

**IMPLEMENTATION OF 4C (COMMUNICATION,
COLLABORATION, CRITICAL THINKING, CREATIVITY)
SKILLS IN ENGLISH LANGUAGE LEARNING AT EIGHT
GRADE SMP IT HARAPAN UMMAT PURBALINGGA**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training of
State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfilment of the Requirements for Achieving
the Bachelor Degree in English Education (S. Pd.)**

by:

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STATEMENT OF ORIGINALITY

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Wassalamu'alaikum Wr. Wb.

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APPROVAL SHEET

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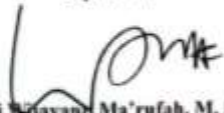
THE IMPLEMENTATION OF 4C (COMMUNICATION, COLLABORATION, CRITICAL THINKING, CREATIVITY) SKILLS IN ENGLISH LANGUAGE LEARNING AT EIGHT GRADE SMP IT HARAPAN UMMAT PURBALINGGA

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MOTTO

“Jalani, Nikmati, Syukuri”



DEDICATION

I dedicate this thesis to,

My parents, especially My beloved Mom, Nurhidayati and My Dad, Akhmadi

Masturi;

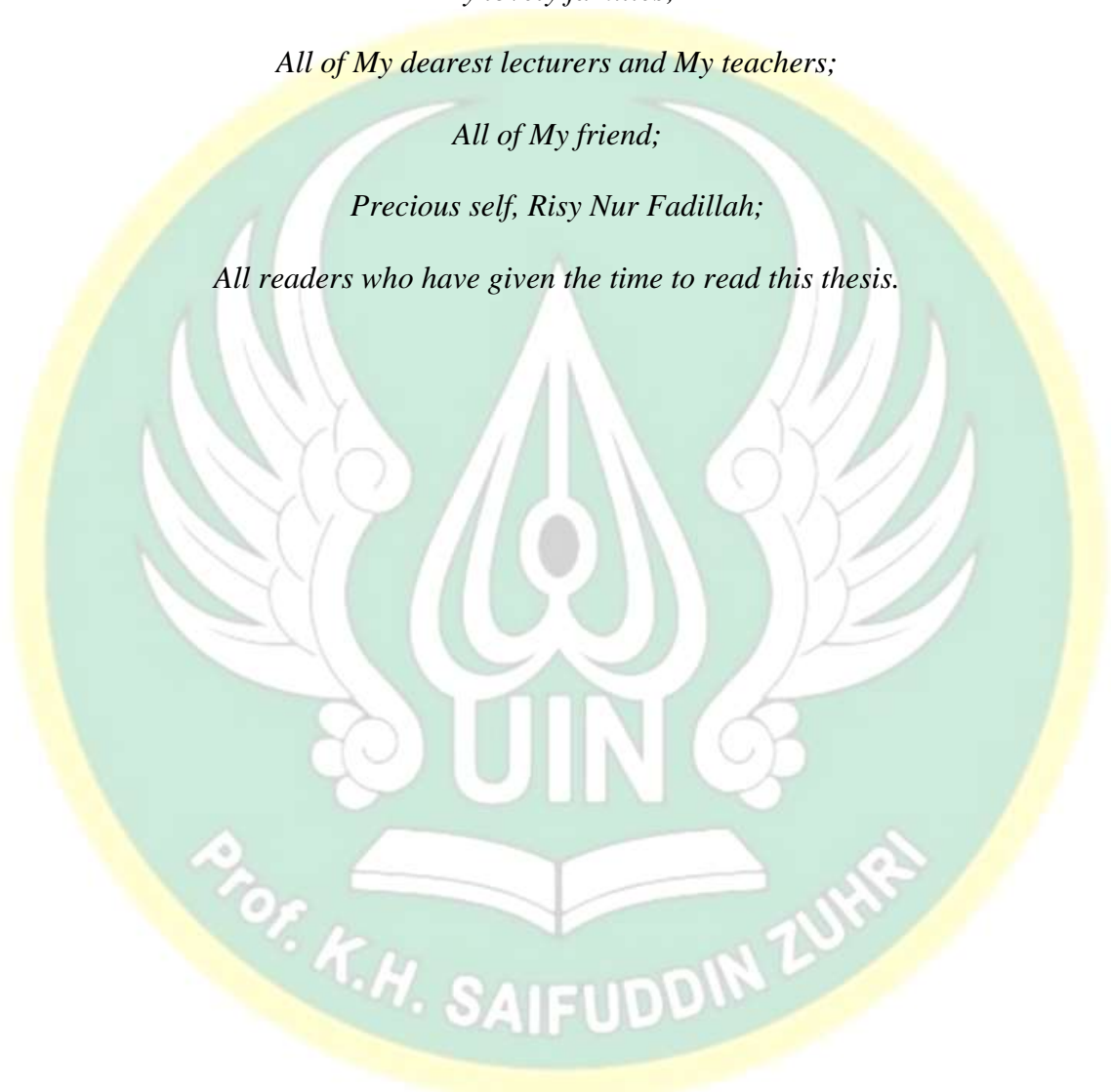
My lovely families;

All of My dearest lecturers and My teachers;

All of My friend;

Precious self, Risy Nur Fadillah;

All readers who have given the time to read this thesis.



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Purwokerto, 4 Januari 2025
The Researcher,



Risy Nur Fadillah



ABSTRACT

IMPLEMENTATION OF 4C (COMMUNICATION, COLLABORATION, CRITICAL THINKING, CREATIVITY) SKILLS IN ENGLISH LANGUAGE LEARNING AT EIGHT GRADE SMP IT HARAPAN UMMAT PURBALINGGA

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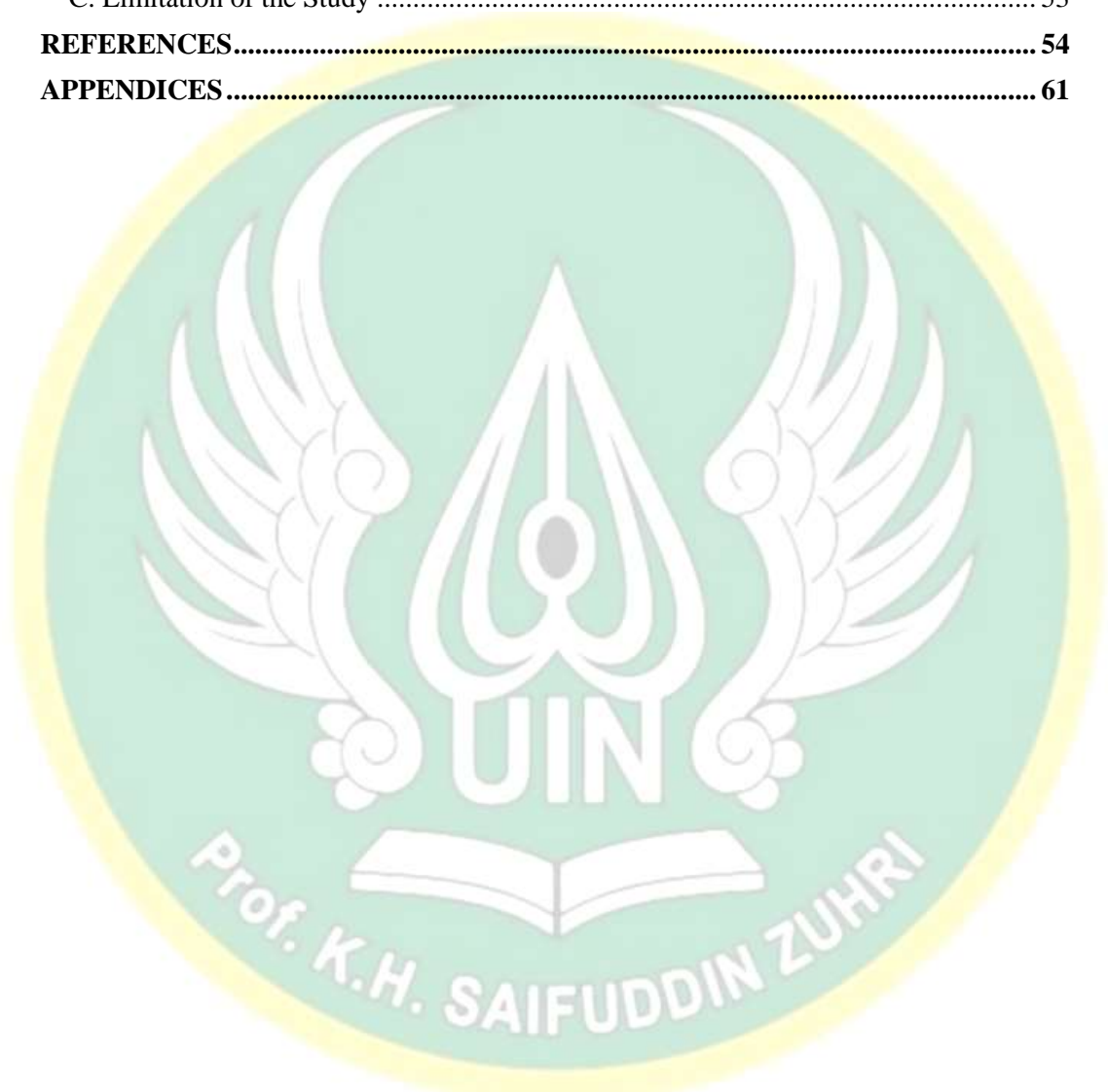
Abstract: The rapid development of science, technology, and information in the 21st century requires the development of competent human resources. To achieve this, the quality of education must prioritize key 21st-century skills, such as Communication, Collaboration, Critical Thinking, and Creativity (4C skills). This research examines the implementation of 4C skills in English language learning at SMP IT Harapan Ummat Purbalingga. Using a qualitative descriptive approach, data was collected through observations, interviews, and documentation. The data were analyzed through the processes of collection, reduction, presentation, and conclusion drawing. Participants in this study included one English teacher and four students from each class. In the implementation phase, the teacher successfully integrated 4C skills into classroom activities. Communication was fostered through group discussions and Q&A sessions, allowing students to clearly express their ideas and actively listen to others. Collaboration was emphasized through group tasks, where students worked together effectively and valued each other's contributions. Critical thinking was encouraged through activities that required analysis, decision-making, and problem-solving. Creativity was promoted through tasks such as creating visual representations during Gallery Walk activities, where students generated and evaluated ideas. This study demonstrates the significance of integrating 4C skills to enhance student engagement and support their development in the learning process.

Keywords: 4C; 21st Century Learning; Teaching English

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explained the background of the study, conceptual definition, research question, objective and significance of the study, and organization of the paper.

A. Background of the Study

English as a universal language, its use is indispensable in today's life as a means of communication (Richards & Rodger, 1986). Therefore, English holds a very important role, seen from the many people who try to learn to master English. It is no longer an additional value, but has become the main demand and need for everyone in this era (Nuraeni, 2021). However, in learning, some educational institutions still apply learning that only focuses on the teacher as the center of knowledge and the main provider of information, so that interaction between students is passive. In addition, teacher provide more lessons in the form of theory and language knowledge rather than using language skills both oral and written which makes students unable to achieve mastery in English (Muliana, 2021). English learning is less practical for students, and students lack motivation due to the less interesting way of delivering material (Boholano, 2022).

In contrast to the demands of this era, the rapid development of the 21st century which is characterized by the rapid development of science, technology, information and communication has a significant impact (Yusnaeni cited in Priyani et al., 2019). So, the need for competent human resources is very necessary in facing this century. Then, the quality of education must also be improved. Schools are required to prepare graduates who are qualified and able to compete (Kanematsu & Barry, 2016). According to Eaton (2010), English language learning in today's classroom is no longer focused on grammar and memorization. Therefore, there is a need for learning that is more learner-centered and

collaborative and technology-driven. By applying the 4C skills into the English classroom, we can change learning to be more interesting if it is done by teacher as facilitators and students who learn independently (Davila cited in Erdogan, 2019).

Data from Nakano and Wechsler's (2018), research shows the need for creative education, from basic education to higher education, motivating students to really want to learn. Thus, 21st century learning known as 4C skills (Communicative, Collaborative, Critical Thinking, Creative) is expected to be learner-centered, which takes place collaboratively and actively. Along with the 4C skills that are important for 21st century learners, communication and collaboration skills help learners in building social relationships and diverse communities, including those from foreign cultures in this global and technological era. Learners who are able to think critically and creatively are also more likely to produce outstanding work, and these skills also enable learners to assess information from various sources, such as the internet, media, home, and others to make informed judgments, take action, and find alternatives. These 4C skills will help guide learners to higher schooling, careers, and the real world in the future. The main emphasis of these skills is anticipated to prepare learners for the future (Erdogan, 2019). The role of teacher is to be facilitators who supports students to continue to be active, collaborate, and build their own knowledge through projects, discussions, or group work (Menggo, 2020).

Based on the results of initial observations conducted at SMP IT Harapan Ummat Purbalingga, it was found that English teacher there had implemented 4C skills. This aims to prepare students to be able to face the 21st century by using the skills they have learned and practiced. In the learning process, it can be seen that the teacher applies 4C skills by training communication skills that do not occur when the teacher asks questions that will then be answered by students only, but when they convey answers or responses, submit their own opinions, listen to other

opinions, and also when asking the teacher about something they still do not understand. In addition, in training collaboration skills, English teacher make students discuss by making them form groups, solving a problem and likewise when presenting it in front of the class, they can appreciate the differences of opinion that exist from other groups. In critical thinking skills, teacher often throw questions at students so that it will raise curiosity and critical thinking. In addition, teacher also create questions that must be solved, throw questions in a guessing way, and there is a point-added system for those who can answer so that the class will feel more alive and students do not get bored. With creativity skills, teacher free students to express themselves, explain the answers to the questions given.

The research that will be conducted is similar to several previous studies, but different at the level of education that will be examined. The research that will be conducted will focus at the junior high school level. Based on the points that have been explained, the researcher will conduct research on **"Implementation of 4C (Communication, Collaboration, Critical Thinking, Creativity) Skills in English Language Learning at Eight Grade SMP IT Harapan Ummat Purbalingga"**. The location was chosen because this topic is not widely known in Purbalingga district, and the teacher and school have implemented learning with 4C skills, especially in English classes.

B. Conceptual Definition

The definition of key terms is very important to provide guidance for the research to be carried out. Related to the study, the followings are the term used in this study:

1. 4C Skills

Initially, 21st Century Learning was developed with input from many sides, ranging from educators to educational experts to define and illustrate the skills, knowledge, expertise, and support systems that

learners need to succeed in life in citizenship to work (Partnership for 21st Century Learning, 2007). Then, the concept of 21st century skills was used in 2007 in the United States as an attempt to prepare students there to face the demands of the times. Realizing if these skills are beneficial to students and how important they are, many other countries are beginning to implement 21st-century skills into learning (Kay & Greengil, 2011).

Based on Partnership for 21st Century Learning (2007), and Trilling & Fadel (2009), states that there are three components of 21st century learning:

- 1) Life and career skills, which include flexibility and adaptation; initiative and self-regulation; social and cultural interaction; productivity and accountability; and leadership and responsibility.
- 2) Learning and innovation skills, consist of critical thinking and problem-solving; communication and collaboration; creativity and innovation.
- 3) Information media and technology skills, consists of information literacy; media literacy; and ICT literacy.

