the 21st-century skills in the lesson plan in the city area and suburb area in Badung regency in the academic year 2020. In total, there were four respondents involved in this study. In order to find out English teachers' readiness in implementing the 21st-century skills in the lesson plan, there was a questionnaire that used

which consisted of 17 items related to the skills of the 21st- century. The 17 items consisted of the skills associated with the 21st century, such as life and career skills, learning and innovation skills, information, media and technology skills, and also the 21st-century global themes literacy. To support and get more validation of the data found in the questionnaire, lesson plan used by English teachers also analyzed.

After the results of the questionnaire obtained, the researcher categorized the percentages of the answers by using the categorization stated by Candiasa (2010). The categorization can be seen in Table 1. The lesson plans used by the English teachers were analyzed to reconfirm and support the data that was obtained from the questionnaire. The result obtained from the questionnaire will be compared with the result obtained from the document analysis to know whether the data supported one another or not.

Table 1. The Categorization of English Teachers' Readiness in Implementing the 21st Century Skills in the Lesson Plan

Interval	Criteria
$\bar{T} \geq 59$	Very Ready
$48 \leq \bar{T} < 59$	Ready
$38 \leq \bar{T} < 48$	Quite Ready
$27 \leq \bar{T} < 38$	Not Quite Ready
$\bar{T} < 27$	Not Ready

From Table 1, English teachers were considered very ready if the scores more than or equal to 59. They would be categorized ready if the scores more than or equal to 48 but less than 59. They were categorized quite ready if the scores more than or the same to 38 but less than 48. They were categorized not quite ready if the scores more than or equal to 27 but less than 38 and it categorized into not ready if the score less than 27.

Results and Discussion

Result

This part showed the result that was found in the questionnaire then combined with the results on observation to know the readiness of English teachers in primary schools in the city area and suburb area in inserting the 21st-century skills in the lesson plan. The result from the questionnaire about primary schools English teachers in city area in inserting the 21st century skills in the lesson plan can be seen in Table 2.

Table 2. The Result on the Questionnaire of English Teachers' Readiness in Inserting the 21st Century Skills in the Lesson Plan in City Area

No	Dimension	Score		Total
		3	4	
<i>Life and Career Skills</i>				
1	Leadership and Responsibility	II	-	2
2	Productivity and Accountability	I	I	2
3	Social and Cross-Cultural	I	I	2
4	Flexibility and Adaptability	II	-	2
5	Initiative and Self Direction	-	II	2
<i>Learning and Innovation Skills</i>				
6	Communication	-	II	2
7	Creative and Innovative	I	I	2
8	Critical Thinking and Problem Solving	II	-	2
9	Collaboration	I	I	2
<i>Information, Media, Technology Skills</i>				
10	Information Literacy	I	I	2
11	Media Literacy	I	I	2
12	Technology Literacy	I	I	2
<i>21st Global Themes Literacy</i>				
13	Civic Literacy	II	-	2
14	Global Literacy	I	I	2
15	Business Literacy	II	-	2
16	Health Literacy	II	-	2
17	Environmental Literacy	I	I	2
Total		21(62%)	13(28%)	34(100%)

Based on the results of the questionnaire, it was shown that 62% of respondents in the city area mentioned often inserted the 21st-century skills in the lesson plan. Specifically, for the insertion of life and career skills in the lesson plan in the city area, it is shown that most of the respondents answered often inserted leadership and responsibility skills, productivity and accountability skills, social and cross-cultural skills, initiative and self-directed skills, and also flexibility and adaptability skills. Next, for the insertion learning and innovation skills, it was shown that the respondents mostly answered often inserted communication skills, creative and innovative skills, critical thinking and problem-solving skills, and also collaboration skills. For the insertion of information, media, and technology skills, it is shown that the respondents mentioned often and always inserted those skills in the lesson plan. For the insertion of 21st-century global themes, it is shown that the respondents mostly often inserted civic literacy, global awareness literacy, financial literacy, health literacy, and environmental literacy. Moreover, based on Table 1 about the categorization, the English teachers in the city area were categorized ready to insert the 21st-century skills in the lesson plan.

