The Integration of 6Cs of the 21st Century Education into English Skills: Teachers' Challenges and Solutions

Adani Shabrina[1], Utari Praba Astuti[2]

[1,2]Pendidikan Bahasa Inggris-Universitas Negeri Malang

INFO ARTIKEL	ABSTRAK
	Abstract: In the 21st Century education, the 6 competencies are necessarily integrated into the classroom remembering the importance to complete students with better competencies. In line with the 6Cs integration, teachers' challenges and solutions also need to be known. This study investigates English teachers' challenges in integrating 6Cs of the 21st Century education into English integrated skills, and their solutions to cope with the challenges. This qualitative study elicited data from 20 English teachers through a questionnaire and an interview. The findings showed that students' low motivation and poor vocabulary, time management, the difficulty in integrating some competencies and designing lesson plans were the challenges faced by teachers in integrating the 6Cs. Then, to cope with the challenges, teachers conducted group work and games, provided interesting videos, used a timer to manage the time, looked for references and discussed with other teachers to create lesson plans. **Abstrak:** Pada pendidikan abad ke 21, keenam kompetensi (6C) perlu diintegrasikan ke dalam kelas mengingat pentingnya melengkapi siswa dengan kompetensi yang lebih baik. Sejalan dengan pengintegrasian 6 kompetensi, tantangan dan solusi guru juga perlu diketahui. Penelitian ini menyelidiki tantangan yang dihadapi oleh guru bahasa Inggris dalam mengintegrasikan enam kompetensi pendidikan abad ke-21 ke dalam keterampilan terintegrasi bahasa Inggris, dan solusi mereka untuk mengatasi tantangan tersebut. Studi kualitatif ini mengumpulkan data dari 20 guru bahasa Inggris melalui kuesioner dan wawancara. Hasil penelitian menunjukkan bahwa tantangan yang dihadapi guru yaitu kurangnya motivasi siswa dan kosakata Bahasa Inggris, manajemen waktu, kesulitan dalam mengintegrasikan beberapa kompetensi dan merancang rencana pelajaran. Untuk mengatasi tantangan tersebut, guru mengadakan kerja kelompok dan permainan, menyediakan video yang menarik, menggunakan pengatur waktu, dan mencari referensi sekaligus berdiskusi dengan guru lain untuk membuat rencana pembelajaran.

Alamat Korespondensi:

Adani Shabrina
Pendidikan Bahasa Inggris
Universitas Negeri Malang
Jalan Semarang 5 Malang
E-mail: adani.shabrina.1902217@students.um.ac.id

In the 21st Century, the educational system develops swiftly following the global education requirements. The Ministry of education decides to develop educational systems to improve the quality of educational practices and prepare qualified graduates who will be ready to face global development, the globalized society of the future, and the demands of the workplaces. According to PISA (2012), education is required to complete students with learning activities that can encourage them to be active, responsible, and engaged people. They also have a progressive mindset.

One of the changes in the educational system is that nowadays, education must be geared toward the integration of 21st Century competencies. The Ministry of Education and Culture of Indonesia has adopted the 21st Century competencies to improve the Curriculum 2013 for elementary schools to senior and vocational high schools (Murti, 2015). The revised Curriculum 2013 is an integrated form of work among the reconstruction of passing grade competency, suitability and adequacy, expansion, materials advancement, learning revolution and evaluation reform (Hendrayana, 2013).

The 21st Century competencies adopted into the Curriculum consist of 6 terms, abbreviated as 6Cs of the 21st Century education. The 6Cs stand for Critical thinking, Creativity, Collaboration, Communication, Culture/Citizenship, and Character education/connectivity. Critical thinking means an activity or ability to filter, analyse, and criticize every piece of information that has been received, then synthesize the information to fit their skills (Miller, 2015; Fullan, 2015). This ability enables students to process the information they had gotten either from their environment or media to their brain, then on the next stage, it encourages students to be able to assess and decide the accuracy, take meaningful concepts, take actions from the information, and think solutions. In addition, students require to develop critical thinking since it assists them to be active and effective lifelong

learners, achieve understanding, assess different insights, improve problem-solving skill which leads them to empowerment, share their perspectives, and develop appropriate criteria for analysing their thinking. Obaid (2021) adds their findings that the integration of critical thinking can enhance students' English skills.

Creativity is a cognitive concept linked to creative thinking and innovation in deciding actions. It is a product, process or interaction that creates new perspectives, thoughts, and objects. It also means a process of sensing problems, deciding on possible solutions or alternatives, hypothesising, testing, and evaluating the findings (Torrance, 1970). Every student can be creative in using the language, and later, the language enables them to create new associations, playful combinations, and new understandings (Maley & Bolitho, 2015). The skill promotes students to be unique and to have extraordinary imagination and intelligence. Creative activities can encourage students to express what they have learned in a new way (Oxford University Press ELT, 2013).