This study focused on the second point, learning and innovation skills known as 4C Skills. 4C refers to a framework or conceptual framework that students need to develop and master in order to succeed in an environment that is full of dynamics and increasingly complex in the world of education, work, and the real world (Erdogan, 2019). In the US-based Partnership for 21st Century Skills (P21), communicative skills stands for the process of exchanging information, ideas, emotions, and skills using symbols, words, pictures, graphics, or numbers (Rogers, 1986). Communication skills include an understanding of given information and the ability to express ideas or concepts effectively (Partnership for 21st Century Learning, 2007). Then, collaboration which is a skill that aims to develop collective intelligence in helping, suggesting, receiving, and

negotiating through interaction with others mediated by technology. Collaboration is also translated as the ability to work flexibly, effectively, and fairly with others to complete a collective task (National Education Association, 2010; Partnership for 21st Century Learning, 2007). Critical Thinking is a rational skill in solving a problem (Zubaidah, 2015). According to Dewey (1993), critical thinking is an active, persistent, and careful consideration of a belief in a knowledge and reason that supports, accompanied by reason and conclusion (Jenicek, 2006). Creative is the ability to generate new ideas, formulate problems, make assumptions, and communicate results (Torrance, 1988). Creative can also be defined as the ability to create new objects or concepts, or to refine an existing product to make it more interesting (National Education Association, 2010; Partnership for 21st Century Learning, 2007). In another sense,

2. English Language Learning

Language is a vocal, written, or body movement symbol that allows members of a particular community to communicate with each other. Besides, language is also understood as a variable symbol, the symbols are primarily vocal but there are also visual ones; language is used for communication. Learning is the acquisition or acquisition of knowledge about a subject or skill through study, experience, or instruction (Slavin, 2003). According to Brown (1994), learning is the process of interaction between the student and the teacher and the learning source in a learning environment.

English is the language that has been established as the world language. By mastering English we can easily communicate with all the people in the world. In Indonesia, English language learning has been implemented as a mandatory subject from elementary school to college. Given its importance, it is expected that the younger generation can use English to compete at the international level.

From several expert opinions, it can be concluded that English language learning is a process between students and teacher through interaction in order to gain knowledge or information about English according to the curriculum.

C. Research Question

Based on the background of this research, the researcher identifies research question as follows; “How is the implementation of 4C (communication, collaboration, critical thinking, creativity) skills in English language learning in the eighth grade of SMP IT Harapan Ummat Purbalingga?”.

D. Objective and Significances of the Research

1. Objective of the Study

The objective of this study is to describe how teacher applies 4C skills in English language learning in the eighth grade of SMP IT Harapan Ummat Purbalingga.

2. The Significances of the Research

The author hopes that this research can provide benefits, including the expected benefits, such as:

a. For the researcher

This study can provide experience for researchers regarding the application of 4C skills in teaching English at the secondary school level.

b. For the School

1) This research can be used as a source of information about learning models in order to improve the quality of student learning.

2) This research can be used as input or knowledge for teacher in order to improve the quality of learning.

c. For other researchers

1) This research can help provide an understanding or additional future research literature about how to implement 4C skills in

learning English at junior high school.

- 2) This research should be an overview of how the implementation of 4C skills in English language learning activities in the junior high school.

E. Organization of the Paper

To conduct research systematically, it is necessary to classification of the research structure. This research is divided into five chapters, which will be explained as follows:

Chapter I is an introduction consisting of research background, conceptual definitions, research questions, research objectives and significance, and writing systematics.

Chapter II contains a literature review on 4C Skills, English language learning, learning models, and activities that can be used to implement 4C skills, and consists of an explanation of key terms and previous research.

Chapter III presents the research method. This chapter contains the type of research, location and participants, data collection techniques, data analysis techniques, and data validity.

Chapter IV presents the results of the research on the implementation of 4C skills in English language learning.

Chapter V contains conclusions, suggestions, and closing remarks.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will discuss a literature review that is relevant to research topic regarding in the implementation 4C (Communicative, Collaborative, Critical Thinking, Creativity) Skills in English Language Learning at Eight Grade SMP IT Harapan Ummat Pubalingga. Through this literature review, it is hoped that it can provide a deeper understanding.

A. 4C (Communication, Collaboration, Critical Thinking, Creativity) Skills

4C skills were four skills that were considered essential for success in life. Because basically, education today did not only prioritize knowledge but skills that were needed to be able to communicate effectively, work together in teams, think critically, and innovate (Trilling & Fadel, 2009).

1) Communication

Communication is the process of delivering a message, interacting media, sharing information, conveying ideas, feelings, advice, and experiences to others with the aim of understanding each other or reaching mutual agreement either directly or indirectly (Egan, 2014). Communication is considered if the activity contains several elements, such as communicator, communicant, message or news or information, communication tools, communication techniques, interaction between the two parties, and verballity or nonverbal communication (Akhiril, 2017).

In educational activities, there are several advantages of applying communication skills for learners, such as building better cooperation and having closer interpersonal relationships, then solving problems more effectively so as to create a more harmonious and productive learning atmosphere (Gueffey, 2012). Communication has a very important role in building interactions and delivering educational messages, in the form of learning material so it can be easily absorbed

by students, and communication is said to be effective if the delivery of material can be received and understood properly, understanding the meaning of the message in accordance with predetermined goals to get insights, skills, and make changes in behavior for the better (Ujang, 2021).

Because language is basically for communication and the main purpose of language teaching and learning is to enable learners to communicate in the language. From Partnership for 21st Century Learning (2007), it is emphasized that communication skills involve digital, interpersonal, written, and oral communication to disclose meaning, including knowledge, values, attitudes, and intentions for a variety of purposes (example to inform, instruct, motivate, and persuade) in various forms, contexts, and environments. The competencies of learners in communication skills are:

- a. Able to communicate clearly by conveying opinions and ideas effectively using oral or written.
- b. Listen effectively to explain meaning, including knowledge, values, attitudes, and intentions.
- c. Use communication for a variety of purposes (example to inform, instruct, motivate and persuade) (Trilling & Fadel, 2009).

2) Collaboration

Collaboration is the ability to work together in a group, be responsible for the tasks obtained from the group, appreciate the ideas delivered by others, and negotiate to a goal (Hasan, 2019; Ayu, 2019). Then, collaboration skills are the skills to work together, to adapt to different roles and responsibilities, and to appreciate differences (Sholekha, 2023). There are several advantages to applying collaboration learning skills to students, such as students being able to exchange ideas with different perspectives resulting in better innovation as well as creative solutions (Sawyer, 2007), students can also improve team efficiency and productivity that is beneficial in

group projects, and the last is that collaboration can develop social spirit and teamwork skills that will be useful in the future (Johnson, 1999).

According from 21St Century Skills, which is also aligned with the Buck Institute for Education (2013), there are student competencies in collaboration, which is:

- a. Collaborate with others, showing the ability to work effectively and responsibly.
- b. Train oneself to be able to compromise to achieve a common goal.
- c. Consider collaborative tasks as a shared responsibility and value the contribution of each team member.

So, it can be concluded that collaboration skills are working together in a team to solve a problem and a common goal. These skills are essential to be possessed and trained in the classroom in the face of the challenges of the 21st century.

3) Critical Thinking

Critical thinking is one of the 4C skills that students must master in order to be able to cope with a variety of personal and social problems in life. Critical thinking is the ability to think rationally and reflectively so that it can decide what to do or believe (Ennis, 1993; Wijayanti et al., 2020). Critical thinking is self-configuration in deciding something that produces opinions, analysis, evaluation and exposure using evidence in concepts, criteria or contextual considerations that form the basis for making critical thinking decisions.

Developing critical thinking skills can be through education, which has a good impact such as improving problem solving by identifying, analysing, and solving problems effectively, students can make better decisions based on careful assessment of the various options, and can help students understand the material in depth (Brookfield, 2012). Application of learning content, and learning processes in training

critical thinkers so that students can become confident in presenting opinions and applying critical thinking skills (Sanchez et al., 2020).

The competencies that students must achieve for critical thinking skills according to Partnership for 21st century learning (2007) is:

- a. Able to think effectively.
- b. Use systems thinking (to make decisions by considering long-term impacts and relationships between components).
- c. Making judgments and decisions.
- d. Able to solve problems.
- e. Analyze and evaluate evidence and arguments.
- f. Interpret information and draw conclusions based on the best analysis.

It can be concluded that critical thinking skills are a careful thinking process, not just accepting other people's opinions but thinking with reason, analysis, and being able to solve problems. It can be concluded that critical thinking is a process of thinking carefully, not just accepting the opinions of others, but thinking with discretion, analyzing, and being able to solve problems.

4) Creativity

Creativity is an idea or thought that produces new and useful ideas, as well as the ability to simplify and make them understandable (Sternberg, 2006). According to Suratno (2005), creativity is an innovative activity as an existence and mind that has the power to produce a product or solve a problem in its own way. Creativity is about new things, ways of thinking, getting the opportunity to convey new ideas or solutions, and asking unusual questions (Dewey, 1933).

People who have a credibility are able to see a problem from a variety of perspectives, so it makes them more open-minded in solving a problem (Sternberg, 1999). Therefore, in education creativity is assessed as a factor that must be integrated with the achievement of the goal of teaching learning (Amalia, 2022). As for the benefits

obtained by training creativity skills in the classroom, that is, training students to create new solutions to more complex problems, improving the mental and ability to get a little out of the habit, and the last is that creativity can increase the feeling of pleasure in which students can express themselves in dealing with a challenge that can motivate students and their involvement in learning (Richards, 2007).

According to the Partnership for 21st Century Learning (2007), the competencies achieved by students are:

- a. Create new ideas that are useful.
- b. Elaborate, refine, analyze, and evaluate their own ideas to improve and maximize creative efforts.
- c. Being open to new and diverse views, seeing failure as an opportunity to learn.

With the increasing global competition in this century, the creative and innovative spirit will be increasingly needed. For this reason, it is very important for learners to train and nurture creativity among the younger generation. Creative thinking in learning is the process of generating understanding and knowledge through experience and reflection on that experience. It can be concluded that creativity and learning are two things that reinforce each other (Torrance, 1988).

a. The Purpose of 4C Skills

In order to impress a young generation of Indonesians who are able to innovate and facing global challenges by applying life skills that use 4C skills (Partono et al., 2021). This is due to the coming more challenges, individuals need to have high skills and competences to keep up with change, capture technology, acquire knowledge, analyze and evaluate information generated quickly and to use the knowledge acquired in everyday life. It is also in line with the explanation of the PSMA Basic and Secondary Education which is to prepare students with the character and

demands of the 21st century which is also aligned with the change of learning paradigm where the learning process aims to improve the balance of skills of students, between physical and mental skills. Furthermore, according to Darmadi (2019), the objective of the implementation of 4C is the formation of human resources that are competent, independent, and high-willed so that they can realize the ideals of the nation.

B. English Language Learning

According to Brown (2007), learning is the acquisition or acquisition of knowledge about a subject or skill through study, experience, or instruction. According to Duffy and Roehler (1989), learning is an attempt to involve and use the professional knowledge of teacher to the purposes of the curriculum. According to Ihwanudin (2021), learning is a step by step in which learners explore all their competences to think, feel, and act.

There is a Law No. 24 of 2009 which states that the priority of the Indonesian language, the preservation of regional languages, and mastering foreign languages. This shows that mastery of a foreign language is mandatory, which in this context focuses on English. In line with this, the government's effort to help Indonesia's young generation have good English language skills is by issuing ministerial decree no. 096/1967 which contains English as a foreign language which must be taught in a structured manner in the curriculum in Indonesian schools and is considered important for the mastery of science and technology, especially at the secondary and higher education levels.

English language learning cannot be separated from the four main language skills, which according to Oxford (2001) are listening, speaking, writing, and reading.

a. Listening Skill

There are various teaching strategies that can be used to train listening:

- 1) Listening for specific information; by giving tasks that involve listening using audio / video recordings to get information.
- 2) Dictation exercise: such as by doing dictation exercises or finding

the main idea.

- 3) Various audio sources: engaging students in listening tasks to different types of audio through stories or songs to introduce students to various accents and speaking styles.

b. Speaking Skill

Speaking is a means of communicating with others to achieve certain goals or express opinions, intentions, expectations, and points of view. Speaking is difficult to master, there are two major problems that most students encounter, the first is psychological, where it is related to mentality such as fear of making mistakes, embarrassment, anxiety, low motivation and self confidence (widagdo, 2020). Then linguistic problems, such as poor grammar, limited vocabulary, and pronunciation difficulties (Richard, 2008). There are several teaching strategies that can be used to train speaking, that is:

- 1) Teaching pronunciation
- 2) Using various speaking activities, such as dialogues and monologues.

c. Reading Skill

To train reading skills, several teaching strategies can be used such as:

- 1) Skimming (reading quickly to capture the main idea)
- 2) Scanning (looking for specific information).
- 3) Using pre-lawyer activities to activate prior knowledge and predict text content.
- 4) Using bottom-up and top-down approaches

Bottom-up is an approach that starts from the most basic components of language, such as structure and grammar. While top-down focuses on meaning and context, an example of top-down integration is listening to a narrative text, then doing a bottom-up analysis of sentence structure or the use of certain vocabulary.

d. Writing Skill

Can use teaching strategies by involving students to create concept maps to stimulate ideas, encourage writing activities that are relevant to students' lives such as writing letters, reports, or essays.

- 1) Imitative, used to train students' writing (such as spelling and sentence structure) by imitating written texts.
- 2) Intensive or controlled, which is used to practice grammar concepts by filling in missing sentences and rewriting sentences to correct structural errors.
- 3) Self Writing, which is used to express personal ideas, feelings, or experiences such as notes to oneself without thinking about grammar rules or formal structures.
- 4) Real writing, which is done to communicate with an audience to convey a message. It can be practiced by assigning students to create letters, articles, reports, and essays.

Then, the benefits obtained by students, apart from being primarily academic, learning English can also be a career development process in the world of work later, provide great opportunities to be able to travel abroad, expand socialization, facilitate mastery of technology, and facilitate the introduction of international culture (Nuraeni, 2021).

The objectives of teaching English according to the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (2022) are:

- 1) Effective communication: Helping students use English effectively in a variety of communication situations, whether oral or written.
- 2) Reading and Writing Comprehension: Improve students' ability to understand reading texts and write well.
- 3) Listening and Speaking Skills: Develop listening and speaking skills through relevant and practical activities.

C. 4C Skills in English Language Learning

It is essential to develop English as a competent language user and critical thinker (Erdogan, 2019). Then, the purpose of learning English has changed, at first it was just developing language skills and imitating native English speakers into cultivating a sense of social responsibility in students. Besides that, the learning is no longer focused on the ordering of grammar and pronunciation, but used to learn language and cultural knowledge (Eaton, 2010, cited in Erdogan, 2019).

Using 4C skills will help students become independent and curious, requiring a series of activities, learning settings, and material development focused on 4C skill (Erdogan 2019).

a. Implementation of 4C skills activities in learning

Implementation of learning in the 21st century according to Trilling and Hood (1999), is different from the past, including the role of teacher who are no longer the centre of learning but are transformed into facilitators, learning is flexible according to needs and more student-centred, learning focused on social issues, and student space in collaboration and learning becomes wider. Learning is not only done as a transfer of knowledge but also an activity that must be carried out by students actively in an effort to build their own knowledge based on the potential they have (Yunianto, 2020).

1) Communication

Because one of the main goals in learning a language is to be able to communicate in the language, classroom learning activities are appropriate. Students should be able to express thoughts and ideas effectively using oral, written, and non-verbal communication skills in various contexts and listen effectively (Trilling & Fadel, 2010 in Erdogan, 2019). In the application of 4C skills, there are several activities by 21 Century Learners (2007), that teacher can use in English language learning so as to minimize feelings of anxiety and doubt in communication, such as:

- a) Train students to take notes, paraphrase, quote, and summarize correctly and assign group work to make statements and summarize what has been found, exchange ideas regularly in class or online for example about English meanings that are difficult to define and interesting thoughts taken from a text.
- b) Push learners to continuously improve their pronunciation by regular listening such as news, songs, stories from English videos that can be accessed easily through the internet
- c) Create group projects that are then presented in front of the class such as creating poems, posters, songs, or interesting parts of a text.