Furthermore, for the result of primary school English teachers in suburb area in inserting the 21st century skills in the lesson plan can be seen in Table 3.

Table 3. The Result on the Questionnaire of English Teachers' Readiness in Inserting the 21st Century Skills in the Lesson Plan in Suburb Area

No	Dimension	Score			Total
		2	3	4	
<i>Life and Career Skills</i>					
1	Leadership and Responsibility	-	I	I	2
2	Productivity and Accountability	I	-	I	2
3	Social and Cross-Cultural Skill	-	I	I	2
4	Flexibility and Adaptability	I	-	I	2
5	Initiative and Self Direction	I	-	I	2
<i>Learning and Innovation Skills</i>					
6	Communication	-	-	II	2
7	Creative and Innovative	-	I	I	2
8	Critical Thinking and Problem Solving	I	-	I	2
9	Collaboration	-	I	I	2
<i>Information, Media, Technology Skills</i>					
10	Information Literacy	-	I	I	2
11	Media Literacy	-	I	I	2
12	Technology Literacy	-	II	-	2
<i>21st Global Themes Literacy</i>					
13	Civic Literacy	I	-	I	2
14	Global Literacy	-	I	-	1
15	Bussiness Literacy	I	-	I	2
16	Health Literacy	I	-	I	2
Total		7(21%)	10(30%)	16(48%)	33(100%)

From Table 3, it was found that 48% of the respondents in the suburb area mentioned always inserted the 21st-century skills in the lesson plan. The respondents answered always inserting life and career skills which consist of leadership and responsibility skills, productivity and accountability skills, social and cross-cultural skills, flexibility and adaptability skills, and also initiative and self-directed skills. Then, for the insertion of learning and innovation skills, the respondents mentioned always inserted communication skill, creative and innovative skills, critical thinking and problem-solving skills, and also collaboration skills. Next, for the insertion of media, information, and technology skills, it was found that the respondents mentioned often inserted those skills. For the insertion of the 21st-century global themes, it is shown that the respondents always inserted global awareness literacy, civic literacy, financial literacy, health literacy, and also environmental literacy. In inserting the 21st-century skills in the lesson plan, after the results were categorized, the English teachers in the suburb area were categorized into ready.

For the analysis of the insertion of the 21st century skills in the lesson plan used by the primary schools' English teachers in the city area can be seen in Table 4.

Table 4. The Result in Analyzing the Lesson Plan Used by English Teachers in City Area

No	Dimension	No	Yes
<i>Life and Career Skills</i>			
1	Leadership and Responsibility	-	✓
2	Productivity and Accountability	✓	-
3	Social and Cross-Cultural Skill	✓	-
4	Flexibility and Adaptability	✓	-
5	Initiative and Self Direction	-	✓
<i>Learning and Innovation Skills</i>			
6	Communication	-	✓
7	Creative and Innovative	-	✓
8	Critical Thinking and Problem Solving	-	✓
9	Collaboration	-	✓
<i>Information, Media, Technology Skills</i>			
10	Information Literacy	-	✓
11	Media Literacy	-	✓
12	Technology Literacy	-	✓
<i>21ST Global Themes</i>			
13	Civic Literacy	-	✓
14	Global Literacy	✓	-
15	Bussiness Literacy	✓	-
16	Health Literacy	✓	-
17	Environmental Literacy	✓	-
Total		7	10

Looking at the result on the analysis on the lesson plan that used by the teachers, the respondents in city area only inserted 59% (10 out of 17 skills) in the lesson plan, such as two life and career skills (leadership and responsibility skills, and also initiative and self-direction skills), four learning and innovation skills (communication skill, creative and innovative skills, critical thinking and problem-solving skills, and even collaboration skill), three information, media and technology skills (information literacy, media literacy, and technology literacy), and only one skill related to 21st-century global themes literacy (civic literacy).