Collaboration is an activity of sharing responsibility and accountability Saleh (2019) to accomplish tasks based on purposes. For the 21st Century world, collaboration means students participate in authentic and purposeful cooperative learning opportunities and create new knowledge together (Sharratt & Planche, 2016). It also refers to the students working together to share their thought and difficulties as well as finding solutions to the problems. This activity can encourage students' openness to diverse understanding, activate their mutual respect and increase teamwork. Collaboration is considered an important educational outcome since organizations have increasingly moved to a team-based work environment. Realizing that collaboration has been increasingly needed in education and the workplace, it can no longer be only about students communicating and cooperating in groups, yet about the purposeful and meaningful engagement accompanying collaboration.

Communication is an action to deliver perspectives or understanding in an interactive and meaningful way to pair, group, as well as through class presentation. It has four purposes which are to inform, instruct, motivate, and persuade (Miller, 2015). This competence also provides students with the opportunity to communicate with their peers, share and defend thoughts, deliver different conceptual frameworks, and be actively involved in communicative activities (Srinivas, 2011). In addition to their students' development of oral and written communication especially in English, EFL teachers should also promote ICT as a learning tool in the classroom.

Culture (Miller, 2015) or Citizenship (Fullan, 2015) is summarized as the ability to relate to everything surrounding us, realize different cultures, respect habits; privacy of other people; and the origin of communities as well as the values and beliefs held by them. The competence can prevent students from attitudes of being unable to accept minority cultures, and to act tolerantly toward foreign cultures. It is important to integrate since it can help students distant from discriminating and stereotyping yet support and appreciate the cultural richness of the communities (Alanay & Aydin, 2016). The last C is character education or connectivity, where students are fostered to be able to act properly for themselves and people around and connect to other people around them. Character education is integrated considering the importance of improving students' character and understanding of values and morals. Whereas connectivity is addressed due to the importance of accustoming students to utilize technology in their life, and later, they can connect with other people to support a better world. During the process, teachers should foster their desire to become caring, responsible, and contributing people (Anugerahwati, 2019). Today, technology can swiftly change the way people view the world and connect with people around the globe.

Some benefits can be taken by integrating 6Cs into the teaching and learning process. First, it can excel students to be competent language users, critical thinkers, and constructive social change agents (Sun, 2016). Associating students with 6Cs will support them in achieving essential goals for smart growth and sustainability. Students will also have the additional and newest competence required in this era. Having students who have advanced competence is very beneficial to expand the education outcomes in our country as well as to ease them to compete in the global advancement later. In addition, by integrating 6Cs into English integrated skills, students can get double benefits, both developing English skills and 6 competencies of the 21st Century education since they learn in an integrated manner.

Due to the importance, 6Cs should be considered for integration into the learning process as mandated in the revised curriculum (Scott, 2015). As educators, we must consider fundamental changes that are currently taking place in the 21st Century education, and importantly, consider how the changes can impact English teaching practices. This change in the educational system surely impacts English learning in EFL classrooms, but English practitioners, as well as teachers, must be ready to follow the new way of learning and create learning practices based on the system decided. When previously, English teachers are struggling to successfully implement the integrated skill approaches, they are now also challenged to integrate the 21st Century competencies into EFL integrated skills teaching and learning.

In integrating the 6Cs, teachers play an important role to assist students to achieve their educational goals optimally. Thus, teachers must design the learning practices creatively based on the requirement of the era to improve students' skills maximally. There are two main roles of teachers in the classroom; teaching and managing classroom activities. They also arrange lesson plans for the learning process as well as integrate the 6Cs into integrated skills. So, nowadays, many teachers integrate 6Cs into English integrated skills to keep up with the development of the global educational system. Incorporating 6Cs can be in the terms of instruction, information, problem-solving, motivation, and evaluation of students' learning. Teachers provide

instructions to the students based on the concept of critical thinking, creativity, collaboration, communication, culture/citizenship, and character education/connectivity competencies.

Several preliminary studies have been done, and they mainly focus on the implementation process of 4Cs in the classroom (Rizkiah, 2019; Ainuningsih, 2018; Pardede, 2020), and the measurement of 6C levels among trainee teachers in the teacher training institute (Karim et al., 2020). In contrast, the present study offers essential issues of difference. Firstly, it takes all of the 6Cs rather than only 4Cs to be investigated in this study. Secondly, it investigates the teachers' challenges in integrating 6Cs into English integrated skills. Thirdly, it also describes solutions done by teachers in facing their difficulties in integrating 6Cs into English integrated skills. In addition, the reason for conducting this study is that little is known about the teachers' challenges in integrating 6Cs into English integrated skills, as well as their solutions to cope with the challenges. The existence of the findings of teachers' challenges and solutions in integrating 6Cs can be important data and other teachers' insights in integrating 6Cs successfully as well as preventing failures in the learning practices. By reference to the preliminary studies and issues of 6Cs integration, the present study is aimed to investigate (1) Teachers' challenges in integrating 6Cs of the 21st Century education into English integrated skills and (2) teachers' solutions to cope with the challenges faced in integrating 6Cs into English integrated skills.