2) Collaboration

Practicing collaboration helps students understand how to tackle problems, come up with solutions, and decide on the right course of action (Erdogan, 2019). There are several collaboration activities such as assigning learners to group and complete tasks together, and asking learners to give each other feedback on their tasks and can be done online for example on a platform. Collaborative skills can also be trained by collaborating, which according to Slavin (2008), is learning that involves students working in small groups who must help each other learn the learning material. Collaboration is not only about how learners get along and work together in groups, but also about participating in purposeful learning opportunities and creating new knowledge together (Sharratt & Planche, 2016).

3) Critical thinking

The importance of critical thinking skills is expressed by Demiral (2018), critical thinking makes students open-minded, able to formulate problems clearly and precisely, able to collect and assess relevant information using ideas to effectively interpret a conclusion by providing reasons and solutions. Critical thinking has become an important skill in 21st century education around the world and has been recommended to improve language learning, especially English

(Saleh, 2019). Critical thinking can be trained by:

- a) Analyzing short stories, essays, websites and arguments which are effective strategies. For example, activities such as completing a sentence in as many ways as possible, using fiction (short stories and novels) are allegorical (implied and explicit meanings) so that readers need to infer. Then make learners to distinguish facts and opinions, interpret the meaning of words in a sentence, find the author's point of view, make conclusions (Pardede, 2007 in Arifin, 2020).
- b) Assign learners to work in small groups to discuss or debate a topic. For example, list solutions to a problem relevant to the lesson (for example, ways to improve English pronunciation or vocabulary).

4) Creativity

When implementing creative skills in English language learning, students can develop cognitive skills such as observing, questioning, comparing, contrasting, imagining, and hypothesizing that are necessary in all fields. In addition, learners can critically evaluate their performance and learning outcomes (Eaton, 2019). Creative can be applied by assigning learners by

- a) Making diagrams, sketches and others about the concept of material that has been learned
 - b) Pushing learners in ICT skills by creating a blog that contains their creativity which is then followed by comments on the blog so that it not only encourages creativity but also critical thinking, communication, and collaboration.
 - c) Creating speeches, fictional stories, posters (Pardede, 2020).
- b. Methodologies for the 21st century Learning and language learning

Education in this century contains learning models and approaches that contain learner-centered activities. Instead of learning through theoretical explanations, students are given the opportunity to learn

through real-world experiences, complete projects and face challenges similar to those in the real world. Of course, this is very useful to improve students' understanding of the learning material, but also to develop practical skills needed in their personal and professional lives later.

According to Harmer (2007), and in the proceedings written by Sebastianus Menggo (2020), there are several learning approaches and models that can be used in language classes in the 21st century. A learning approach is a conceptual framework that underlies how education and learning processes are viewed and designed. While the learning model is the practical realization of an approach or can also be interpreted as a more specific plan or pattern used by teacher in organizing the learning process, including the steps and techniques used to deliver the material.

1) Communicative approach

CLT is language teaching that emphasizes authenticity, interaction, student-centered learning, emphasizing the learning process that links form with meaning (Harmer, 2000). According to Harmer (1998), the view of the CLT approach is to provide and motivate students through opportunities to use language. In line with this, communicative language teaching can create language activities that are relevant to reality because it uses authentic materials derived from real life (Richards & Rodgers, 2001). The advantages of applying CLT in language classes are that it makes students more motivated in learning, students feel more confident in using English, and equips students with communication skills needed in the real world. According to Harmer (2007), and in the proceedings written by Sebastianus Menggo (2020), there are several learning approaches and models that can be used in language classes in the 21st century. A learning approach is a conceptual framework that underlies how education and learning processes are viewed and designed. While the learning model is the practical realization of an approach or can also be interpreted as a more specific plan or pattern used by teacher in

organizing the learning process, including the steps and techniques used to deliver the material.

2) Task-Based Language Teaching (TBLT)

TBLT is an approach that emphasizes the importance of involving learners to obtain the language goal of communicating through tasks. According to Richard (2005), TBLT is a development of the CLT approach. Both developments have the same goal of achieving communication outcomes although different ways of language acquisition, besides that TBLT focuses more on improving language use competence while CLT focuses on language use.

3) Project-based Learning

Project Based Learning (PJBL) is an instructional approach that builds on teaching learning activities and students are confronted with problems, find solutions, and work on projects in teams collaboratively to solve problems. The skills cultivated in PJBL develop 4C and English skills as presented by Douglas in his book Teaching by Principles, among others such as communication and presentation skills, organizational and time management skills, research and research skills, self-assessment and reflection skills, group participation and leadership, and critical thinking.

Using this learning model, can praise students in their learning as it fits their interests, helps develop the various skills of the pupils, strengthens the relationship between teacher and pupils by building relationships as coaches, facilitators, and co-learners, improves the understanding of the students, and the classroom feels more lively and enjoyable.

4) Problem-based learning (PBL)

Problem-based learning (PBL) is a student-focused learning model. In this learning, students are expected to be active in ways such as exploring, investigating, and solving problems and evaluating the process of problems solving, so it will indirectly foster interest in

learning. The characteristics of this model are related to daily life problems and emphasize on inquiry activities in thinking skills because students will obtain material information from various learning sources.

By using the problem-based learning model, it can simultaneously train 4C skills because students are trained to develop the application of knowledge to the real world and encourage useful learning (problem solving) and foster interpersonal relationships in groups, critical thinking (Yusril, 2022). Implementation example: Students create a magazine or blog, a podcast on a set theme in English, a research project on the influence of social media, and others.

5) Cooperative Learning

Cooperative learning model is a learning model where learners work in small groups consisting of several students with different abilities who help each other (Slavin in Mukminatien, 2016). This method helps improve understanding and skills, social relationships, and harmony between learners with learning, and social needs in accordance with the real needs in society (Cohen in Mukminatien, 2016 and Arend, 2012). During the process, this model contains discussion, exchanging ideas, who can teach or tell those who do not understand.

In its application, the cooperative learning model is directed by the teacher, where the teacher sets questions and tasks, as well as provides materials, tools and information designed to assist students in solving the problems to be achieved (Agus, 2012). The advantages of the cooperative learning model are that it helps train 4C skills (creative and critical thinking) which are stimulated through idea exchange activities.

D. Previous Studies

The focus of my research aligns with previous studies, both of which explore the implementation of 4C skills in English learning activities. The key difference lies in the school level, as this research was conducted at the junior high school level, specifically in grade eight.

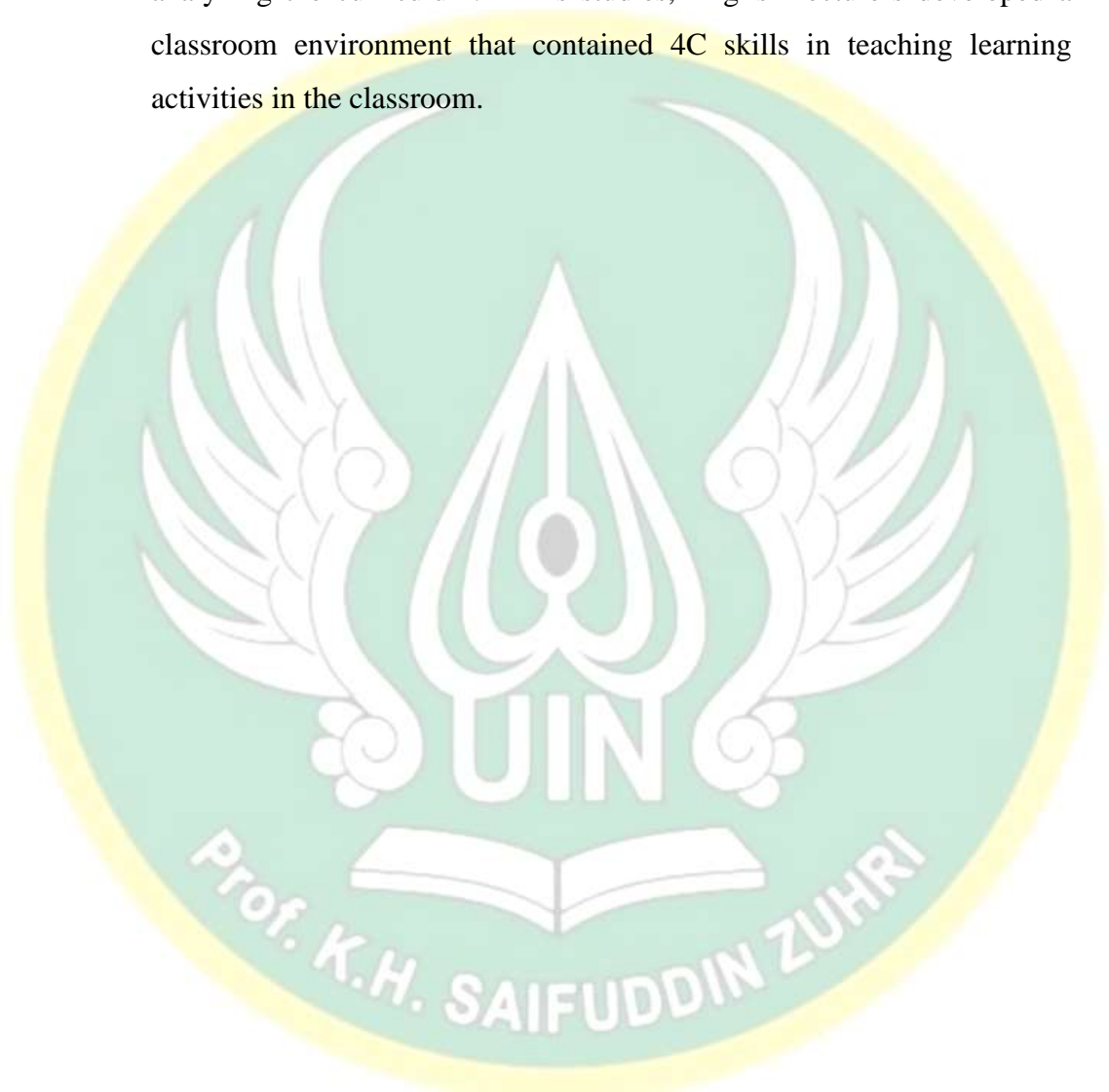
1. The first research was conducted by Erdogan (2019) with the title “Integrating 21st Century 4C Skills into 4 Language Skills in EFL Classes”. In the research, 4C skills in relation to education and advanced the relationship with language teaching and its integration into 4 language skills (read, write, listen, speak), and proposed activities for teacher to improve these skills in English classrooms. If students leave school without realizing their skills and not realizing the competences required by this century, they will not be ready to face the challenges of society and the world of work. The Partnership for 21st Century Learning (2007), presents the 4Cs of communication, collaboration, creativity, and critical thinking skills as the key skills of learning and innovation in the 21st century. Since these skills are a vital foundation for success in college, university, career, and life outside educational institutions, these skills should be basically focused on preparing students to face the future.
2. The second study was conducted by Halverson, (2018) under the title “21st Century Skills and the “4Cs” in the English Language Classroom”. The results of this study show that teacher give students the freedom to work together in group to think of interesting projects that they can work together. Students are asked to submit their opinions through discussion activities with specific topics that will encourage students to think critically about the issue. Then, teacher ask each of the groups to do research related to the topic discussed which will eventually make a conclusion which requires students to communicate with each other and think critical and creative about the subject discussed. Then create a final product or a real product of the project done, by creating a vidio of

information spread through online, posters, as well as leaflets. After that, they was presented with a product presentation which was released to the students themselves and received feedback from other friends. The teacher made the project with a series of steps in which they tried to associate every step with 4C skills.

3. The third study was conducted by Prayoga, Padmadewi, and Agustini (2020) under the title “An Analysis of the Implementation of Learning and Innovation Skills in 21st Century Education in Teaching English as Foreign Language in Singaraja State High School”. The content of this study is the existence of data and analysis of the implementation of 4C skills in English teaching, which in its research results if English language teacher include 4C skill in learning purposes and activities, but face problems especially in choosing the appropriate material for students who have different levels of ability. In addition, students will learn from each other, cooperate, exchange ideas, and present their learning results to others, as well as appreciate each other's excellent opinions in building the character of students. It can be concluded that the way teacher teach English using 4C skills is important and teacher should always apply these skills in the teaching learning process which is in line with the opinion of Rawung et al., (2021), which states that education in the 21st century is one way to generate quality human resources, as well as explaining that many advances in tires technology many jobs are replaced by machines so learning using the skills of 4C is a triangle in the face of new challenges in the world.
4. The fourth study was conducted by Aeni (2023), with the title "Incorporating 4C Competences in EFL Classroom: A Case Study at English Language Education Study Program" which uses qualitative descriptive design in its research. The participants in the study are students of the study program and lecturers through interviews and observations. The research was conducted to find out how 4C competence was applied in the post-pandemic EFL class with data analysis in the form of

descriptions. In the study it is stated that one of the most difficult tasks of English teacher is design more effective new techniques to help students develop 21st-century (4C) skills that are different from traditional classes where teacher teach lessons and then learners are asked to practice them. Currently teacher must be able to incorporate the 4C skills needed to help learners learn languages more effectively while managing the ever-changing environment around them. In his research, it was found that if a lecturer interacted with a student, he always revealed the idea of the subject, and gave instructions. The teacher also connects the material of the day with the daily life, as well as the benefits received as a result of the learning of that day. Students are also seen actively communicating, asking questions, responding, and confidently expressing their thoughts. In collaboration skills, lecturers and students collaborate to share ideas to give thought and insight into the learning material, work in groups to make a task. In critical thinking skills, the lecturer always asks for feedback from the class before explaining a topic. Students have the opportunity to express ideas about the subject that they are studying, and they are also asked to evaluate what they have learned before learning a new subject. In addition, students can also ask questions and share comments about what has been described. Then on the creativity skills can be seen from the lecturer who is able to create a positive learning environment where students pay attention with enthusiasm to the materials taught. Teacher often ignore jokes, and respond to suggestions or comments given by students in order to correct answers. Besides, the lecturers also use multimedia, such as papers, speakers, and laptops. Based on the results of interviews with the source, it was found that the interaction in the classroom was good enough because of his buyer's not monotonous, not only writing, but also being asked to speak, listen, every time the students were asked to pronounce English sentences to fill the presence thus improving their English language skills.

5. The fifth study was conducted by Marwa, Herlinawati, and Herdi (2023) under the title “4C Skills’ Integration in English Teaching Documents Used in EFL Classroom”. This research contains an analysis of 4C skills as part of 21st century skills that are characteristic of the quality of English teaching materials at one of the universities in Pekanbaru, Riau by analyzing the curriculum. In his studies, English lecturers developed a classroom environment that contained 4C skills in teaching learning activities in the classroom.



CHAPTER III

RESEARCH METHOD

This section discusses the research method which is intended to assist in answering the question that has been investigated. This chapter consists of type of the research, sites and participant, techniques of data collection, and techniques of data analysis.