For the analysis of the insertion of the 21st century skills in the lesson plan used by the primary schools' English teachers in the suburb area can be seen in Table 5. Moreover, in the suburb area, the respondents only inserted 53% (9 out of 17) skills in the lesson plan, such as three life and career skills (leadership and responsibility skills, flexibility and adaptability, and also initiative and self-direction skills), four learning and innovation skills (communication skill, creative and innovative skills, critical thinking and problem-solving skills, and even collaboration skill), and also two information, media, and technology skills (media literacy, and technology literacy).

Table 5. The Result in Analyzing the Lesson Plan Used by English Teachers in Suburb Area

No	Dimension	No	Yes
<i>Life and Career Skills</i>			
1	Leadership and Responsibility	-	✓
2	Productivity and Accountability	✓	-
3	Social and Cross-Cultural Skill	✓	-
4	Flexibility and Adaptability	-	✓
5	Initiative and Self Direction	-	✓
<i>Learning and Innovation Skills</i>			
6	Communication	-	✓
7	Creative and Innovative	-	✓
8	Critical Thinking and Problem Solving	-	✓
9	Collaboration	-	✓
<i>Information, Media, Technology Skills</i>			
10	Information Literacy	✓	-
11	Media Literacy	-	✓
12	Technology Literacy	-	✓
<i>21st Global Themes</i>			
13	Civic Literacy	✓	-
14	Global Literacy	✓	-
15	Bussiness Literacy	✓	-
16	Health Literacy	✓	-
17	Environmental Literacy	✓	-
	Total	8	9

Discussion

Based on the results obtained from the questionnaire and also the analysis of the lesson plan used by the English teachers in the city area and suburb area, it was found that there were different answers. The respondents from both schools showed inconsistency when they answered the questionnaire and the analysis of lesson plan. It can be seen from English teachers seemed ready to insert 21st-century skills in the lesson plan, but in reality, the lesson plan used by the English teachers shown only a few 21st-century skills inserted. Not all of the 21st-century skills had been inserted in the lesson plan used by the English teachers. It can be stated that even though the results on the questionnaire shown that English teachers in the city area and suburb area were ready to insert the 21st-century skills in the lesson plan, yet it was not coherent with the results found on the document analysis.

If the result of this study compared with the results of the previous study that was conducted by Valli et al. (2013), it showed the same characteristics. The results of the previous study showed that the participants only inserted a few 21st-century skills, such as collaboration skills, thinking skills, and also ICT Literacy in the lesson plan. From that situation, it is shown that the respondents mostly inserted learning and innovation skills, and

also information, media, and technology skills when they were planning the lesson. Similar to this present study, the respondents mostly inserted learning and innovation skills and also information, media, and technology skills in the lesson plan. It indicated that the same problem arose in the process of insertion of the 21st-century skills in the lesson plan.

As 21st-century teachers, teachers are expected to insert all of the skills related to the 21st-century skills to build good outcomes for the 21st-century students. According to Rusdin (2018), curriculum nowadays is needed to insert the essential points of the 21st-century skills. Besides, Riadi (2019) also added that the use of *Kurikulum 2013* emphasizes more in improving students' characters, students' cognitive skills, assessing students by using various learning resources. The various learning resources that can be used to assess the students are using books, accessing information via the internet, learning about social contexts by looking at the real-life situation.

As mentioned before, Indonesia nowadays uses *Kurikulum 2013*. Putra (in 2014, as cited in Riadi, 2019) states that one of the significant contents that adjusted in *Kurikulum 2013* is emphasizing the integration of listening, reading, speaking, and also writing. Moreover, based on Partnership for 21st Century learning (2015), it is mentioned the significances of 21st-century education, such as to build understanding among and across the subjects and 21st -century education global themes, to emphasize very well understanding rather than superficial understanding, to involve students with the real-life situation and also to allow multiple measurements of mastery building.

Harjanti (2018) mentioned that the implementation of character education and also 21st-century skills already in line with the enactment of *Kurikulum 2013*. From that statement, it is already in line with the facts found in this present study, where the schools in the city area and suburb area in Badung Regency already used *Kurikulum 2013*. Moreover, as the following stages in planning the lesson, the lesson plan that made by the teachers needs to look forward to the expectation of *Kurikulum 2013* which expects students to develop personal students as well as interpersonal skills.