METHOD
Research Design

This qualitative study used the grounded theory approach since it was a good method for analysing data and building theory from social study data. The data were obtained through an open-ended questionnaire which allows for more meaningful and in-depth reflection. The questionnaire was in the form of Google Forms and shared with each targeted participant one by one since the participants were selected based on the research needs. Then, the researcher conducted an unstructured or in-depth online interview with certain participants. The interview was only done with certain participants because the researcher needed clarification and explanation in more detail of their responses in the questionnaire, while the responses from other participants were clear and adequate to be processed. The interview had approximately 45 minutes for each participant. Online recorder and researcher's note were used during the interview process to support gaining the data and avoiding the missing data that had been disclosed by participants.

Research Subjects

This study involved 20 English teachers from public senior high schools in Malang. To select the subjects, this study used purposive sampling by deciding the benchmarks for selection either included or excluded in this study (Etikan, 2016). The benchmarks were: (1) the teachers must represent and teach in Malang; (2) they graduated from English Department and taught English, and more importantly; (3) they had experience and understanding of the integration of the 6Cs of the 21st Century education into English integrated skills.

Data Analysis Procedures

After the data was collected, it was analyzed in two steps. First, the researcher analyzed the questionnaire to get an understanding of teachers' challenges in integrating 6Cs in the classroom as well as their solutions to cope with the challenges. The detailed steps were shown in figure 1.

Second, the results of the interview were transcribed and then analyzed by coding. It aimed to classify the data obtained to found out an outline of the ideas of the study (Saldana, 2018). First, the data that had been obtained was examined through open coding techniques to take the temporary concept. Then, the data relevant to the research objectives were taken and classified. Finally, the data on the questionnaire and the results of the interview were summarized and reported.
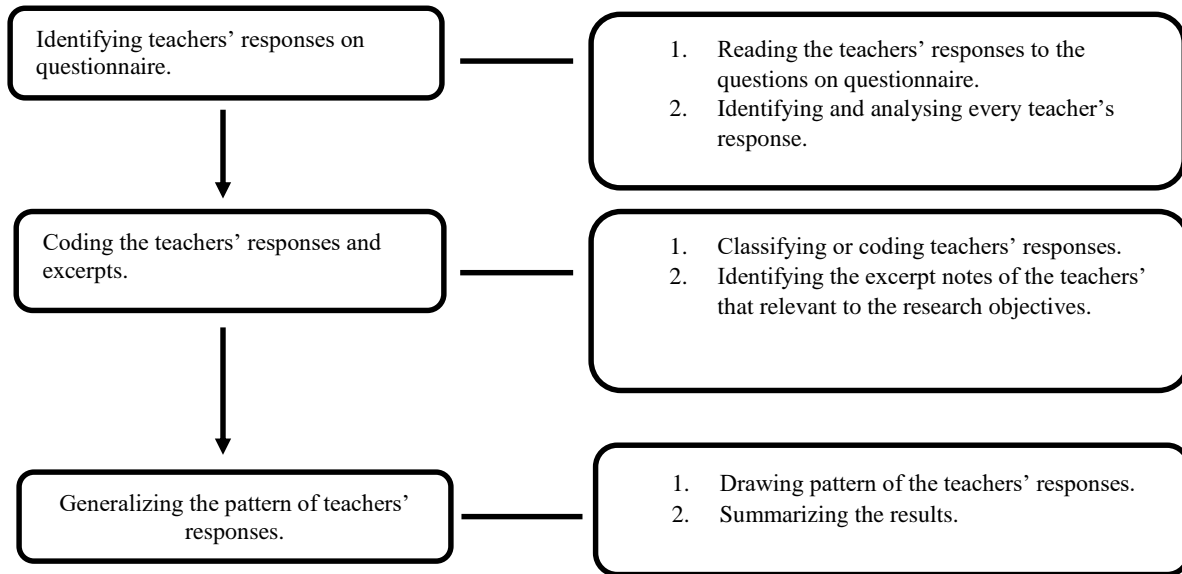
| Identifying teachers' responses on questionnaire. | 1. Reading the teachers' responses to the questions on questionnaire.
2. Identifying and analysing every teacher's response. |

| Coding the teachers' responses and excerpts. | 1. Classifying or coding teachers' responses.
2. Identifying the excerpt notes of the teachers' that relevant to the research objectives. |

| Generalizing the pattern of teachers' responses. | 1. Drawing pattern of the teachers' responses.
2. Summarizing the results. |

