

ENHANCING THE STUDENTS' 21st CENTURY SKILLS THROUGH WORDLESS PICTURE BOOKS: A NEED ANALYSIS

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Abstract

This paper intended to find out the enhancement of the student's English skills through *Wordless picture books* based on 21st century learning. Through *wordless picture books*, the students get to know a story through pictures and will use their imagination to interpret the story. It also develops their reading habits. This paper focused on the use of *Wordless picture books as one of the strategies* to make students interested in learning English with engaging media. Furthermore, a need analysis conducted related to *wordless picture books* aims to describe the students' needs toward the enhancing their 21st century skills especially in English subject. The result from need analysis that *wordless picture books* were more attractive to use as media to improve the students' 4C skills. It is showed through the data were obtained by researchers from questionnaires. The students can be more creative in describe a picture and also sharpen the critical thinking just using *wordless picture books* the picture. And the result showed that there is still a lack of *wordless picture books* used among students. The students have no clue what is *wordless picture books* and need explanations further related to the pictures. The students also found difficulties when it comes to how to explain the storyline.

Keyword: 21st century skills, English skills, need analysis, wordless picture books

Introduction

21st century is also known as 4.0 era and the characteristics of society in the industrial revolution 4.0 include being able to innovate, be creative, utilize technology, and be collaborative. The need for skill development to deal with various aspects of the industrial revolution 4.0 prepares students with the various skills needed. Especially for students, 21st century skills or 4C's are needed for face the demands of jobs that require students to be able to master the skills. This skill is really necessary for them to find a good job which is an additional point (Aprilliandari, 2021). The opportunities to learn 21st century skills are essential for students who want to be successful in school, life and work. Because the students are not only providing the process for successful learning but also ensuring that they can thrive in a new side of the world that constantly change.

Education in the 21st century is the education that highlights globalization and internationalization (Boholano, 2017). It is widely recognized that English is

important for Indonesia and the reason most frequently put forward for this is that English is a global or international language (Lauder, 2008). It is possible to note that English has played an important role in education as it is a compulsory subject in schools. English as foreign language is taught to students in Indonesia since they were in elementary school. It is to make the students able to master English from an early age with the aim of being able to communicate and exchange information globally. And to answer this need, it prepares students with the provision of English language skills along with enhancing their 21st century skills. Through learning in the 21st century, the role of massive information technology also develops along with skills that must also be honed. Therefore, the use of *wordless picture books* by integrating with 21st century learning can improve soft skills of junior high school students in English.

Wordless picture books are a book contains of stories delivered with illustrations without words. *Wordless picture books* come in the form of images and without or minimal text to facilitate students who are not interested to read texts. It is also valuable tools for literacy development as it engages the students regardless of their critical thinking and creativity in deliver the meaning of whole story. In order to find out whether *wordless picture books* can enhance students' 21st skills or not, it needs an anlysis. Need analysis in the language education process develops within the scope of certain objectives depending on the purpose of the research (Sönmez, 2019).

It is necessary to do a needs analysis to find out the problems of some issues related to the *wordless picture books*. Furthermore, it hopes to be used as a reference to evaluate, develop and design the materials according to needs. A need analysis is very effective in evaluating students' needs in relation of English for academic, specific, and general purposes (Destianingsih & Satria, 2017).

Method

Regarding to the type of learning required and the approach teaching materials that best suit these needs, the researchers tend to used Research and Development (*R&D*). The researchers using 4D, the model that was developed by Thagarajan (1974). The Four-Door (4D) is a simple instructional design model that helps the researcher to design the product that will help the learner to improve their ability in learning process (Gorbi Irawan et al., 2018). 4D models divided into 4 steps namely; *define, design, develop, and disseminate*. However, since this research is as first stage from the five steps, so the research that will be carried out is needs analysis.

The students of SMP Muhammadiyah Pangkalpinang were the object of this research. The research data obtained using questionnaires and interviews with the students related to their learning needs, especially in English subject. The result of the research shown in the form of descriptive statistics. Furthermore, the statistical data explained in descriptive analysis.