A. Type of Research

This research aims to find a complete understanding, including the preparation, implementation, and evaluation of teacher in applying 4C skills in English language learning in the eighth grade of SMP IT Harapan Ummat Purbalingga. This research includes field research. Field research is research carried out in a place or location chosen to investigate or investigate something that happens in that place (Fathoni, 2006). The approach used is qualitative, which this approach is used to examine natural objects (develop as they are, not manipulated by researchers and the presence of researchers does not affect the dynamics of the objects), viewing social reality as an integral, complex, dynamic, meaningful, and interactive symptomatic relationship (Sugiyono, 2013). This research is conducted on a natural object with the aim of obtaining a deep understanding of the problem under study (Creswell, 2013).

As for this method of research, it is descriptive. Which is the research that will be done to find out the value of an independent variable, whether it is one or more variables without making comparisons or connecting with other variables (Sugiyono, 2013). In line with this, according to Creswell (2013), the aim is to explore the meaning, experience, and perspective of the research subject.

While the data collection technique using triangulation (combination), and the results of the research describe the data found in the field and the data contains meaning (the actual data) (Sugiyono, 2013). Using such approaches and methods, it is possible to gather information and data that are detailed to obtain information and detailed data to gain a thorough understanding of the

phenomena to be studied and answer research questions.

B. Location and Participant

1. Location of the research

This research was started in September 2024, with the chosen location being SMP IT Harapan Ummat Purbalingga. SMP IT Harapan Ummat Purbalingga was chosen because the school had implemented 4C skills in each class, which had not been done by many other schools, so this school was selected for the research. In addition, the school was also a school mover, meaning that it was an initiative school from the Indonesian government to develop schools that had an active role in improving the quality of education through various innovations, technology-based learning, and improving teacher competence, which was the goal of creating an inspiring and effective learning environment. Participants in the study were an English teacher and four eighth-grade students to obtain information related to how 4C skills were applied to English learning in the eighth grade of SMP IT Harapan Ummat Purbalingga.

2. Subject and Object of the Research

a. Research Subject

Determination of data sources on informants is done with certain considerations and purposes. This is because the informant is considered to know the most about what we expect so that it facilitates the research being studied.

1) The Teacher of English language at SMP IT Harapan Ummat Purbalingga

The teacher chosen was Mr. Anta Ibnu Marzuq, S. Pd., an eighth-grade English teacher who was chosen because he had implemented the 4C skills in English learning.

2) The Students of Eight Grade SMP IT Harapan Ummat Purbalingga

Eighth grade students in SMP IT Harapan Ummat Purbalingga were chosen as the research subject. It in accordance to Santrock idea's (2014), because they were considered to have

balanced academic development. There were four students who were used as research subjects, taken from two different classes, that is Mahendra Yahya (MY) and Fathir (F) from class VIII A, and Azzaku Rizki (AR) and Fadlan Fauzan (FF) from class VIII B.

b. Research Object

According to Sugiyono (2013), the object of research is a thing that is at the centre of attention of a research. The focus of attention is the subject or material that is studied or solved using the relevant theories. The object of research is what is the focus of a research.

In this study, the object is the implementation of 4C (Communication, Collaboration, Critical Thinking, and Creativity) skills in the learning of English language at eighth grade SMP IT Harapan Ummat Purbalingga.

C. Techniques of Data Collection

According to Sugiyono (2013), data collection techniques are the most strategic step in research because the goal is to obtain data.

a. Observation

According to Nasution (1988), observation is the basis of all science. Marshall (1995), through observation, researchers learn about behavior and the meaning of that behavior. Sanafiah Faisal (1990) divides observation into participant observation, overt and covert observation, and unstructured observation. Then in Stainback (1988), divides participant observation into passive participation, moderate participation, active participation, and complete participation.

The purpose of using observation is to enable researchers to find things that are not revealed by interview sources because they are sensitive or want to be covered up because they might be detrimental, researchers will also get direct experience, so they will get an impression and feel the atmosphere of the social situation under study so that they will get rich data (Sugiyono, 2012). The type of observation used is passive participation observation, in which the researcher is not involved in the

activity (only as an observer) so as not to interfere with existing activities so as not to change the situation (Stainback, 1988).

Observation activities were carried out for three meetings in two different classes, specifically VIII A and VIII B classes during English language learning, which were held from October 10 to October 31, 2024. The first observation was conducted on October 10, 2024, the second observation was conducted on October 21, and the third observation was conducted on October 31, 2024. When the observation activities were carried out, the observation checklist instrument was used, and the activities were audio and video recorded to serve as a data source that could be observed longer and repeated as needed.

b. Interview

Interview is a direct interaction process between the interviewer and the source of information where the interviewer asks directly about an object being studied and has been previously designed (Yusuf, 2017). According to Estenberg (2002), an interview is a meeting of two people to exchange information and ideas through question and answer activities, so that meaning can be constructed in a particular topic. The purpose of the interview is to explore or explore topics that are not yet understood in depth, understand the meaning of a phenomenon and the respondent's perspective, confirm and validate the data obtained, and describe or provide a detailed picture of the phenomenon being discussed. In addition, interviews are also important to obtain in-depth knowledge about the research subject that is often not obtained during observation (Estenberg, 2002).

In this research using semi-structured interviews, where the questions will be made in advance and then during the interview will be developed again by the researcher (Estenberg, 2002). This is done in order to find problems more openly, where the interviewees are asked for their opinions and ideas. Interviews were conducted in a question and answer format with the English teacher and two students from each representative class. The

instrument used was an interview guideline, which was created before the interviews and developed during the interview process. The interviews were recorded to serve as data, which was then transcribed, analyzed, and sorted to determine which data was relevant and which was not. The interview with the English teacher, Mr. Anta Ibnu Marzuq Arum, S.Pd., took place on September 19, 2024. And the interviews with the student representatives from each class were conducted on October 31, 2024, with Mahendra Yahya (MY) and Fathir (F) from class VIII A, and Azzaku Rizki (AR) and Fadlan Fauzan (FF) from class VIII B.

The use of interviews with teacher is to explore information related to how teacher implement 4C skills in English learning, related to preparation, learning process, and evaluation. Not only the teacher, representatives from each class VIII were also asked for information as recipients of learning with the implementation of 4C skills to match and compare the results of data received from interview activities that have been carried out with teacher.

c. Documentation

Documentation is a technique of collecting data and information through evidence that can be in the form of writing (such as notes and regulations), pictures, or works (Sugiyono, 2012). The importance of documentation in research according to Creswell (2014), is to record all aspects of research in detail. In this study, documentation was collected from the teacher documentation by analyzing the lesson plan made by the English teacher. The documentation obtained information about learning objectives, activities carried out by English teachers in the classroom and materials delivered by English teachers. The documentation will strengthen the results that have been obtained in research.

D. Techniques of Data analysis

According to Milles & Huberman (1984), data analysis is the process of systematically searching for and organizing data obtained from the results of

interviews, field records, and other materials, by organizing the data into categories, drawing it into units, synthesizing it, organizing it into patterns, choosing what is important to study, and making conclusions so that it is easy to understand, and the findings are easily informed to others.

a. Data Reduction

Data reduction is summarizing, selecting the main things, and focusing on the important things. In this way the data results will provide a clearer picture, and make it easier for researchers to conduct further data collection if needed. The data that is reduced is data obtained from observations, interviews, and documentation.

b. Data Presentation

After the data is reduced, the next step is to present the data which can be done in the form of tables, graphs, pie charts, pictograms, and so on. However, in this study using a description or narrative form. By presenting the data, it will be more organized so that it will be easy to understand.

c. Conclusion

The final step in the analysis of qualitative data is the conclusion and verification. The conclusion can change when strong evidence and supporting data are found when found at the next stage of evidence collection. However, it will be valid and credible if the initial conclusion is supported by strong proof and data.

E. Data Validation

This study uses Triangulation to check and test the credibility of the data. Triangulation is a method used to verify and strengthen research results by using various data collection techniques or data sources (Sugiyono, 2013). The goal is to gain a deeper view and ensure that the research results are not influenced by the tendencies of only one technique or source (Sugiyono, 2013). Here are some triangulations that will be used:

a. Source Triangulation

Aims to test the credibility of data carried out by checking the data obtained from multiple sources. Data acquired from different sources will

be described, categorized, where the views are the same, are different, and where are specific of the sources.

b. Technical Triangulation

The aim is to check the reliability of data performed by checking the data to the same source with different techniques. For example, data derived from interviews, checked using observations. If three credibility testing techniques have different results then further discussions should be conducted with the data source or other to ensure that the data is correct (Sugiyono, 2013).

c. Time Triangulation

Time triangulation also affects the credibility of a data. Data collected by interview techniques or observations in the morning at a time when the source is still fresh, has A lot of energy, not a lot of trouble will give you more valid data (Amalia, 2022). Then to test the credibility of the data can be done in different times and situations (Sugiyono, 2013).



CHAPTER IV

FINDING AND DISCUSSION

The Implementation of 4C Skills in English Language Learning

In this chapter, the researcher presented a discussion of the results and discussion related to the implementation of 4C skills in English language learning at eighth grade SMP IT Harapan Ummat Purbalingga. These observations and interviews were carried out from 19 September 2024 to 29 October 2024. The research subjects in this study were an English teacher in class 8 and four students to be interviewed. The aim of this research was to find out how the English teacher in class eight at SMP IT Harapan Ummat Purbalingga used the 4C skills, which included preparation, procedures, and how the teacher carried out evaluations for the students.

A. The Preparation of implementation 4C in English Language Learning

Before teacher teach their students in the class, teacher prepare various things, such as learning media, topics, materials, or others.

In this research, researcher conducted interviews with English teacher in eight classes on 19th September 2024, with the aim of finding out teacher preparation before implementing 4C skills in English language learning in class 8 using interview guidelines as follows:

No.	Indikator	Checklist	
		Yes	No
1.	Determine learning objectives	✓	
2.	Identify students personalities and needs before starting learning	✓	
3.	The teacher prepare the topic or material	✓	
4.	The teacher chooses and prepares the learning models and media	✓	

Tabel 4.1 Preparation stages

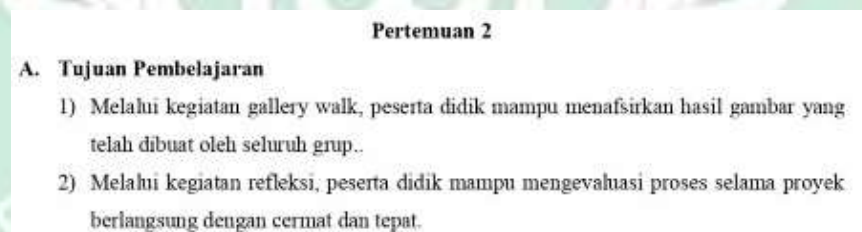
In this study, Brown's theory (2007) was used, which stated that in the

preparation stage, the teacher had to make an effective plan for teaching, which included learning objectives, identifying student personalities and needs, preparing topics or materials, and choosing and preparing learning models and media. The use of this plan was the basis for creating a conducive, participatory, and competency-oriented learning environment for students (Adiningrat, 2024). In the first point, the teacher determined the learning objectives. Learning objectives were the basis for determining learning materials, models, media, and evaluation (Rokhwati, 2022). Based on the results of interviews conducted with the teacher, the results showed that the teacher determined the learning objectives before carrying out learning activities by adjusting to the conditions of the students in the class.

Interview

Teacher: “To determine the learning objectives, I refer to the flow of learning objectives that are adjusted to the conditions of the students in the class.” (Translated in English) (Interviewed with the teacher on 19th September 2024).

The data obtained from the teaching module is as follows



Images 4.1 Learning Objective in the teaching module

From the data, it related to the second point where the teacher identified the character and needs of each student. This was in line with Brown's (2007) opinion, that in determining the lesson plan, it **should** be aimed at the majority of students in the class (average ability). This was done because it would not have been possible to fulfill all the wishes of the class members (Harmer, 2007). The following were the interview results obtained:

Interview

Teacher: “Before choosing the method, we had to understand how their learning style was, because it was different. Some liked to use videos and pictures, but there were also those who only read. So we

had to adjust so that all children could understand the material that I would convey. In addition, before starting class, we had to analyze the students' social-emotional state and ask about their readiness to learn. We couldn't suddenly come and ask the children.

“let's learn”, we can't.”

(Translated in English) (Interviewed with the teacher on 19th September 2024).

According to Mr. Anta, in determining the lesson plan, it had to be adjusted to the students who had various characters and learning styles so that all students could understand the learning. On the third point related to the topic or material, the teacher claimed that the material had been determined at the beginning of the year or semester, which also determined what skills would be applied in it. The following was the data obtained:

Interview

Teacher: “At the beginning of the semester, we make a guideline for the material and determine what skills will be applied. After that we just develop and follow the contents of the curriculum that has been made. And it is also adjusted to the class and sequence. For example, for the seventh grade, at the beginning there is greeting and then the material will gradually increase to become heavier, according to the class.” (Translated in English) (Interviewed with the teacher on 19th September 2024).

And the last is the teacher prepares the learning model and media used. From the results of the research conducted, the data obtained if the teacher uses project-based learning and problem-based learning models.

Interview

Teacher: “Of course I use it. I am most comfortable using problem based learning, project based too. Because for me it will be more creative to build a learning atmosphere in the classroom. And for the 4Cs it also supports, because the steps do emphasize these skills, besides that it is also efficient.” (Translate in English) (Interviewed with the teacher on 19th September 2024).

Based on data obtained from interviews with the teacher, in their learning, the teacher claimed to use problem and project-based learning models. In line with the opinion of Nafiah (2024), one of the learning models that could accommodate the development of 4C skills in students to actively identify, analyze, and solve

complex problems similar to real life was the Problem-Based Learning (PBL) learning model. In addition, project-based learning could make students improve their problem-solving and decision-making skills so that learning would be more meaningful (Prasetyo in Fuldiaratman, 2023). Similar to the results obtained from the interview, the data obtained from the teaching module also provided the same data as follows:

Metode Pembelajaran	: Pembelajaran kontekstual dengan <i>problem-based learning</i>
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Images 4.2 Learning models in the teaching module

Similarly in the implementation, the teacher used a problem-based learning model.

The next point is related to learning media. Learning media is a tool that can be used to help the learning process to be more effective and optimal (Fadilah et. al, 2023). In the current era, learning media is not only from books but must adapt to the era such as the use of technology. In line with this, from the results of interviews obtained data if the teacher uses various kinds of media such as books, power points, LCD projectors, speakers, and computer labs.

Interview

Teacher: "For learning media, it's just standard from the book most often. Because books are now different from what they used to be. Now there are various activities, there is even listening, there are vocabs too. Besides that, we can use LCD projectors, speakers for listening, and computer labs." (Translated in English) (Interviewed with the teacher on 19th September 2024).

From the teacher's explanation, it was found that in his learning, the teacher more often used book media even though it could also use other learning media. In line with the interview statement, the data obtained from the teaching module is almost the same as follows:

Sarana Prasarana	:	1. Buku siswa Bright an English VIII
		2. Internet
		3. PPT
		4. Papan tulis, spidol, laptop, LCD proyektor, speaker.

Image 4.3 Learning media in the teaching module

However, the results are different when implementing in learning. From the results of observations I, II, and III in two different classes, the teacher did not use LCD media, power points, and also speakers as in the two data above. In line with the findings in the field, statements from representatives of each class also gave answers if the learning rarely used these media.

Interviews

MY: "Media like speakers, laptops are rare. Mostly if listening is directly from what Mr. Anta is talking about."

F : "Never."

AR: "To use videos, pictures, audio, no mba, at most if the direct ones are like pictures that are directly exemplified, the listening is from pak anta's words directly."

FF : "Never."