Figure 1. Data Analysis Procedure

FINDINGS

Teachers' Challenges in Integrating 6Cs of the 21st Century Education into English Integrated Skills

Based on the results of the questionnaire and interview, the researcher found that there were some challenges faced by teachers in integrating 6Cs in their classroom, as described in figure 2.
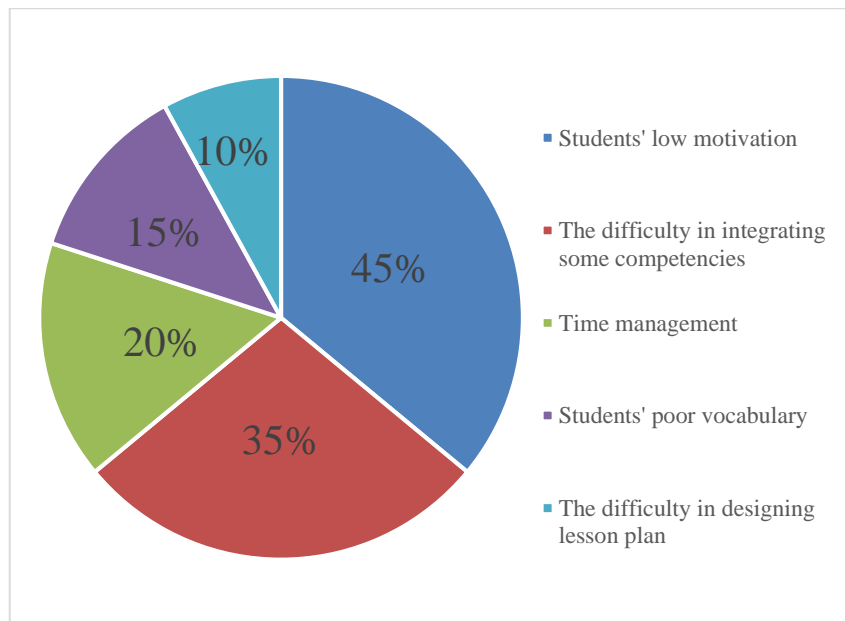

Figure 2. Teachers' Challenges in Integrating 6Cs of the 21st Century Education into English Integrated Skills

As shown in Figure 2, it was found that there were 5 challenges faced by teachers in integrating 6Cs in the class. The toughest challenge faced by teachers was students' low motivation and the lightest challenge was creating a lesson plan covering 6Cs integration. The detailed explanation and expressions of teachers' challenges are reported in the following.

Students' Low Motivation

Students' low motivation in learning was the challenge that was most revealed by teachers. They found that some students still had low motivation in joining the class activities although the teachers already applied interesting activities that were suitable for their needs and levels. As a result, teachers could not integrate 6Cs smoothly, especially with students who had low motivation. Furthermore, the low motivation also impacted their activeness during the learning process. In this regard, Teacher 5 said:

It was very hard to integrate the 6Cs smoothly because there were still some students who were not motivated to join the learning process. Some students were enthusiastic about joining the class activities, whereas some of them were not. So, the integration of 6Cs sometimes did not run as expected.

Teacher 12 also said that the low students' motivation also impacted students' activeness in class:

One of the challenges I found in integrating 6Cs was students' low motivation. I saw some students having low motivation, so they were not active and interested in joining the class activities. Some of them also had a bit late a way of thinking and learning absorption. It surely impacted their learning progress and the smooth integration of 6Cs.

The Difficulty in Integrating some Competences

The second challenge stated by teachers was the difficulty of integrating several competencies such as critical thinking, creativity, written communication, and culture, as stated by Teacher 11:

Creative and critical thinking were not implemented by all students. The teacher encouraged students to be critical, but they rarely provided arguments in class. Besides that, it was difficult to encourage students to be more creative in learning such as in doing tasks and creating new things.

Teacher 1 added:

Some competencies were difficult to integrate, such as written communication skills, creativity in stimulating students' creative thinking to collect questions, and critical thinking skill in evaluating students' ideas, identifying, and solving a problem.

Teacher 20 also stated:

Students always needed simulation to think critically, especially in doing tasks and class discussions. If I did not monitor them, they would not try to think critically. It was also very hard to find creative students. I found most of the students' tasks were almost the same even though I had asked them to create the tasks differently.

Time Management

Time management must be a big concern in running the teaching and learning process. If the time was well-managed, all activities could be done smoothly as planned. However, some teachers found it difficult in managing the time, so, some activities had not done well, as Teacher 8 expressed:

It was hard to manage the time well because many activities should be covered. I had tried to limit the time for each activity, but sometimes students needed more time to finish a task in each activity.

Teacher 10 also said:

The challenge was managing the time well. So, sometimes, in one meeting, several activities could not be carried out well. In addition, some activities that had not been finished in one meeting should be continued to the next meeting. As the result, the time allocation for the next meeting was limited.