Compared with the result of this present study, the respondents already inserted 21st-century skills to develop personal skills. Moreover, looking at the result in analyzing the lesson plan, it is shown that the respondents tried to develop interpersonal skills by inserting religiosity, nationalism, independence, cooperation, and also integrity in the core subject of the lesson plan. From the results found, it can be stated the respondents in the city area, and

also suburb area understood about the characteristics of *Kurikulum 2013*. Thus they could insert important points if *Kurikulum 2013* 3 in the lesson plan. In addition, a previous study conducted by Padmadewi et al. (2018) showed the importance of character building and literacy, which needed to be developed by the 21st-century student. Similar to the results found in this present study, it is shown that the lesson plan used by the English teachers already inserted character improvement. Those character improvements are developing honest behaviour, being responsible, being discipline, courtesy, caring, confident in interacting with family, friends, teachers, and also neighbours.

Furthermore, looking at the characteristics of the 21st-century lesson plan, according to Charlotte Danielson about the framework of the 21st-century lesson plan (as cited in Idaho Department of Education, 2016) several points must be set in in the lesson plan, such as description, standard, learning outcomes, methods, and instructional strategies, material, consideration of different goals based on the diverse needs of students, and also assessment. After the lesson plan designed by the respondents have been analyzed, it is shown that the lesson plan used by the respondents already inserted the description of the course subject, the standard competency, the purpose of learning in which it assimilated with the learning outcomes, the methods and instructional strategies, the course material, and also the assessment that the English teachers did. Only points of different goals based on different needs did not insert by the English teachers.

As mentioned before, the points of different goals based on the different needs of students did not insert in designing the material in the lesson plan. Moreover, in creating course subject which integrated with the 21st-century skills, different goals and different needs of students is needed to take into account by the teachers to know the capacity of the students thus make students successful in the process of teaching-learning. By looking at the different needs of the students, it also becomes the aspects of how ready the teachers inserted the 21st-century skills by looking at the students' capability so that the teachers could insert the skills which suitable for the course subject. Menggo et al. (2019) also mentioned that analysis of students' needs is precious for the English teachers in making decisions in the process of designing course subjects. The benefits of concerning the students' needs could support the teachers in measuring students' accomplishments. As mentioned before, the consideration of students' need in planning the lesson is valuable because it could make the teachers did not generalize students' needs to achieve students' good outcomes. It is because every student has their uniqueness that could not be treated as well as other students.

Partnership for 21st Century learning (2015) also emphasizes on the 21st-century curriculum and also instruction. It is stated that teachers need to focus on affording opportunities for inserting 21st-century skills through improving the competency of the students. Teachers also need to enable creative and innovative methods in learning that is integrated with the use of compassionate technology, integrated with problem-solving based approaches and also higher-order thinking skills. The last, teachers need to boost the integration of collaboration with the community resources rather than inside the school.

From the 21st century standard and also about 21st-century curriculum and instruction, it can be stated that English teachers should look at those aspects while planning the material based on *Kurikulum 2013*. It means that in constructing and planning the lesson, English teachers should take consideration in many aspects, such as the standard in *Kurikulum 2013* and standard in the 21st-century education curriculum. English teachers also need to take consideration in the instruction to get the best result, and inserting all of the aspects of 21st-century skills in the teaching and learning process.

According to Harjanti (2018), to prepare students to be competitive, students need to develop students' character with the competency of the 21st century, such as critical thinking, creative thinking, communication, and collaboration. Compared with the result of this study, the respondents mostly inserted learning and innovation skills, which consist of communication skills, creative and innovative skills, critical thinking, and problem-solving skills, and also collaboration skills. It is related to the result that was found in the previous study and also in this study; it is shown that the respondents only focus on inserting learning and innovation skills. The respondents did not look forward to the other skills, such as life and career skills, information, media and technology skills, and also the 21st-century global themes literacy which are essential to be learned by the students as well as developed learning and innovation skills.