(Transcript in English) (Interviewed with the students on 31th October 2024)

The use of media in learning is one of the important factors as an intermediary in delivering material so that it is easier for students to understand. The use of media will develop interest and motivation (Wulandari et al., 2023).

It can be concluded if there is a mismatch between the data obtained from the teacher and the data found in the field and statements from students.

B. The Procedure of Implementation 4C in English Language Learning

1. Preliminary Activity

After the planning stage, the next step is implementation. The implementation stage consists of preliminary, core and closing activities. The first stage is preliminary activities, based on Permendikbud number 65 of 2013, starting with preparing students physically and psychologically before starting class, providing learning motivation, asking questions that relate to the material to be learned, explaining learning objectives, and conveying the scope of the material and explanation of the description of activities.

In line with that, based on the observation of classes VIII A and VIII B SMP IT Harapan Ummat Purbalingga, the activities carried out by the English teacher were opening it with greetings, which were then answered by all students. After that, the teacher invited students to recite basmallah in English, "Let's open the class with basmallah," then was answered by the students, "Bismillahirrahmanirrahim." Then, the teacher checked the students' attendance by using English sentences, "First of all, is anyone absent today?" which was answered by the students in Indonesian. After that, the teacher conducted class conditioning by asking students to tidy up their clothes and equipment. This is done to familiarize the students to be orderly and maintain tidiness during class learning. In addition, it also prepares students to be really ready to receive the material.

Interview

Teacher: "before starting the lesson, it is important to analyze the social and emotional condition of the students, create a comfortable learning environment or atmosphere, ask about their feelings, instead of "are you ready to learn?". Other than that, with ice-breaking too."

(Translated in English) (Interviewed with the teacher on 19th September 2024).

The data is in line with the opinion of Monica & Hadiwinarto (2020), if the opening activity of learning is by mentally preparing and attracting students' attention before entering learning so that their attention is focused on what will be learned and students have high motivation to continue participating in learning from start to finish.

After that, the teacher continues his activities by asking about the material or activities that have been done last week or the previous meeting, this is done to remind their memories of the material that has been learned and prepare students for the activities or lessons that will be carried out on that day. Although there are some points that are not included in the teaching module, the following is the evidence used:

Pendahuluan	<p>1) Guru membuka dengan salam dan doa untuk memulai pembelajaran.</p> <p>2) Guru memeriksa kehadiran peserta didik sebagai sifat kedisiplinan.</p> <p>3) Guru menyampaikan materi pelajaran yang akan dibahas dengan memberikan gambaran dan semangat belajar tentang manfaat mempelajari ungkapan <i>ability</i> dan <i>willingness</i> di dalam kehidupan sehari-hari</p>
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Images 4.4 Opening stages in teaching module

Then the teacher delivered the material by relating it to the daily lives of the students. Instead of immediately providing a detailed explanation, the teacher first asks about the students' knowledge regarding the topic to be taught. Here is the evidence used:

Trascript of Observation

Teacher: "what is Abbility? Annyone? *Kalau mau join futsal harus ada test, karena pemainnya harus ada abbility.* Look at this Instagram, so profesional *foto-fotonya Axelent dan Dafa.* So what is abbility?

Students: "*Kesempatan, kecepatan, skill.*"

Teacher: "*Ini adalah apa yang bisa kamu lakukan, kemampuan.*"

Teacher: "*Yang kedua ada willingness, ada yang tau?*"

Students: "*Keinginan*"

Teacher: "*Mantap, keinginan. Keinginan yang berkaitan dengan masa depan.*"

Teacher: "*Ada pentingnya ngga kita mempelajari ini?*"

Students: "*Mengetahui kemampuan.*"

Teacher: "*Yap, orang-orang sekarang ini mudah .. (menggambar ilustrasi)*"

Students: "*meninggal, membunuh dirinya sendiri*"

Teacher: "*Karena stres, dia tidak tau jika Allah memberikan dia kemampuan yang lain yang dia miliki. Dengan mengetahui kemampuan diri bisa membuat kita menjadi lebih optimis. Ada anak yang ngga pinter di akademik tapi apa kamu sebodoh itu disini? Ngga ya. Penting bagi kalian untuk mengetahui Contohnya Hamas mengikuti kejuaraan bela*

diri Axel suka football.” (Observation I on 10th October 2024).

The teacher also creates examples that relate to the students' daily lives. In this way, the students also feel happy and enjoy their learning.

2. Main Activity

Based on classroom observations and interviews, it was found that the application of 4C skills in English language learning is as follows:

a. Communication

Communication is defined as the ability to convey ideas and thoughts quickly, clearly, and effectively (Mansyur et al., 2024). According to indicators of communication skills according to Trilling & Fadel (2009), the competencies of learners in communication skills are:

- 1). Able to communicate clearly by conveying opinions and ideas effectively using oral or written.

In Observations I, II, and III, students were accustomed to expressing their opinions by exchanging thoughts and ideas to discuss the material and tasks. Below is the data obtained from the teaching module and in the classroom:

7) Peserta didik mendapatkan LKPD 2 dan bersiap untuk melakukan kegiatan diskusi bersama rekan kelompoknya. Peserta didik akan mengidentifikasi



Images 4.5 Communication in teaching module

Images 4.6 Communication in the classroom

In this activity, the students discussed and identified the material they had received along with the assignments. In line with this, the following were data obtained from interviews with students.

Interviews

What do you do during group study sessions?

Answer

MY : “Exchanging opinions, discussing with the friends”

F : “If there's an assignment, we do it, also chatting about what to do.”

AR : “Definitely discussing”

FF : “Doing assignments and chatting, hehe”

(Translated in English) (Interviewed with the students on 31th October, 2024).

This activity of exchanging ideas and opinions occurs not only among students but also between teachers and students through question and answer sessions. These interactions take place at the beginning of the lesson, when teachers move around to monitor learning progress, and when teachers ask students for their opinions about the learning that has taken place.

- 2). Listen effectively to explain meaning, including knowledge, values, attitudes, and intentions.

This relates to the student's ability to listen attentively and comprehend the meaning of messages, opinions, information, or instructions shared by their peers or teachers. Students need to grasp the context of the conversation in order to understand the meaning and respond appropriately. For example, when students listen to instructions from the teacher regarding a topic like "Ability and Willingness," they should be able to identify and analyze the situation based on the given material.

Transcript of Observation

Teacher: “Now, silahkan kalian berkelompok bersama teman sebelah kalian. Mr akan membagikan kalian soal, read the text and then lingkarilah jawabannya sesuai dengan kondisi dirimu dan apa yang kalian ketahui. Paham ya.”

(Translated in English) (Observation I on October 10th, 2024).

In Observation II, students move around to gather information from other groups about Ability and Willingness by listening to the clues provided by each group. This process aligns with the data obtained from

the teaching module, supporting the effectiveness of this approach.

- 3) Selama 20 menit peserta didik diminta untuk berkeliling dan menggali informasi tentang ability dan willingness berdasarkan gambar yang ditampilkan oleh kelompok lainnya.

Images 4.7 Collaboration in teaching module

3). Use communication for a variety of purposes

From the results of the data described at several points above, teachers implemented communication skills by making students communicate effectively with each other and express opinions, listen carefully, regarding the explanation of meaning, information, opinions, or instructions.

b. Collaboration

Collaboration is the ability to work together, synergize, and be responsible (Partono et al., 2021). Collaboration was the ability to work together, synergize, and be responsible (Partono et al., 2021). The form of implementing collaborative skills in learning was using group activities and discussions. In the observation activities carried out, it was seen that the teacher applied group learning at each meeting. The following was the data obtained from the learning module and classroom observation activities carried out:

5) Guru membagi peserta didik menjadi beberapa kelompok berisi tiga orang. (*Collaboration*)



Image 4.8
Implementation of collaboration in the teaching module

Image 4.9 Gallery walk

There are indicators of collaboration skills in the 21st Century Skills (2019), which are also aligned with the Buck Institute for Education (2013), namely:

- 1). Collaborate with others, showing the ability to work effectively and responsibly.

From the data found in the interview with the teacher, it was found that sometimes the teacher inadvertently divided groups of students who were less active in English learning, but in learning, they inevitably still collaborated with their group mates to complete a task.

Interview

Teacher: "By engaging in collaborative activities, students will work together. So there will definitely be one group that consists entirely of less active people. However, that group will inevitably continue to function, and there will definitely be someone who becomes the leader of that group. The strategy I use is to be mobile and ask about the progress they are making, inquire about the problems they are facing, and encourage the students to complete any tasks they can handle. With the implementation of this type of learning, students will become accustomed to teaching each other, exchanging ideas, and expressing opinions, all under the supervision of the teacher, with the aim of improving the quality of learning and students' attitudes in facing the diversity of their peers." (Translated in English) (Interviewed with the teacher on 19th September 2024).

In addition to these activities, the ability to work effectively was seen in observation activities I and III during group activities. Each group leader communicated and distributed tasks according to the abilities of each member in order to work more effectively and produce better results. Demonstrating the ability to collaborate with others was also seen when students wanted to embrace their friends to complete tasks together, such as the results of data obtained from interviews with students below:

Interviews

What if one of the group members or your friend is less active in the learning process?

Answer

MY : "Talk to them and tell them to participate if it's a group assignment."

F : "Just let it be, but I will do it myself."

AR : "Talk to them. Well, tell them to do what they can."

FF : "As for me, just let it be."

(Translated in English) (Interviewed with the students on 31th October 2024).

The data results are of course related to the second indicator below.

2). Train oneself to be able to compromise to achieve a common goal.

Training oneself to be able to reach an agreement or goal was seen from the attitude of students when the group had made a decision to solve a problem or task. From group activities, there were many ideas given by each member, which in the end resulted in an agreement that had to be accepted. As in the interview with the student below:

Interviews

How did you make decisions or come to conclusions within the group?

Answer

MY: "From the most opinions."

F: "My friends decided, I just followed."

AR: "I took the most opinions, voting."

FF: "From the most agreed opinion, mba."

(Translated in English) (Interviewed with students on 31th October 2024)

So, all group members had to accept the decisions made in order to reach an agreement for resolution. In addition to this, training oneself to be able to compromise to reach an agreement or goal was the attitude of students who were curious about things they did not understand by trying to ask either the teacher or their friends, such as the responses obtained from interviews with the following students:

Interviews

Will you still discuss with friends when the teacher does not make a group?

Answer

MY: "I rarely do it in English, but other friends ask me."

F : "Yes, rarely."

AR : "Sometimes."

FF : "For me, for example, if I didn't go yesterday, I would ask a friend for the previous material."

(Translated in English) (Interviewed with students on 31th October 2024).

In line with the opinion, the following data is obtained from interviews with teachers:

Interview

Teacher: "In addition, the smart students will provide understanding to those who are less knowledgeable, and the way of conveying that understanding will be much easier for their peers to grasp." (Translated in English) (Interviewed with the teacher on 19th September 2024).

This showed that there was a desire for students to be able to participate in group activities, although there were some of them who were lacking in English learning.

- 3). Consider collaborative tasks as a shared responsibility and value the contribution of each team member.

Based on the results of the data described above on the two indicators of collaboration skills, it could be concluded that each group member considered the collaboration task as a shared task. Starting from being able to collaborate with anyone, inviting other members to take part in the learning process, to providing understanding for friends who did not understand the material discussed. It could be concluded that in collaborative skills, the teacher had implemented it through discussion and group activities.

c. Critical Thinking

Critical thinking is an individual process of using thought to analyze arguments and provide interpretations based on objective

judgment, analysis, and logical conclusions (Facion, 2010). In the research activities, it was found that the teacher implemented critical thinking skills by making students identify a situation, as in observation

I. The following was evidence in the teaching module:

- 7) Peserta didik mendapatkan LKPD 2 dan bersiap untuk melakukan kegiatan diskusi bersama rekan kelompoknya. Peserta didik akan mengidentifikasi beberapa hal terkait ungkapan *ability* dan *willingness* di dalam LKPD 2 (Activity 2). (*Critical Thinking*)

Images 4. 10 Critical thinking in teaching module

Students were faced with several possibilities that they could and could not do, which had to be analyzed with an assessment and then a decision was made. The following was the data obtained from the student's assignment:

Worksheet II - Willingness

1. Will you become a success person?	Yes, I will	No, I won't
2. Will you eat poisoned food?	Yes, I will	No, I won't
3. Will you study harder than before?	Yes, I will	No, I won't
4. Will you smoke today and forth?	Yes, I will	No, I won't
5. Will you train harder than before?	Yes, I will	No, I won't
6. Will you come to mosque on time in every praying time?	Yes, I will	No, I won't
7. Will you run away from pesantren tonight and forth?	Yes, I will	No, I won't
8. Will you make your parents proud of you?	Yes, I will	No, I won't
9. Will you clean your own bedrooms?	Yes, I will	No, I won't
10. Will you stay positive today?	Yes, I will	No, I won't

10. 1. Paper 1

Worksheet II - Willingness

1. Will you become a success person?	Yes, I will	No, I won't
2. Will you eat poisoned food?	Yes, I will	No, I won't
3. Will you study harder than before?	Yes, I will	No, I won't
4. Will you smoke today and forth?	Yes, I will	No, I won't
5. Will you train harder than before?	Yes, I will	No, I won't
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8. Will you make your parents proud of you?	Yes, I will	No, I won't
9. Will you clean your own bedroom?	Yes, I will	No, I won't
10. Will you stay positive today?	Yes, I will	No, I won't

10. 1. be more 1

Images 4. 11 Students work

The two answers to the assignment were different because they were the result of each student's thoughts, and the teacher allowed this. Then, for the indicators that students had to achieve for critical thinking skills according to the 21st Century Skills (2009), they were:

1). Able to think effectively.

That was when group members made plans by paying attention to the division of tasks that were tailored to the abilities of each member so that they could complete them easily. As in Observation I, in the division of tasks for Gallery Walk activities, and in Observation III, for the preparation of presentation activities.

2). Use systems thinking (to make decisions by considering long-term impacts and relationships between components).

3). Making judgments and decisions.

When doing group activities in Observation I, students were faced with making a task to describe what activities they wanted and did not want to do. From several opinions given by each group member, several ideas were taken as a decision with consideration.

4). Solve problems.

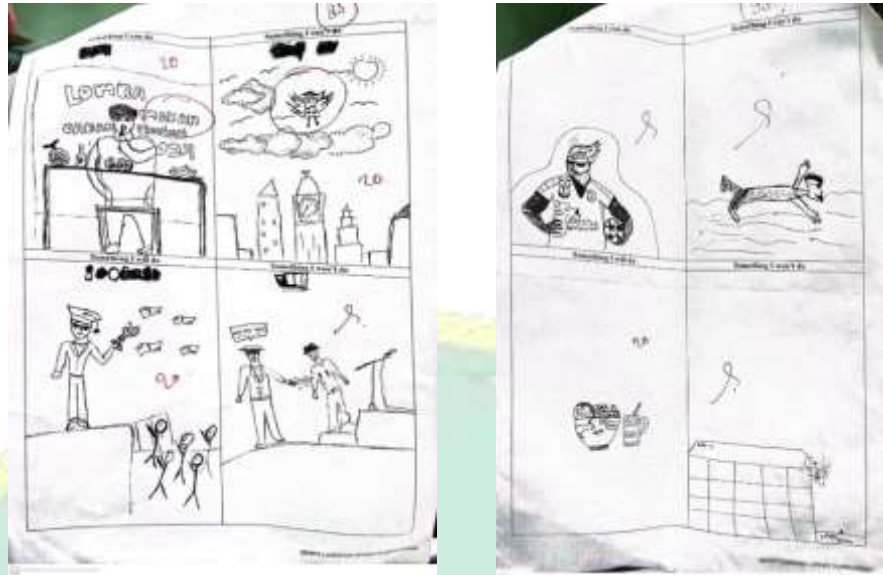
5). Analyze and evaluate evidence and arguments.