Furthermore, Teacher 7 revealed:

Integrating 6Cs was very interesting, but we must be smart to split the time for every activity. We also had to consider that each activity was important and needed enough time to do. Indeed, every teacher wanted to implement what had been planned in the lesson plan smoothly, but sometimes the time allocation was not enough.

Students' Poor Vocabulary

Most teachers revealed that the lack of students' vocabulary is one of the challenges in integrating 6Cs smoothly in the classroom. Furthermore, they were senior high school students who learned English at school for a limited time. They also tend to understand simple vocabulary related to their daily lives. Besides that, the challenge was also exacerbated by the low competence of students in receiving the material, as Teacher 3 said:

The challenge was a very common thing, namely students' poor vocabulary. The students usually used Bahasa in discussing the task with their groups because they lack vocabulary. They also used an online dictionary to help them in answering the teacher's questions and finishing the task. Sometimes, it was ok to use Bahasa, but, because the subject was English, they were also required to have enough vocabulary and tried to communicate using English during the learning process.

Teacher 4 added:

One of the challenges was the lack of students' vocabulary. It was really hard to integrate critical thinking, communication, and culture in the class if the students had limited vocabulary. The 3 competencies required students to have enough vocabulary especially in communicating their ideas to the class and discussing cultural things which mostly contained a broader vocabulary.

The Difficulty in Designing Lesson Plan

Some teachers realized that it was difficult to design the lesson plan, specifically the class activities and materials that integrated the 6Cs and were suitable to students' levels and need. Teachers also revealed that it needed more attention and carefulness in creating materials since it was an important medium to deliver the topic. Here are the statements of some teachers:

Teacher 15 revealed:

There was one big challenge before integrating 6Cs in class, which was creating the lesson plan. We should realize that the lesson plan must be suitable to students' levels and needs, the class activities must be interesting to create joyful 6Cs learning, and the materials should be meaningful and comprehensive.

Teacher 6 also said:

Designing the lesson plan especially arranging the class activities and creating materials was very difficult to do. It was because it needed us to be very careful and creative. In addition, it was the main thing to successfully integrated the 6 competencies.

Teacher 13 added:

Sometimes, it was difficult to arrange the class activities because I paid attention to the students' interest in learning and their outcomes. I always tried to make interesting and meaningful class activities, so students could enjoy learning.

Teacher's Solutions to Cope with the Challenges in Integrating 6Cs into English Integrated Skills

After investigating teachers' challenges in integrating 6Cs, then the researcher asked about how they overcame the challenges in integrating 6Cs. It was found that teachers had various solutions to cope with the challenges that they faced in the class, as shown in Figure 3.
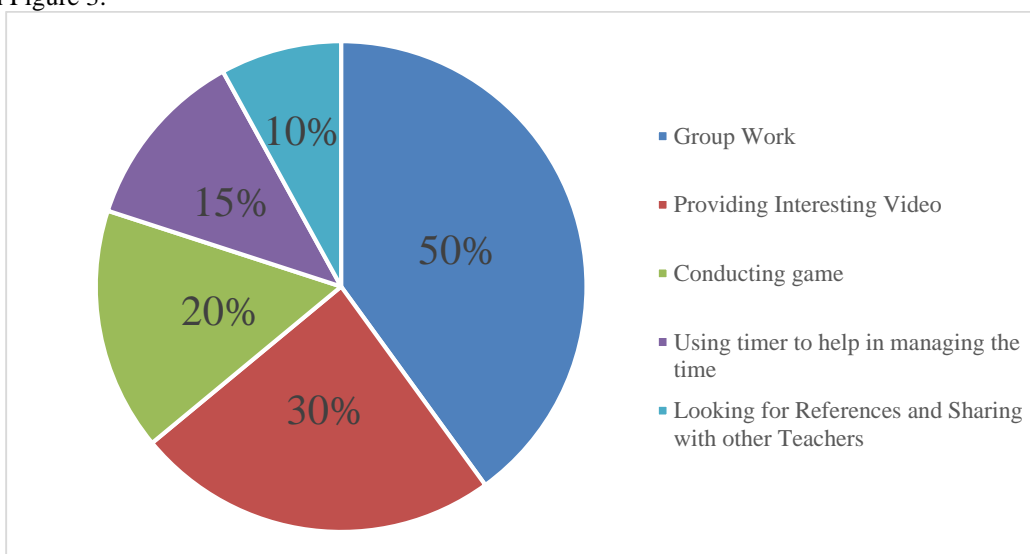

Figure 3. Teacher's Solutions to Cope with the Challenges in Integrating 6Cs into English Integrated Skills

As shown in Figure 3, there were five solutions done by teachers to cope with the challenges of integrating 6Cs. Among all solutions stated in Figure 3, group work is the best and most chosen solution by teachers to cope with their challenges in integrating 6Cs. A detailed explanation of each solution is presented as follows.