Moreover, Zubaidah (2016) states that teachers in the 21st century are not proficient teachers who can be engaged in every topic and curriculum. Still, they must be experts in looking for something new with their students, know how to do something, know how to know something, or use something to do something new. In making the English teachers are proficient with the 21st-century development, the teachers are needed to look forward on the standardization of the 21st century. The ways to make teachers engaged with 21st-century development such as the teachers need to develop their professional development.

Partnership for 21st Century learning (2015) prepares the standard for the 21st-century learning environment, such as English teachers need to build learning practices supported by the physical environments and expected to promote teaching and learning has excellent 21st-century education outcomes. Then, English teachers need to encourage teaching and learning by using face to face communication and also online communication with the international community. Besides, teachers need to make students involved in the real world of the 21st century by creating project-based learning. Then, teachers need to promote the use of technologies and other learning tools. Similar suggestion was also pointed out by Widyanti et al., (2019) eventhough teachers deal with some problems in using technology for learning such as insufficient facility and students' unfavourable attitude toward technology.

As mentioned before, to make the English teachers more ready in inserting the 21st-century skills in the lesson plan, the teachers should develop their professional development as 21st-century teachers. Handayani (2017) mentioned eight personalities that should be improved by the 21st-century teachers. The first is being adaptor. The teachers are expected to adopt the newest curriculum and situation based on 21st-century education and students' needs. The second one is being the visionary who able to know the possibility of using technology and relate the use of technology with the curriculum to support the teaching and learning process. The third one is a collaborator who can collaborate with the use of media and also technology with students' needs. Here, teachers also expected to develop professional expertise by collaborating with other teachers. The fourth is being a risk-taker who can take risks about the decisions that have been taken in the teaching and learning process. The fifth one is learners who always learn unstoppable to accept the changes that happen anytime when it is needed. The sixth one is a communicator who can be an expert in using technology which allows them to collaborate and communicate with students, students' parents, and also other colleagues. The seventh one is a model of the students who always show the attitude of being tolerant.

Based on the discussion above, it is shown that English teachers in the city area and suburb area in Badung regency were quite ready in inserting the 21st-century skills in the lesson plan. It is because the English teachers in both areas mostly already take consideration at some essential points that should be managed in inserting the 21st-century skills in the lesson plan, but some points must be treated as well, such as the students' needs that are needed to take into account and the planning course which is not only focused to insert learning and innovation skills, but also other skills, such as life and career skills, information,

media, and technology skills and also the 21st-century global themes because all of the skills are integrated and connected each other to develop students' personal and interpersonal skills that can be used to make the young generation nowadays ready to face the era of the 21st century.

Conclusion

English teachers in the city area and suburb area perceived that they were ready to insert the 21st-century skills in the lesson plan. However, based on the results on document analysis, English teachers only inserted a few skills of the 21st-century skills and mostly only inserted learning and innovation skills and also information, media, and technology skills.

Moreover, the English teachers in the city area and suburb area must be more focus on inserting the 21st-century skills. The teachers should look at the obligation and standardization of curriculum 2012 as well as the standardization of the 21st-century skills to make English teachers more ready in inserting the 21st-century skills in the lesson plan by using proper and strategic ways to produce excellent 21st-century students' outcomes.

To make the teachers more ready to insert the 21st-century skills in the lesson plan, the English teachers should develop their competency as wells as develop students' competency by upgraded teachers' personal development which suitable in the era of the 21st century. As English teachers, it is needed to have a good understanding of 21st-century skills before implementing 21st-century skills in the lesson plan. Teachers also needed to be flexible and also really working out in planning the lesson, by not only looking at the rules and also an obligation in the *Kurikulum 2013* but also needed to look upon the standardization of 21st-century education in implementing 21st-century skills in the lesson plan. Then, teachers' professional developments, seminars, discussion sessions, and also colloquium on related topics about 21st-century skills are upgraded. It is needed to make the teachers not only understand well about the 21st-century skills but also ready to insert 21st -century because the teachers know the proper way to add the 21st-century skills in the lesson plan. Furthermore, conducting other studies is recommended, especially continuous study about implementing the aspects of 21st-century education to see the development of English teachers' readiness in facing the 21st-century students in the world of the 21st century.

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