6). Interpret information and draw conclusions based on the analysis.

It can be concluded that the implementation of critical thinking skills was through tasks that required students to identify, analyze, and make decisions.

d. Creative

The implementation of creative skills was when students were given the task of making pictures to be presented in Gallery Walk activities carried out in observation II. The following was the data obtained from students' Gallery Walk assignments:



Images 4.12 Students picture from Gallery walk

In this activity, students were asked to put their ideas in a visual form which required them to think creatively that reflected their thinking. According to the Partnership for 21st Century Learning, the competencies achieved by students were:

- 1). Create new ideas that are useful.

This was when students described various details so that they could describe more clearly what activities they could and could not do.

- 2). Elaborate, refine, analyze, and evaluate their own ideas to improve and maximize creative efforts.

After each group finished drawing, almost all members analyzed and evaluated the results, such as whether the drawing was easy to understand or not, and whether there was anything that needed to be corrected.

- 3) Being open to new and diverse views, seeing failure as an opportunity to learn.

After doing the presentation activities, each group received feedback from other groups, such as the pictures not being good enough and difficult to understand. However, in their response, students accepted this input, as was the case with the data obtained

from the interview results as follows:

Interviews

What did you do if your friends or teachers criticized your opinion or work?

Answer

MY: "I accepted it. It meant that there was something missing from my assignment."

F: "Yes, accepted."

AR: "Yes, just accepted it."

FF: "I just accepted it and tried to improve."

(Translated in English) (Interviewed with the students on 31 October 2024).

It can be concluded that the teacher implemented creative skills by allowing students to express their creative ideas through drawing.

C. Closing Activity

Based on observations in Mr. Anta's class, he ended the learning activities by asking students about the material they had learned that day and drawing conclusions. In addition, the teacher also motivates students to remain enthusiastic in learning and explains the activity plan that will be carried out at the next meeting, then the teacher closes the lesson by conditioning the class and closing greetings. And the data taken in class is the same as the data in the module as follows:

Penutup	<ol style="list-style-type: none">1) Guru mengajak siswa untuk merangkum dan merefleksi kegiatan pembelajaran.2) Guru memberikan umpan balik dan motivasi.3) Guru memberikan informasi kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.4) Salam dan doa.
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Images 4.13 Closing activity in the teaching module

D. The Evaluation Of Implementation 4C in English Language Learning

Evaluation is an assessment made after students have had the opportunity to learn in order to assess success and make adjustments in the next day's learning plan (Brown, 2007). Not only interviews about the preparation and learning process, but researchers also asked several questions about evaluation. From the understanding, the results obtained if the teacher uses formative and summative assessment, formative assessment is an assessment used for assessment related to feedback given by the teacher to students. This type of assessment is usually used to assess the progress of student learning performance during the learning process (Harmer, 2007). Then the opinion of Arifin (2017), formative assessment is the provision of feedback for teacher as a form of improving the learning process and holding remidi programs for students who have not fully mastered the learning process material learned. In line with some of these opinions, the results of interviews conducted with teacher are that teacher use formative tests to measure progress and evaluate students and see student involvement in learning. The following are the results obtained:

Interviews

Teacher: "In every lesson, there is a formative assessment, which is used as a progress assessment and evaluation although actually this can also be accumulated as a grade. The purpose is to measure their engagement in learning. To what extent they put effort into their work."

(Translate in English) (Interviewed with the teacher on 19th September 2024).

As stated by the teacher, formative assessment is only used to measure students' progress during the learning process, but it can also be accumulated into a grade. Although in reality, at the time of the formative assessment the teacher did not do it. However, in the teaching module, the teacher includes an assessment rubric related to attitude assessment as follows:

Rubrik penilaian sikap

Aspek dan Kriteria Penilaian : Pilih aspek nilai sesuai kegiatan terkait.

No.	Aspek yang dinilai	Kriteria	Skor
1.	Berani dan Percaya diri	Menunjukkan sikap berani dan percaya diri dalam setiap kesempatan.	5
		Menunjukkan sikap berani dan percaya diri setelah diberi kesempatan oleh guru	4
		Menunjukkan sikap berani dan percaya diri setelah diminta oleh guru.	3
		Menunjukkan sikap berani dan percaya diri setelah diminta beberapa kali oleh guru	2
		Tidak pernah menunjukkan sikap berani dan percaya diri.	1
2.		Mampu berpendapat dengan alasan logis.	5

Images 4.14 Formative assesment

Then the second is a summative test which is used to assess knowledge at the end of the semester or a major public exam (Hermer, 2007). In line with this, according to Arifin (2017), summative assessment is used to determine grades as material for grade promotion decisions and learning progress reports.

From the results of the research that has been conducted, the 8th grade teacher of SMP IT Harapan Ummat Purbalingga conducts summative assessments taken from assignments and mid- and end-of-semester assessments.

Interview

Teacher: “Summative assessments are usually in the middle and end of the semester, but also from student assignment scores.”

(Translated in English) (Interviewed with teacher on 19th September 2024).

Based on all the data obtained, it can be concluded that teacher use two types of evaluation, namely formative tests to see the progress and development of student learning, while summative tests are used to measure with values about students' knowledge and mastery of material.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will briefly discuss everything based on the findings from the previous chapter.

A. Conclusion

In this study, the implementation of 4C skills (Communication, Collaboration, Critical Thinking, and Creativity) in English learning at Harapan Ummat Purbalingga IT Junior High School was evaluated through several stages: preparation, implementation, and evaluation. In the teacher focuses on determining learning objectives, understanding students' learning styles, and selecting relevant topics, materials, and appropriate teaching models to ensure effective learning.

In the main activity teacher successfully integrates 4C skills into classroom activities. Communication is fostered through group discussions and Q&A sessions, enabling students to communicate their ideas clearly, listen to others, and use communication for various purposes. Collaboration is promoted through group tasks, where students work together effectively, demonstrate willingness to collaborate, and appreciate the contributions of peers. Critical thinking is encouraged through activities that require analysis and decision-making, allowing students to think effectively, apply systems thinking, make judgments, solve problems, analyze information, and draw conclusions. Creativity is stimulated through tasks like creating visual representations in Gallery Walk activities, where students are encouraged to generate useful ideas, analyze and evaluate these ideas to foster creativity, and remain open-minded, viewing failure as an opportunity for learning.

In the evaluation stage, the teacher utilizes both formative and summative assessments. Formative assessment provides feedback for improvement during the learning process, while summative assessment evaluates students' knowledge and understanding.

B. Suggestions

1. For the teacher

Hopefully, this research can be used to enhance 4C learning to be more varied in various activities. Then, based on the conclusions from the data above, there is a suggestion related to the use of learning media that should be used as a bridge to deepen students' understanding.

2. For Future Researchers

It is hoped that for future researchers, this study can be beneficial and serve as one of the considerations that may be used for conducting more in-depth research.

C. Limitation of the Study

The limitation in this study is the limited time available for teacher to teach. This is caused by the numerous activities conducted by the teacher themselves or other teacher that take up time that should be allocated for English lessons. Additionally, there is also a limitation for the researcher in documenting photos of interview activities and classroom observations with both teacher and students.

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APPENDICES

OBSERVATION CHECKLIST

This observation was aimed at the English teacher who teaches in the 8th grade of SMP IT Harapan Ummat Purbalingga.

Time : 10 Oktober – 31 Oktober 2024

Topic : Ability Willingness and Narrative Text

Class : 8A and 8B

Teacher : Anta Ibnu Marzuq Arum S. Pd.

OBSERVATION CHECKLIST									
No.	Indikator	Pertemuan							
		10/10	11/10	12/10	10/10	11/10	12/10		
		1	2	3	1	2	3		
OPENING	1 Guru memulai kelas dengan mengucapkan salam, bertegur sapa tentang kabar, dan mengecek kehadiran siswa.	✓	✓	✓	✓	✓	✓		
	2 Siswa menjawab salam, sapaan dan menjawab kehadiran oleh guru.	✓	✓	✓	✓	✓	✓		
	3 Guru melakukan brainstorming menggunakan kegiatan atau pertanyaan pemantik terkait materi dan kegiatan yang akan dilakukan	✓			✓				
MAIN ACTIVITY	4 Guru menyampaikan garis besar cakupan topik atau materi yang akan digunakan	✓	✓	✓	✓	✓	✓		
	5 Guru memaparkan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan	✓			✓				
	6 Guru menjelaskan kegiatan yang akan dilakukan	✓	✓	✓	✓	✓	✓		
	7 Guru menjelaskan materi secara umum	✓		✓	✓		✓		
	8 Guru menggunakan media pembelajaran								
	9 Guru membuat kegiatan pembelajaran kolaboratif untuk melatih komunikatif dan kolaborasi	✓	✓		✓	✓			
	10 Guru menggunakan TIK dalam pembelajaran untuk melatih komunikatif dan kreatif								
	11 Guru memberikan materi dan tugas yang bersifat otentik untuk melatih keterampilan komunikatif	✓							
	12 Guru menggunakan tugas analisis teks untuk melatih keterampilan berpikir kritis	✓			✓				
	13 Guru menggunakan presentasi lisan menggunakan berbagai media untuk melatih keterampilan komunikatif	✓	✓		✓	✓			
	14 Guru meminta peserta didik untuk saling memberikan umpan balik untuk melatih keterampilan kolaborasi dan berpikir kritis	✓			✓				
	14 Guru menggunakan pertanyaan yang menunjukkan pemahaman siswa untuk melatih berpikir kritis	✓	✓	✓	✓	✓	✓		
	16 Guru mendorong kreativitas siswa dengan membuat teks pidato, cerita fiksi, puisi, atau poster dan gambar	✓			✓				
	17 Guru memberikan siswa kebebasan berekspresi dalam menyajikan hasil akhir dari sebuah proyek.	✓	✓		✓	✓			
	18 Guru menggunakan model <i>Project based learning</i>								
	19. Guru menggunakan model <i>Problem based learning</i>	✓	✓	✓	✓	✓	✓		
	20 Guru menggunakan model <i>Cooperative Learning</i>								

[illegible]

INTERVIEW GUIDELINES FOR TEACHER

This interview is aimed at English teacher who teach in 8 class at SMP IT Harapan Ummat Purbalingga

Interviewer : Risy Nur Fadillah

Date : 19 September 2024

Interviewee : Anta Ibnu Marzuq Arum, S. Pd.

No.	Pertanyaan
1.	Apa yang anda ketahui tentang 4C?
2.	Apakah anda menerapkan keterampilan 4C pada pembelajaran bahasa Inggris?
3.	Mengapa anda menerapkan keterampilan 4C dalam pembelajaran bahasa Inggris?
4.	Apa tujuan dari penerapan 4C tersebut?
6.	Bagaimana cara anda melatih keterampilan bahasa (speaking, listening, reading, writing)?
7.	Bagaimana cara anda mengintegrasikan keterampilan 4C dengan keterampilan bahasa (speaking, writing, listening dan reading)?
8.	Kegiatan apa yang anda gunakan untuk bisa melatih ke 2 keterampilan tersebut secara bersamaan?
9.	Bagaimana cara anda membuat siswa untuk aktif didalam kelas?
10.	Apakah ada cara untuk menghadapi siswa yang kurang aktif didalam kelas?
11.	Apakah ada strategi yang anda gunakan untuk memantau siswa yang kurang aktif dalam kegiatan berkelompok?
12.	Apakah anda menggunakan pendekatan pembelajaran untuk mengimplementasikan keterampilan 4C?
13.	Apakah ada pertimbangan khusus dalam pemilihan pendekatan dan model pembelajaran yang anda gunakan?
14.	Model pembelajaran apa yang anda gunakan dalam implementasi keterampilan 4C?
17.	Bagaimana anda menentukan topik pembelajaran?

19.	Apa saja bahan ajar yang anda gunakan untuk menerapkan keterampilan 4C pada pembelajaran bahasa Inggris
20.	Media pembelajaran apa yang anda gunakan untuk menerapkan keterampilan 4C dalam pembelajaran bahasa Inggris? Apakah TIK juga digunakan dalam pembelajaran anda?
21.	Apa yang menjadi bahan pertimbangan dalam pemilihan bahan ajar dan media pembelajaran tersebut?
22.	Bagaimana cara anda mengukur keberhasilan dan kemajuan keterampilan 4C siswa secara menyeluruh?
23.	Apakah ada penilaian untuk mengukur keberhasilan dari keterampilan 4C?
25.	Apakah penilaian tersebut juga digunakan untuk bahasa Inggris?
27.	Apakah ada ujian untuk mengukur keberhasilan dari implementasi keterampilan 4C?
29.	Bagaimana cara untuk mengatasi siswa yang terindikasi kurang menguasai keterampilan yang harus dicapainya?
30.	Sudah berapa lama keterampilan 4C diintegrasikan kedalam pembelajaran?
31.	Apakah keterampilan 4C sudah dinilai berhasil?

TRANSCRIPT OF INTERVIEW FOR THE TEACHER

Interviewer : Risy Nur Fadillah
Date : 19 September 2024
Interviewee : Anta Ibnu Marzuq Arum, S. Pd.

No.	Pertanyaan	Jawaban
1.	Apa yang anda ketahui tentang 4C?	4C itu seperti yang sudah kita bicarakan dulu ya, itu singkatan dari Communication, Collaboration, Critical Thinking, and Creativity. 4C sebenarnya bukan hal yang baru dalam kegiatan pembelajaran. Hal ini dikarenakan 4C ditemukan di semua kurikulum dan metode pembelajaran Siswa yang menjadi problem solver, bisa kreatif dalam mendisain pembelajarannya, menemukan pengetahuannya, mencari cara agar mampu memahami materi pelajaran sesuai dengan caranya sehingga pembelajaran tidak hanya dari satu arah saja.
2.	Apakah anda menerapkan keterampilan 4C pada pembelajaran bahasa Inggris?	Secara global iya, diterapkan pada pembelajaran. Dan dalam setiap pertemuannya selalu mengimplementasikan 4C walaupun tidak semua skill langsung diterapkan dalam 1 pertemuan.
3.	Mengapa anda menerapkan keterampilan 4C dalam pembelajaran bahasa Inggris?	Nyaman, dan anak akan lebih cepat paham karena praktik langsung, dan menemukan sendiri, merancang pengetahuan mereka sendiri dengan permasalahan mereka juga. Kadang guru mengajak belajar, akan tetapi siswa memiliki perbedaan dalam pengetahuan (ada yang diatas dan dibawah). Jadi pada saat penerapan, guru merasa

		nyaman karena bisa mengkondisikan siswa dengan baik. Anak yang pintar bisa membantu yang kurang paham, dan akan jauh lebih mudah dipahami oleh temannya daripada bahasa guru.
4.	Apa tujuan dari penerapan 4C tersebut?	Membuat anak lebih dewasa dalam belajar, tidak hanya berfikir dan menimba ilmu akan tetapi juga belajar bertumbuh. Dengan 4C mereka akan tahu social learning, bagaimana cara berfikir lebih detail lagi, meneging, menyelesaikan sebuah project, dan memanfaatkan sesuatu.
6.	Bagaimana cara anda melatih keterampilan bahasa (speaking, listening, reading, writing)?	Untuk melatih speaking saya latih dengan kegiatan presentasi, lalu juga pada saat memperkenalkan kosakata baru kepada siswa dengan “repeat after me”. Lalu untuk listening menggunakan audio sebenarnya tetapi memerlukan waktu yang banyak karena anak-anak cenderung akan kepo sama device yang saya pakai, yang paling mudahnya ya pada saat mereka mendengarkan saya karena saya juga menggunakan Bahasa Inggris pada saat pembelajaran yak arena untuk pembiasaan. Kalau untuk reading itu bisa menggunakan teks-teks yang ada di buku paket, terkadang koran. Yang terahir writing ya, biasanya pada saat mereka menuliskan materi, lalu bisa juga menugaskan mereka untuk membuat puisi missal, atau cerita.