Group Work

Most teachers believed that grouping students would be the best way to cope with the challenges of 6Cs integration in the class. It was a good media for students with different levels of competence and motivation to learn together, discuss the materials, and share thoughts and difficulties to achieve the learning goal better, as Teacher 11 revealed:

One of the solutions was grouping students to discuss materials. I found that they were more enjoyable and active in learning collaboratively because they could share their thoughts willingly and find solutions to their problems together.

Some teachers also stated that group work could activate students' motivation in learning, especially for less motivated students. Teacher 7 stated:
Group work was a very good solution to turn on students' motivation to learn because they more enjoyed learning with their friends. When they were motivated, they were automatically pushed to learn and be active in class. As the result, I could integrate 6Cs easier and more successfully.

Besides that, group work was also able to encourage students to think more critically and to be creative, as stated by teacher 1:
By working collaboratively, students were encouraged to think more critically because they felt they should share their thought with the group members and responded to other members' thoughts. They were also encouraged to be more creative, especially in finishing their works, as they hoped that their work would be better than other groups' works.

Providing interesting videos

One of the ways to overcome the challenges was by providing interesting videos. Some teachers found that it was effective to motivate students in learning. They stated that, before delivering the materials, they played a short interesting video to activate students' interest in learning. When students were interested in learning, then they could integrate 6Cs more easily. Some teachers also provided videos to deliver the materials, so students would have a different learning atmosphere and eased them to understand the materials.
Teacher 20 stated:
Before delivering the materials, I provided an interesting video to activate students' schemata about the topic. It was very effective to gain their interest in learning and help them to understand the topic. When they were interested in learning and understanding the topic, I could integrate 6Cs activities more easily.

Providing video was also able to ease the students' who had low competence to understand the materials better, as stated by the teacher:
I think, providing video would help students with low competence to understand the materials better. Sometimes, students needed interesting media to help them in understanding the materials rather than always listening to teachers' explanations. I usually used video when integrating critical thinking, culture, and collaborative activities. The videos were usually taken from TED.website or YouTube.

Conducting Games

Some teachers had experiences in conducting games in the classroom, and they revealed that it was very effective to help teachers in integrating 6Cs. They believed that 6Cs integration would be more successfully applied if teachers incorporate the games in the class, as well as overcome the problems faced by teachers, and more importantly, the students could enjoy the learning process, as Teacher 11 said:
I wanted to make fun learning by conducting games and hoped that students would enjoy and be able to receive the materials better. I conducted games from the simplest ones such as guessing games in the pre-learning section, flashcards to enrich students' vocabulary, and many more.

Teacher 18 also revealed that sometimes teachers needed to conduct games to create a different atmosphere:
To solve my challenges in integrating 6Cs, sometimes I conducted games in the classroom. By conducting the games, students would not feel pressured in learning, because I believed that if students enjoyed the learning process, they would be able to receive the material better. Later, they would be motivated to learn, think critically, communicate with friends more intensively, and be creative.

Using Timer to Help in Managing the Time

Time management is an important aspect of running the lesson smoothly. Most teachers felt they often run out of time, so some activities were not conducted well, even missed. However, some teachers had the initiative to use a timer to help them in managing their time.
Teacher 3 revealed:
I used a timer to manage the time of every activity as planned in the lesson plan. Although it was a bit stiff, it helped me. In this way, all activities are well-applied.

Looking for References and Sharing with other Teachers to Create Lesson Plan and Materials

And the last was teachers' solution to overcome their challenges especially in creating a lesson plan. Teacher 14 revealed:

First of all, I looked for references for arranging class activities, especially focusing on 6Cs integration. I could not only depend on the activities listed on the basic competence, but I must read more references and be creative in arranging class activities.

Teacher 15 also revealed:

I read some references focusing on integrating 6Cs into English class and I found some activities that might be adopted. Then, I shared and discussed with other English teachers to decide the best activities for students based on their level of competence. I also created materials together with other English teachers.

Besides that, some teachers also stated that the class activities could be developed during the learning process if it seemed not as successful as we planned, as stated by Teacher 7:

Creating a lesson plan was not very easy. So, after I created the lesson plan, I also observed the implementation in the class. When the learning process seemed almost unsuccessful, we must be able to directly change the learning activities and revised the lesson plan after that. I thought that facing the real condition in the class would help us to create the lesson plan more easily and more meaningful.

DISCUSSION

The discussion of this study explained the correlation between the findings and the theory. Based on the findings of this study, there were some challenges faced by teachers in integrating 6Cs into English integrated skills, namely students' low motivation, the difficulty in integrating some competencies, the difficulty in managing the time, students' poor vocabulary, and the difficulty in designing a lesson plan.