Result & Discussion

According to the results, the first question is whether English is necessary to learn. 90% of the students answered that learning English is essential. It shows that the demand for English mastery will help them comprehend it well in order to face a work life in the future. The students mostly find difficulties when they are learning

English. And it is caused by some factors such as lack of motivation, learning methods, and diversified materials. Here are the following percentage in diagram form:

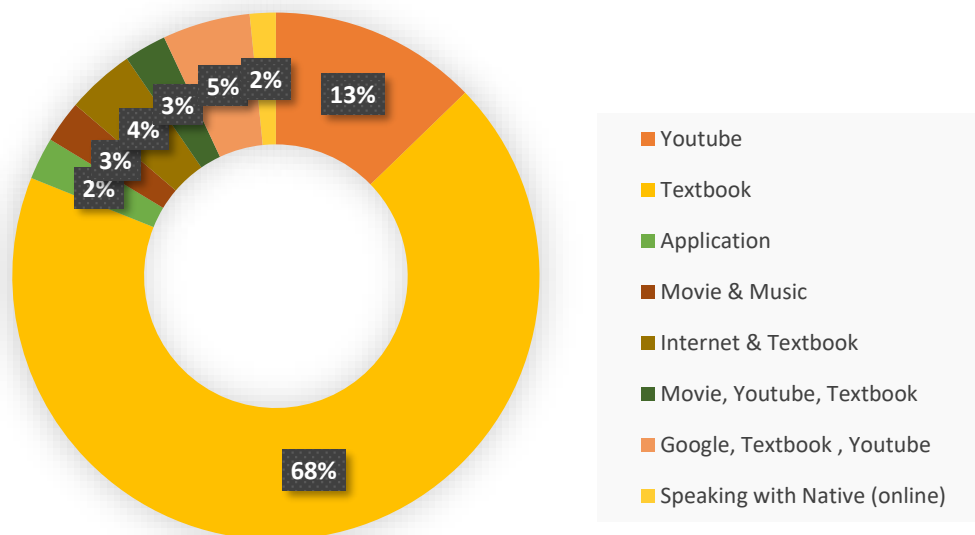


Figure 1. Media relevance in learning English

The figure above showed the most answers to the question about the relevant media in the teaching learning process, which is 69% for using textbooks. While the other media such as YouTube is 13%, the use of google, textbook, YouTube is 5%, internet & textbook 4%, movie YouTube, textbook is 3%, application is 3%, movie & music is 3%, speaking with native (online) is 2%. It can be concluded that textbooks were used mostly in teaching learning process rather than other media. It means that textbooks have a significant role in teaching learning process.

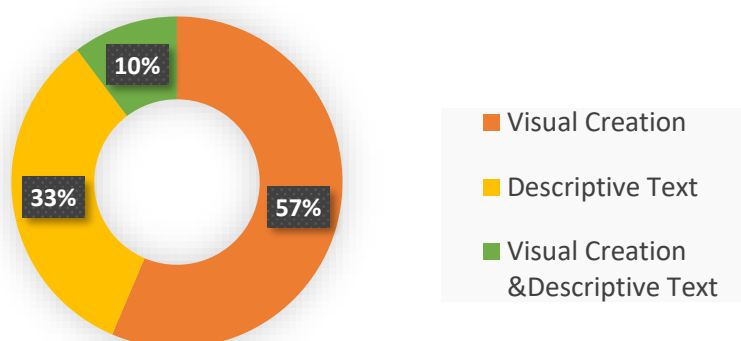


Figure 2. Illustrations in textbook

Next question were related to the appearance of illustrations in textbooks. 56% answered that they were prefer textbooks with a lot of illustrations. While materials served with descriptive text got 33% and 10% for mix or balance between

visual creation and descriptive text. It showed that the students expect textbooks that use illustrations in conveying meaning. The use of illustrations in conveying the material is very helpful for students in increasing the imagination. Regarded to the result, the next steps is to prepare teaching material according to the students' needs.

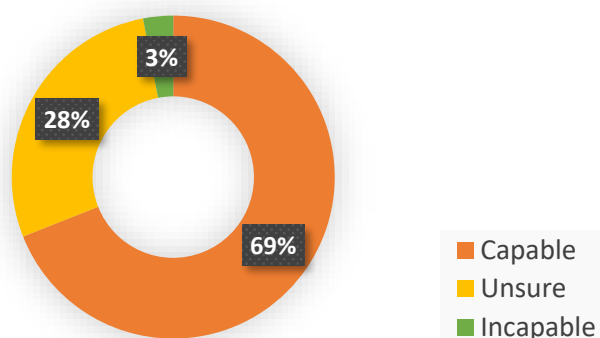


Figure 3. Illustration can stimulate students' English skills

The figure above showed the response toward the question about the illustration can stimulate students' English skills. The most of the students gave 69% to *capable*, 28% *unsure*, and 3% *incapable*. From the responses it can be seen the students expect the illustration can appears more in textbook in order to stimulate their English skills especially 4C's skills such as critical thinking, creativity, collaboration, and communication. In this case, the role of teaching materials for SMP Muhammadiyah Pangkalpinang students are able to influence them to increase their interest in learning English and also hone critical thinking.