7.	Bagaimana cara anda mengintegrasikan keterampilan 4C dengan keterampilan bahasa (speaking, writing, listening dan reading)?	Menggunakan metode pembelajaran yang akan dipakai, seperti problem based learning dan project based learning. Selebihnya mirip seperti pertanyaan sebelumnya yak arena 4C ada di setiap metode pembelajaran.
8.	Kegiatan apa yang anda gunakan untuk bisa melatih ke 2 keterampilan tersebut secara bersamaan?	Sebenarnya disemua kegiatan bisa dilakukan karena 4c ini bukan suatu metodologi. Untuk kegiatannya missal diskusi itu bisa melatih keterampilan communicative dan collaborative untuk 4C dan melatih speaking dan writing.
9.	Bagaimana cara anda membuat siswa untuk aktif didalam kelas?	Jadi sebelum memulai pembelajaran penting untuk menganalisis kondisi siswa, membuat lingkungan atau suasana belajar yang nyaman, dan mengkondisikan kelas dengan membuat grup.
10.	Apakah ada cara untuk menghadapi siswa yang kurang aktif didalam kelas?	Dengan melakukan kegiatan berkolaborasi, siswa akan bekerja sama. Jadi pasti akan ada satu kelompok yang isinya orang-orang yang kurang aktif semua. Akan tetapi, kelompok tersebut mau tidak mau pasti tetap akan berjalan, dan pasti tetap akan ada yang menjadi ketua dalam kelompok tersebut. Selain itu siswa yang pintar akan memberikan pemahaman bagi mereka yang kurang paham, dan cara penyampaian tersebut akan jauh lebih mudah untuk dimengerti oleh teman sebayanya,
11.	Apakah ada startegi yang	Mobile dan menanyakan progres yang

	anda gunakan untuk memantau siswa yang kurang aktif dalam kegiatan berkelompok?	mereka kerjakan, menanyakan problem yang mereka hadapi, dan meyakinkan siswa tersebut untuk melakukan tugas apapun yang mereka bisa kerjakan.
12.	Apakah anda menggunakan pendekatan pembelajaran untuk mengimplementasikan keterampilan 4C?	Iya, menggunakan pendekatan komunikatif dan sintific
13.	Apakah ada pertimbangan khusus dalam pemilihan pendekatan dan model pembelajaran yang anda gunakan?	Tidak ada, sebenarnya tidak ada pertimbangan khusus atau salah. Akan tetapi ini dilihat dari bagaimana cara pandang kita dan jika rancangan yang kita buat masih makesense itu tidak ada masalah. Namun penting untuk melihat efektifitasnya dalam penerapan 4c dan keterampilan bahasa, lalu juga membuat siswa nyaman yang mana mudah untuk belajar, nyaman dan kreatif.
14.	Model pembelajaran apa yang anda gunakan dalam implementasi keterampilan 4C?	Saya si pake project dan problem based learning karena related sama bahasa Inggris dan juga melatih 4C.
17.	Bagaimana anda menentukan topik pembelajaran?	Pada awal semester, ada guideline dan sudah ditentukan keterampilan apa saja yang akan dapatkan yang kemudian di bedah lagi mana-mana dari keterampilan tersebut ada materi apa saja.
19.	Apa saja bahan ajar yang anda gunakan untuk menerapkan keterampilan 4C pada pembelajaran	Buku paket, web belajar, e magazine,

	bahasa Inggris?	
20.	Media pembelajaran apa yang anda gunakan untuk menerapkan keterampilan 4C dalam pembelajaran bahasa Inggris? Apakah TIK juga digunakan dalam pembelajaran anda?	Ada, menggunakan lab computer sesekali, dulu juga ada proyek membuat video jadi kami memberikan media handphone dan tripod sebagai penunjang, selain itu juga speaker dan LCD proyektor.
21.	Apa yang menjadi bahan pertimbangan dalam pemilihan bahan ajar dan media pembelajaran tersebut?	Easy to use, sesuai dengan gaya belajar anak-anak, sesuai dengan materi yang dibawa. Bahan ajar; mudah dipahami siswa atau tidak, mengambil bahan ajar yang otentik namun dimodifikasi dengan kompetensi
22.	Bagaimana cara anda mengukur keberhasilan dan kemajuan keterampilan 4C siswa secara menyeluruh?	Pada setiap pembelajaran, ada penilaian formatif, yang mana digunakan sebagai penilaian progress dan mengevaluasi. Summatif hanya melihat diakhir pembelajaran, sehingga tidak dijadikan satu-satunya penilaian (bisa juga pada saat presentasi)
23.	Apakah ada penilaian untuk mengukur keberhasilan dari keterampilan 4C?	Jika untuk 4C hanya menggunakan penilaian formatif karena kami tidak menggunakan patokan-patokan seperti menurut ahli ya. Namun sebenarnya bisa juga diakumulasikan menjadi nilai.
25.	Apakah penilaian tersebut	Iya, karena tujuannya mengukur keterlibatan

	juga digunakan untuk bahasa Inggris?	mereka dalam pembelajaran. Sejauh mana mereka memberikan effort untuk pekerjaan mereka. Namun jika untuk Bahasa Inggris sendiri bisa menggunakan penilaian summative yang biasanya ada di pertengahan dan akhir semester, selain itu juga dari nilai tugas siswa.
27.	Apakah ada ujian untuk mengukur keberhasilan dari implementasi keterampilan 4C?	Ada, worksheet pada setiap pertemuan bisa individual dan grup.
29.	Bagaimana cara untuk mengatasi siswa yang terindikasi kurang menguasai keterampilan yang harus dicapainya?	Ada assistensi, guru mengoordinir pembelajaran, pengayaan atau remedial
30.	Sudah berapa lama keterampilan 4C diintegrasikan kedalam pembelajaran?	Kalau secara tersirat sudah lama ya, namun untuk secara resmi kasi sudah 3tahun.
31.	Apakah keterampilan 4C sudah dinilai berhasil?	Jika dilihat dari hasilnya ya sudah

INTERVIEW GUIDELINES FOR THE STUDENTS

This observation was aimed at the English teacher who teaches in the 8th grade of SMP IT Harapan Ummat Purbalingga.

Interviewer : Risy Nur Fadillah

Time : 31 Oktober 2024

Interviewees : Class A : 1. Mahendra yahya (MY)
2. Fathir (F)

Class B : 1. Azzaku Rizki (AR)
2. Fadlan Fauzan (FF)

No.	Pertanyaan
1.	Apa pendapatmu mengenai pembelajaran Bahasa Inggris selama ini?
2.	Apakah guru banyak melakukan kegiatan belajar dengan berkelompok atau membuat suatu proyek dan melakukan eksperimen?
3.	Apakah pada saat pembelajaran guru memberikan pertanyaan mengenai materi?
4.	Bagaimana cara anda mendiskusikan topik yang sedang dibahas dalam kegiatan berkelompok?
5.	Apakah anda mendengarkan dan menghargai pendapat anggota kelompok anda?
6.	Apa yang anda lakukan pada saat kegiatan belajar dengan kelompok?
7.	Bagaimana jika ada salah satu anggota kelompok atau teman anda yang kurang aktif dalam pembelajaran? Apa yang anda dan guru lakukan?
8.	Bagaimana cara anda membuat keputusan atau menyimpulkan dalam kelompok?
9.	Apakah guru memberikan kesempatan untuk kegiatan presentasi setelah menyelesaikan suatu persoalan, tugas, atau proyek yang dikerjakan?
10.	Apa yang akan anda lakukan jika ada kritik atau masukan dari teman atau guru terhadap pendapat atau hasil tugasmu?
11.	Apakah anda akan tetap berdiskusi dengan teman disaat guru tidak membuat suatu kelompok?

12.	Apakah guru memberikan kebebasan kepada siswanya untuk mengemukakan pendapat?
13.	Apakah guru sering menggunakan bahasa Inggris dalam pembelajaran?
14.	Apakah guru mengharuskan siswa untuk menggunakan kalimat bahasa Inggris yang biasa digunakan dalam kehidupan sehari-hari?
15.	Media pembelajaran apa yang dipakai guru dalam pelajaran bahasa Inggris?



TRANSCRIPT OF INTERVIEW WITH THE STUDENTS

This observation was aimed at the English teacher who teaches in the 8th grade of SMP IT Harapan Ummat Purbalingga.

Interviewer : Risy Nur Fadillah

Time : 31 Oktober 2024

Interviewees : Class A : 1. Mahendra yahya (MY)
2. Fathir (F)

Class B : 1. Azzaku Rizki (AR)
2. Fadlan Fauzan (FF)

No.	Pertanyaan	Jawaban
1.	Apa pendapatmu mengenai pembelajaran Bahasa Inggris selama ini?	MY: "Saya senang si mba, soalnya ini Pelajaran favorit saya." F: "Biasa aja tapi kadang asik si." AR: "Enak mba, pak Anta orangnya juga asik." FF: "Lumayan si mba, cuman yaa gurunya jarang masuk."
2.	Apakah guru banyak melakukan kegiatan belajar dengan berkelompok atau membuat suatu proyek dan melakukan eksperimen?	MY : "Jarang mba, seringnya belajar mandiri ya kaya Pelajaran biasa." F : "Iya sering mba, Cuma ya kadang-kadang pelajaran biasa si." AR : "Kadang-kadang aja si mba." FF : "Iya jarang mba, lebih sering Pelajaran biasa."
3.	Apakah pada saat pembelajaran guru memberikan pertanyaan mengenai materi?	MY: "Seringnyay a diawal pembelajaran mba." F: "Iya sering." AR: "Tanya mba, biasanya ya di awal-awal si." FF: "Iya, kaya apa yang kita tau tentang materi, atau pendapat kita aja si."
4.	Bagaimana cara anda mendiskusikan topik yang sedang dibahas dalam kegiatan berkelompok?	MY : "Dengerin dulu pendapat anggota kelompok, terus ya dibagi-bagi tugasnya." F : "Kalau saya langsung mengerjakan apa tugas saya saja ." AR : "Dengan diskusi si mba." FF: "Kalau saya si langsung membagi tugas mba biar cepet selesai."
5.	Apakah anda mendengarkan dan menghargai pendapat anggota	MY : "Iya pasti." F : "Iya mba."

	kelompok anda?	AR : "Iya mendengarkan." FF : "Iya mba."
6.	Apa yang anda lakukan pada saat kegiatan belajar dengan kelompok?	MY : "Bertukar pendapat, diskusi si mba." F : "Kalau ada tugas ya dikerjain, ngobrol juga si disuruh ngapain." AR : "Diskusi pastinya." FF : "Ngerjain tugas sama ngobrol hehe."
7.	Bagaimana jika ada salah satu anggota kelompok atau teman anda yang kurang aktif dalam pembelajaran? Apa yang anda dan guru lakukan?	MY : "Diomongin suruh ikut ngerjain si kalau itu tugas kelompok." F : "Dibiarin aja." AR : "Diomongin si. Yaa suruh ngerjain apa yang mereka bisa." FF : "Kalau saya si dibiarin aja lah."
8.	Bagaimana cara anda membuat keputusan atau menyimpulkan dalam kelompok?	MY : "Dari pendapat yang paling banyak." F : "Temen yang mutusin mba, aku ngikut aja." AR : "Kalau aku ambil pendapat yang paling banyak ya, voting." FF : "Dari pendapat yang paling banyak disetujuiin mba."
9.	Apakah guru memberikan kesempatan untuk kegiatan presentasi setelah menyelesaikan suatu persoalan, tugas, atau proyek yang dikerjakan?	MY : "Iya." F : "Iya." AR : "Kalau kelompokan iya mba, kaya kemaren." FF : "Iya."
10.	Apa yang akan anda lakukan jika ada kritik atau masukan dari teman atau guru terhadap pendapat atau hasil tugasmu?	MY : "Saya akan menerima mba, itu berarti kan ada yang kurang dari tugas saya." F : "Iya menerima." AR : "Ya menerima aja si mba." FF : "Kalau saya terima-terima aja dan berusaha memperbaiki."
11.	Apakah anda akan tetap berdiskusi dengan teman disaat guru tidak membuat suatu kelompok?	MY : "Aku jarang si kalau Bahasa Inggris, tapi temen-temen yang lain si tanya ke aku." F : "Iya jarang mba." AR : "Kadang-kadang aja si mba." FF : "Kalau aku iya, misal kaya aku kemaren ga berangkat ya tanya ke temen untuk materi sebelumnya."
12.	Apakah guru memberikan kebebasan kepada siswanya untuk mengemukakan pendapat?	MY : "Iya, contohnya ya kaya pas guru kasih pertanyaan sebelum Pelajaran kaya tadi."

		<p>F : “Iya.”</p> <p>AR : “Iya, kita bebas aja si mba. walaupun kadang ga nyambung tapi gapapa.”</p> <p>FF : “Iya bebas mba.”</p>
13.	Apakah guru sering menggunakan bahasa Inggris dalam pembelajaran?	<p>MY : “Sering mba, kaya pas pembukaan pembelajaran contohnya.”</p> <p>F : “Kadang-kadang tapi ya masih mudeng si sedikit.”</p> <p>AR : “Lumayan si, tapi ya cuma sedikit-sedikit kalimatnya. Kalau saya masih nangkep karena penjelasannya masih nyambung.”</p> <p>FF : “Kadang-kadang aja mba, tapi ngga semuanya mudeng.”</p>
14.	Apakah guru mengharuskan siswa untuk menggunakan kalimat bahasa Inggris yang biasa digunakan dalam kehidupan sehari-hari?	<p>MY : “Tidak ditekankan si, tapi ya kalau mau ijin gitu biasanya guru minta pake Bahasa Inggris, diajarin si kita terus ngulangin apa yang pak Anta bilang.”</p> <p>F : “Ngga, tapi ya kadang-kadang diajarin.”</p> <p>AR : “Tidak diharuskan, tapi kadang-kadang disuruh si.”</p> <p>FF : “Ngga.”</p>
15.	Media pembelajaran apa yang dipakai guru dalam pelajaran bahasa Inggris?	<p>MY : “Kalau media kaya speaker, laptop jarang si mba. Paling ya missal kalo listening itu langsung dari pak Anta bicarakan.”</p> <p>F : “Ngga pernah.”</p> <p>AR : “Untuk pake video, gambar, audio ngga si mba, paling kalo yang langsung gitu kaya gambar yang dicontohin langsung, listeningnya dari ucapannya pak anta langsung.”</p> <p>FF : “Ngga pernah.”</p>

PICTURES OF STUDENTS WORK

Worksheet IV

OBSERVATION SHEET
GALLERY WALK

Group Members: 1. Gita, 2. Gita, 3. Gita

Date: / /

Topic: Ability and Willingness

Skill Target: 1. Critical Thinking, 2. Collaboration, 3. Communication

Instructions:

- Tentukan hasil tugas kelompok (worksheet III) di tempat yang sudah ditentukan oleh guru.
- Pilih satu dari rekan grup dan tentukan tempat berada di tempat sebagai teman yang akan menyambit teman. Teman teman harus banyak menyambit dengan senyum dan memberikan maksimal 2 petasan jika gambar tidak boleh lebih.
- Siswa anggota grup akan berkeliling dan menanyakan tentang Ability and Willingness dari grup lain.
- Setelah selesai berkeliling, ulaskan kembali ke grup masing-masing dan diskusikan Ability and Willingness hasil observasi dengan rekan grup kalian.
- Setelah yakin dengan hasil jawaban, kumpulkan hasil kerja ke guru kalian.
- Good Luck.