The challenge most expressed by teachers was students' low motivation. As the main subject and the most influential on the success of the learning process, students must have interest and motivation in learning, otherwise, the learning process was not successful. When the students were motivated and learned the materials willingly, the teachers were able to apply learning instructions successfully. The second challenge was the difficulty in integrating some competencies namely critical thinking, creativity, and communication. Coyle (2007) revealed that skills integration could be perplexing for teachers since it required a good understanding of discourse and the ability to use materials appropriately. Furthermore, the integration of these competencies became more difficult because the students were hard to be encouraged to think critically about the materials, be more creative in creating tasks, and be communicative in delivering ideas in class.

The next challenge was time management. Time management is a big issue in every teaching and learning process since teachers are often unsatisfied with the time decided for each meeting. They needed enough time to facilitate students in understanding the materials well, whereas the reality was different. The reality often showed that teachers often needed more time in running the lesson because they had not finished some activities. This was in line with Coyle (2007) statement that conducting many activities could also be time-consuming as it needed lots of preparations to plan the activities, create materials, and projects, as well as run the activities.

Students' poor vocabulary also challenged teachers in integrating 6Cs in the class. As stated by Richards & Rodgers (2001), students' factors that might hinder the learning process were often related to students' poor language and vocabulary, and undesirable defiance to the teachers and friends. Some teachers revealed that students had not enough vocabulary in English except for those related to daily activities. The challenge was more felt by teachers when they integrated culture because it required a wider vocabulary to discuss the cultural contents. It also happened in integrating critical thinking and communicative activities. Students often criticized the materials and communicated their thoughts in Bahasa.

Finally, the last challenge revealed by teachers was designing the lesson plan. Although it happened before integrating 6Cs, it was important to be discussed because the lesson plan was the guidance in running the lesson in the classroom. The failure to make a lesson plan that was following students' level of competence could affect students' success in learning in the class. Most teachers found it difficult to arrange the class activities which covered 6Cs and to create suitable materials. The number of competencies that must be covered pushed the teacher to think whether the activities already covered all competencies appropriately or not. It also encouraged teachers to be more attentive and creative in arranging the class activities, as well as the learning materials.

Regarding the challenges faced by teachers in integrating 6Cs, some teachers had solutions to cope with the challenges in 6Cs integration such as having group work, providing interesting videos, conducting games, using a timer to manage the time, and looking for references and sharing with other teachers to create a lesson plan. Many teachers believed that grouping students was effective to help students in receiving the materials since they could share their understanding with their friends and find solutions to difficulties they faced together. Compared to one-on-one learning between teacher and students, collaborative learning was more effective to blend students with the learning process. It was because collaborative learning or called learner's modes could influence students' motivation positively (McDonough, et al., 2013), and later they could learn the materials willingly

because of their good motivation. In addition, (Akmal et al., 2019) stated that cooperative works and assessment could be beneficial to the process of ELT.

Providing interesting videos could also be beneficial to turn on students' motivation and ease them in receiving the materials. It was enjoying learning experience for students who needed to take a break from pressured learning of English vocabulary (King, 2002). Watching videos could be done in the pre-learning section to activate the students' schemata about the topic or just gain students' interest in learning. Whereas, in the whilst-learning section, the video could be provided either in individual learning or in group discussion. Watching interesting videos could help students understand the materials better than only reading the textbook that was less visualized.

Besides that, conducting games was also a good initiative to give students a different atmosphere. As stated by Maleki, as cited in Sevy-Biloon (2018), a teacher should consider applying some approaches and various kinds of communicative activities integrated into the classroom to achieve communication skills. As well as games that could push students to drill their communicative and collaborative skills since they needed to communicate and collaborate with other students during games. It also helped teachers to integrate critical thinking and creativity competencies since to be involved in the game well, students had to think critically and do creative actions.

One of the creative solutions done by some teachers was using a timer to manage the time of class activities. Although it was simple, some teachers found it effective to divide the time of each activity, so it could be well applied. And the last solution especially for creating lesson plans was looking for references and sharing them with other teachers. Some teachers stated that they read some references in the form of an article discussing 6Cs integration, the method used in integrating 6Cs, how to create a suitable lesson plan for integrated skills, etc. Although it was difficult for teachers to create a lesson plan covering 6Cs integration, they must be able to find solutions, realizing that an integrated approach provided a greater place for students to get more meaningful, comprehensive, enjoyable, and attractive learning in the classroom (Yimwilai, 2015). By integrating skills, teachers had room to develop students' language competence since they could show their communication competence orally and written, and later they would succeed in academic communication (Pysarchyk & Yamshynska, 2015).