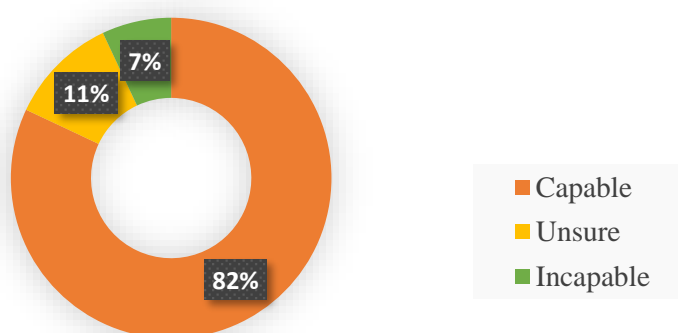


Diagram 4. Illustration can stimulate students' skills in solving the problem

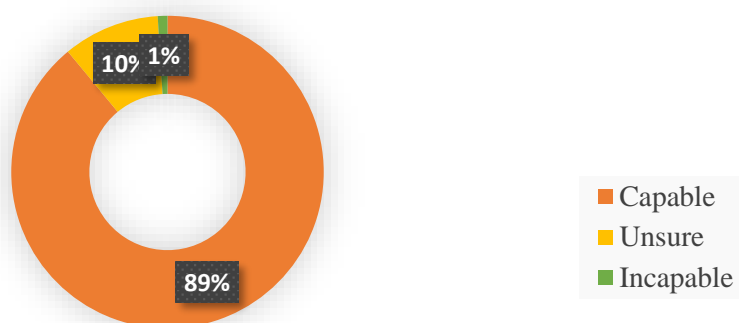


Figure 5. Illustration can stimulate students' critical thinking

The responses shown in diagram 4 was related to the question about the illustration can stimulate the students' skills to solve the problem and 82% of the students responded *capable*, 11% responded *unsure*, 7% responded *incapable*. Meanwhile diagram 5 shown that 89% *capable*, 10% for *unsure*, and 2% for *incapable*. From figure 4 and 5, it can be concluded that the capability of someone to solve the problem is help them to overcome the complex problems. In this case, the students need its ability as the basic skill of problem-solving. The ability of problem-solving will leads the students to improve the 21st century skills. The purpose of providing material in the form of illustrations to students is expected to attract interest in developing English language skills. The needs for students to enhancing their ability in English skills through reading the pictures. The use of *wordless picture books* can helps them to overcome the demands of teaching learning in foreign language.

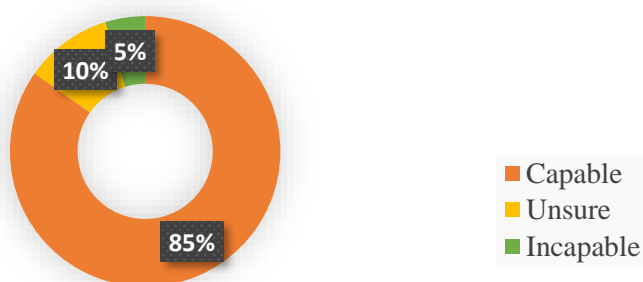


Figure 6. Illustration can stimulate students' literacy

The figure above was related to the illustration can stimulate students' literacy and the students' responded to 84% for *capable*, 11% *unsure*, 5% *incapable*. The use of illustrations in learning can certainly stimulate students' literacy skills.

The stimulus provided aims to improve students' reading skills, especially reading pictures or illustrations and can provide arguments related to illustrations both spoken and written. From the diagram, it also can be concluded that the students' literacy can be stimulate by giving them the illustrations. However, it is not enough just to provide illustrations to hone students' literacy skills. It is necessary to include exercises related to illustration to improve the 21st century

skills of students in English such as critical thinking, creativity, collaboration, and communication skills. Nowadays, it is known as 4.0 era and basically, these 21st century skills will help students face the demands of development in social life.

Conclusion

From the results of questionnaire and interview with the students of SMP Muhammadiyah Pangkalpinang related to learning using *wordless picture books*, it was found that learning English can be more attractive and innovative used textbooks contain more illustrations. Furthermore, the needs of the students who stated that books with more illustrations can make the imagination and helps them in honing their English skills spoken and written. The purpose of using *wordless picture books* as teaching materials integrated with 21st century skills is to answer the demands that are centered on students' ability to solve problems. This problem-solving ability can train students to make decisions independently, think logically, analyze and evaluate situations critically.

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