CONCLUSION

The integration of 6Cs into English integrated skills is one educational practice development that is compatible with the 21st Century requirement. It is aimed to improve students' competence as well as prepare graduates who will be ready to face global development and society, and the workplaces demand. However, during the integration of 6Cs into English integrated skills, teachers face some challenges namely students' low motivation, the difficulty in integrating some competencies, the difficulty in managing the time, students' poor vocabulary, and the difficulty in designing a lesson plan. The challenges faced by teachers are influenced by both students and teachers themselves. Yet, as teachers, they must be able to cope with the challenges faced in the classroom to avoid an unsuccessful learning process and unachieved learning goals. This study summarized several solutions that are done by teachers to overcome their challenges in integrating 6Cs into English integrated skills, namely conducting group work, providing interesting videos, conducting games, using a timer to help in managing the time, and looking for references and sharing with other teachers to create a lesson plan. Teachers revealed that the solutions discussed above can overcome their challenges during 6Cs integration in the classroom. In addition, the learning process is successfully applied as well as the learning goal is achieved.

Suggestions are addressed to the teachers and future researchers. Since 6Cs integration is a new thing in education, there must be some challenges found in integrating 6Cs in the classroom. So, it is hoped that teachers can consider the solutions discussed in this study to help them in integrating the 6Cs into English integrated skills successfully. And for future researchers, there might be other aspects that have not been discussed in this study. So, it is suggested to future researchers that are interested in 6Cs integration to conduct studies with the same topic but with different focuses.

REFERENCES

Ainuningsih, P.A. (2018). *An Analysis of 4C Skills Incorporation in Students' Teaching Practice of English Teacher Education Department UIN Sunan Ampel Surabaya*. Unpublished Thesis. Universitas Islam Negeri Sunan Ampel Surabaya.

Akmal, S., Dahliana, S., & Fadhila, R. (2019). Cooperative Assessment Writing Practices in an Acehnese Private University: Helping or Troubling? *Journal of Linguistics, Literature and Language Teaching*, 5(2), 107–119.

Alanay, H., & Aydin, H. (2016). Multicultural education: The Challenges and Attitudes of Undergraduate Students in Turkey. *Journal of Education and Science*, 41(184), 169–191. https://doi.org/10.15390/EB.2016.6146

Anugerahwati, M. (2019). Integrating the 6Cs of the 21st Century Education into the English Lesson and the School Literacy Movement in Secondary Schools. *KnE Social Sciences*, 3(10), 165. https://doi.org/10.18502/kss.v3i10.3898

Coyle, D. (2007). Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543–562.

Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1. https://doi.org/10.11648/j.ajtas.20160501.11

Karim, E., Azah, N. ', Safran, A., Shuib, H., Hamzah, H., Hashim, N., Mohd, D., & Salleh, P. (2020). 6C Levels among Trainee Teachers upon the Implementation of NPDL in a Teacher Training Institute. *International Journal of Innovation, Creativity and Change. Www.Ijicc.Net*, *11*(11), 2020. www.ijicc.net

King, J. (2002). Using dvd feature films in the efl classroom. *International Journal of Phytoremediation*, *21*(1), 509–523. https://doi.org/10.1076/call.15.5.509.13468

McDonough, J., Shaw, C. & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (3 rd). Wiley-Blackwell.

Murti, K. E. (2008). *Pendidikan abad 21 dan Implementasinya pada Pembelajaran di Sekolah Menengah Kejuruan (SMK) untuk paket keahlian desaign interior*. Widyaswra Madya.

Obaid, H. H. (2021). The Impact of the Critical Thinking on Cognitive Building. *Islamic Sciences Journal*, *12*(8), 391–410. http://www.jis.tu.edu.iq/index.php/islam/article/view/521

Pardede, P. (2020). Integrating the 4Cs into EFL Integrated Skills Learning. *Journal of English Teaching*, *6*(1), 71–85. https://doi.org/10.33541/jet.v6i1.190

Pysarchyk, O, l., & Yamshynska, N, V. (2015). The importance of integrating reading and writing for EFL teaching. *Advanced Education*, 3, 77–83.

Richards, J. C. and Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2 nd). Cambridge University Press.

Rizkiah, Fatimatul. (2019.) *The Implementation of 4C Skills of Reading in English Lesson Plan in the Classroom*. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University

Saldaña, J. (2015). *The coding manual for qualitative researchers*. Sage Publications.

Saleh, S. E. (2019). 4Cs in the EFL Classroom. *Zawia University Bulletin*, *5*, 29.

Scott, C. L. 2015. *Education Research and Foresight Working Papers*. UNESCO.

Sevy-Biloon, J. 2018. *Integrating EFL skills for authentically teaching specific grammar and vocabulary. Studies in English Language and Education*, *5*(2), 175–184. https://doi.org/10.24815/siele.v5i2.9705

Sharratt, L. & Planche, B. 2016. *Leading collaborative learning: Empowering excellence*. Thousand Oaks, CA: Sage Publications.

Yimwilai, S. (2015). An integrated approach to teaching literature in an EFL classroom. *English Language Teaching*, *8*(2), 14–21. https://doi.org/10.5539/elt.v8n2p14