GROUP	I CAN	I CAN'T	I WILL	I WON'T
1	Football	Fishing	Willing to meet	Willing to meet
2	Football	Fly	Chewing	Willing to meet
3	eat	Fly	Willing to meet	kill
4	Football	Swim	Feed	Death
5	speech	Mathematics	Sholat	Smoking
6				
7	RUN	workout	Sleep	Willing
8				

Worksheet II - Willingness

1. Will you become a success person?	Yes, I will	No, I won't
2. Will you eat poisoned food?	Yes, I will	No, I won't
3. Will you study harder than before?	Yes, I will	No, I won't
4. Will you smoke today and forth?	Yes, I will	No, I won't
5. Will you train harder than before?	Yes, I will	No, I won't
6. Will you come to mosque on time in every praying time?	Yes, I will	No, I won't
7. Will you run away from penance tonight and forth?	Yes, I will	No, I won't
8. Will you make your parents proud of you?	Yes, I will	No, I won't
9. Will you clean your own bedroom?	Yes, I will	No, I won't
10. Will you stay positive today?	Yes, I will	No, I won't

be more positive!

Worksheet I - Abilities

1. Can you eat food?	Yes, I can	No, I can't
2. Can a cat drive a car?	Yes, it can	No, it can't
3. Can you play basketball?	Yes, I can	No, I can't
4. Can a lion run?	Yes, it can	No, it can't
5. Can a monkey read?	Yes, it can	No, it can't
6. Can hippos swim?	Yes, it can	No, it can't
7. Can you write a novel?	Yes, I can	No, I can't
8. Can you sleep for 3 years long?	Yes, I can	No, I can't
9. Can a turtle jump like a kangaroo?	Yes, it can	No, it can't
10. Can parrots fly?	Yes, it can	No, it can't

be more good!

TEACHING MODULE



I. INFORMASI UMUM

Nama Guru	: Anta Ibnu Marzuq Arum, S.Pd.
Asal Sekolah	: SMPIT Harapan Ummat Purbalingga
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase	: VIII/D
Semester	: Ganjil
Capaian Pembelajaran	: Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
Elemen	: - Menyimak – berbicara - Menulis – mempresentasikan
Materi	: <i>Ability and Willingness</i>
Alokasi Waktu	: 3 JP (120 minutes)
Metode Pembelajaran	: Pembelajaran kontekstual dengan <i>problem-based learning</i>
Sarana Prasarana	: 1. Buku siswa Bright an English VIII 2. Internet 3. PPT 4. Papan tulis, spidol, laptop, LCD proyektor, speaker.

Moda Pembelajaran	: Tatap Muka (TM) atau luring
Target Peserta Didik	: 29 peserta didik reguler
Karakteristik Peserta Didik	: Peserta didik reguler yang aktif dan interaktif dalam kegiatan pembelajaran, serta bernalar kritis dalam penyelesaian masalah dan tidak pantang menyerah dalam belajar.
Profil Pelajar Pancasila	: Gotong-royong (<i>mutual assistance</i>), kreatif (<i>creative</i>), dan mandiri (<i>self-reliance</i>).

II. KOMPONEN INTI

A. Tujuan Pembelajaran

- 1) Melalui kegiatan menyimak video, peserta didik mampu mengidentifikasi ungkapan *ability* dan *willingness* dengan baik dan benar.
- 2) Melalui kegiatan mengisi check list, peserta didik mampu menceritakan *ability* dan *willingness* yang berhubungan dengan mereka.
- 3) Melalui kegiatan diskusi peserta didik mampu memerinci *ability* dan *willingness* yang ada pada diri mereka.
- 4) Melalui kegiatan menggambar, peserta didik mampu merancang gambar yang sesuai dengan *Ability* dan *Willingness* yang telah mereka susun sebelumnya.
- 5) Melalui kegiatan presentasi, peserta didik mampu mengorganisasikan hasil gambar yang telah mereka buat.
- 6) Melalui kegiatan refleksi, peserta didik mampu mengevaluasi proses selama proyek berlangsung dengan cermat dan tepat.

B. Pemahaman Bermakna

Dalam materi *ability*, kita diajarkan untuk memahami kemampuan dan keinginan diri sendiri. Ini bagian dari mensyukuri potensi yang diberikan Allah SWT. Didalam surat Al Baqoroh ayat 286 disebutkan bahwa Allah SWT tidak membebani seseorang melainkan sesuai dengan kemampuannya. Dalam kaitannya dengan materi *Willingness*, peserta didik diajarkan untuk memahami pentingnya niat yang baik di dalam berusaha. Sebagaimana di dalam Hadits disebutkan bahwa sesungguhnya Allah SWT itu sesuai dengan prasangka hamba-Nya.

C. Persiapan Pembelajaran

1. Apersepsi dan motivasi
2. Bahan ajar
3. Asesmen

	<p>ungkapan-ungkapan yang digunakan di dalam video tersebut.</p> <p><i>Students' orientation to problems and hypotesis</i></p> <p>2) Guru bersama peserta didik melakukan dialog interaktif dengan dengan beberapa pertanyaan pemantik terkait isi video yang sudah mereka tonton,</p> <p>3) Guru mengorientasikan peserta didik terhadap masalah berkaitan dengan ungkapan <i>ability dan willingness</i>.</p> <p>4) Peserta didik mendapatkan LKPD 1 dan mengklasifikasikan ungkapan <i>ability dan willingness</i> sesuai dengan kondisi mereka masing-masing (Activity 1).</p> <p>5) Beberapa peserta didik mempresentasikan hasil LKPD 1 di depan teman sekelasnya.</p> <p><i>Organising students to learn</i></p> <p>6) Guru membagi peserta didik menjadi beberapa kelompok berisi tiga orang. (<i>Collaboration</i>)</p> <p>7) Peserta didik mendapatkan LKPD 2 dan bersiap untuk melakukan kegiatan diskusi bersama rekan kelompoknya. Peserta didik akan mengidentifikasi beberapa hal terkait ungkapan <i>ability dan willingness</i> di dalam LKPD 2 (Activity 2). (<i>Critical Thinking</i>)</p> <p>8) Peserta didik memberikan gambaran singkat terkait ungkapan <i>ability dan willingness</i> sesuai dengan yang sudah mereka identifikasi di dalam LKPD. (<i>Creativity</i>)</p> <p><i>Guiding individual and group investigations</i></p> <p>9) Guru mendampingi peserta didik di dalam menyelesaikan tugasnya.</p> <p><i>Developing and presenting the work</i></p> <p>10) Bersama rekan kelompoknya, peserta didik mempersiapkan diri untuk melakukan presentasi di kegiatan <i>Gallery Walk</i> pada pertemuan berikutnya.</p>
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3.	Penutup	1) Peserta didik merefleksikan kegiatan pembelajaran yang sudah mereka lakukan. 2) Guru memberikan umpan balik dan motivasi kepada peserta didik. 3) Guru memberikan informasi kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. 4) Salam dan doa.
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D. Bahan Ajar

Link video

ABILITY

I. Positive She He It They + Can + Verb (<i>Infinitive</i>) + Object/Adverb/Adjective. We I You
II. Negative She He It They + Can't + Verb (<i>Infinitive</i>) + Object/Adverb/Adjective. We I You
III. Interrogative/ Question She He It Can + They + Verb (<i>Infinitive</i>) + Object/Adverb/Adjective ? We I You How to answer Yes + Subject + can No + Subject + can't/ cannot

WILLINGNESS

I. Positive She He It They + will + verb (<i>infinitive</i>) + object/adverb/adjective. We I You
II. Negative She He It They + will not/ won't + verb (<i>infinitive</i>) + object/adverb/adjective. We I You
III. Interrogative/ Question She He It Will + They + verb (<i>infinitive</i>) + object/adverb/adjective ? We I You How to answer Yes + Subject + will No + Subject + won't/ will not

E. Asesmen

Activity 1

LKPD I ABILITY AND WILLINGNESS

Name :

Class :

Date :

Instruction:

1. Have a look at the abilities provided in the table A carefully.
2. Put a circle whether you can or can't do the abilities provided in the table.

3. Have a look at the plans in the table B carefully.
4. Put a circle whether you will or won't do the plans provided in the table.
5. Good Luck.

Table A

1. Can you eat food?	Yes, I can	No, I can't
2. Can a cat drive a car?	Yes, it can	No, it can't
3. Can you play basketball?	Yes, I can	No, I can't
4. Can a lion run?	Yes, it can	No, it can't
5. Can a monkey read?	Yes, it can	No, it can't
6. Can hippos swim?	Yes, it can	No, it can't
7. Can you write a novel?	Yes, I can	No, I can't
8. Can you sleep for 3 years long?	Yes, I can	No, I can't
9. Can a turtle jump like a kangaroo?	Yes, it can	No, it can't
10. Can parrots fly?	Yes, it can	No, it can't

Table B

1. Will you become a success person?	Yes, I will	No, I won't
2. Will you eat poisoned food?	Yes, I will	No, I won't
3. Will you study harder than before?	Yes, I will	No, I won't
4. Will you smoke today and forth?	Yes, I will	No, I won't
5. Will you train harder than before?	Yes, I will	No, I won't
6. Will you come to mosque on time in every praying time?	Yes, I will	No, I won't
7. Will you run away from pesantren tonight and forth?	Yes, I will	No, I won't
8. Will you make your parents proud of you?	Yes, I will	No, I won't
9. Will you clean your own bedroom?	Yes, I will	No, I won't
10. Will you stay positive today?	Yes, I will	No, I won't

Score:

The right answers x 10 = 10 x 10 = 100 (for each table)

Activity 2**GALLERY WALK PREPARATION**

Group Members:	Date:	Topic:	Skill Target:
1.		<i>Ability and Willingness</i>	1. Critical thinking
2.			2. Collaboration
3.			3. Creative
			3. Communication

Instruction.

1. You will be divided in the group of three.
2. Pay attention some instructions below:
 - a. Discuss with your group members about what can/can't/will/won't you do? (Diskusikan dengan rekan grupmu tentang apa yang dapat/tidak dapat/ akan/ tidak akan kamu lakukan?)
 - b. Choose one of the abilities and willingness that your group can/can't/will/won't do. (Pilih salah satu dari kemampuan dan keinginan yang kelompokmu dapat/tidak dapat/akan/tidak akan lakukan?)
 - c. Make some pictures that describe your abilities and willingness in the table below. (Buatlah gambar yang mendeskripsikan kemampuan dan keinginan grup mu pada tabel di bawah)
 - d. Submit your work to your teacher. (kumpulkan hasil tugasmu ke guru)
 - e. Prepare yourselves to make a brief presentation about your work in front of your friend. (bersiaplah untuk mempresentasikan hasil kerjamu di depan teman sekelasmu pada agenda *Gallery Walk* pada pertemuan selanjutnya.)
3. Good Luck!

Gallery Walk

Pertemuan 2

A. Tujuan Pembelajaran

- 1) Melalui kegiatan gallery walk, peserta didik mampu menafsirkan hasil gambar yang telah dibuat oleh seluruh grup..
- 2) Melalui kegiatan refleksi, peserta didik mampu mengevaluasi proses selama proyek berlangsung dengan cermat dan tepat.

B. Pertanyaan Pemantik

- 1) Have you ever heard the word "*ability and willingness*" before?
- 2) In your opinion, what is the real function of learning this topic?
- 3) Can you mention some abilities that you can/ can't do?
- 4) Can you mention some plans that you will/ won't do?

C. Kegiatan Pembelajaran

No	Tahap Pembelajaran	Kegiatan Pembelajaran
1.	Pendahuluan	<ol style="list-style-type: none">1) Guru membuka dengan salam dan doa untuk memulai pembelajaran.2) Guru memeriksa kehadiran peserta didik sebagai sifat kedisiplinan.3) Guru mengajak peserta didik untuk mengingat materi terakhir yang dipelajari.4) Guru menyampaikan materi pelajaran yang akan dibahas dengan memberikan gambaran dan semangat belajar tentang manfaat mempelajari <i>ability and willingness</i>
2.	Inti	<ol style="list-style-type: none">1) Guru menjelaskan instruksi kegiatan yang akan peserta didik lakukan2) Setiap grup mendapatkan <i>observation sheet</i> dari guru mereka.3) Selama 20 menit peserta didik diminta untuk berkeliling dan menggali informasi tentang <i>ability and willingness</i>

		<p>berdasarkan gambar yang ditampilkan oleh kelompok lainnya.</p> <p>4) Guru mempersamai peserta didik memastikan kegiatan <i>Gallery Walk</i> berjalan lancar.</p> <p>5) Setelah 20 menit, peserta didik kembali ke kelompoknya masing-masing untuk melengkapi tabel <i>observation sheet</i> yang telah mereka terima.</p> <p>6) Setelah selesai setiap kelompok mengembalikan <i>worksheet</i> kepada guru.</p>
3.	Penutup	<p>1) Guru mengajak siswa untuk merangkum dan merefleksi kegiatan pembelajaran.</p> <p>2) Guru memberikan umpan balik dan motivasi.</p> <p>3) Guru memberikan informasi kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.</p> <p>4) Salam dan doa.</p>

D. Bahan Ajar

1. Buku Bright an English Hal. 3

E. Asesmen

OBSEVATION SHEET GALLERY WALK

Group Members:	Date:	Topic:	Skill Target:
1.		<i>Ability and</i>	1. Critical thinking
2.		<i>Willingness</i>	2. Collaboration
3.			3. Communication

Instruction.

1. Tempelkan hasil tugas kelompokmu (*worksheet III*) di tempat yang sudah ditentukan oleh gurumu.
2. Pilih satu dari rekan grup mu untuk tetap berada di tempat sebagai tuan rumah yang akan menyambut tamu. Tugas tuan rumah hanyalah menyambut dengan senyum dan memberikan maksimal 2 petunjuk tiap gambar tidak boleh lebih.
3. Sisa anggota grup akan berkeliling dan menanyakan tentang *Ability and Willingness* dari grup lain.

- Setelah selesai berkeliling, silahkan kembali ke grup masing-masing dan diskusikan *Ability and Willingness* hasil observasimu dengan rekan grup kalian.
- Setelah yakin dengan hasil jawabanmu, kumpulkan hasil kerjamu ke guru kalian.
- Good Luck.

OBSERVATION SHEET GALLERY WALK				
GROUP	I CAN	I CAN'T	I WILL	I WON'T
1				
2				
3				
4				
5				
6				
7				
8				

Skor = skor dari setiap aspek penilaian
 Total skor = jumlah skor dari semua aspek penilaian
 Nilai = $\frac{\text{jumlah skor}}{\text{skor maksimal}} \times 100$

Rubrik penilaian sikap

Aspek dan Kriteria Penilaian : Pilih aspek nilai sesuai kegiatan terkait.

No.	Aspek yang dinilai	Kriteria	Skor
1.	Berani dan Percaya diri	Menunjukkan sikap berani dan percaya diri dalam setiap kesempatan.	5
		Menunjukkan sikap berani dan percaya diri setelah diberi kesempatan oleh guru	4
		Menunjukkan sikap berani dan percaya diri setelah diminta oleh guru.	3
		Menunjukkan sikap berani dan percaya diri setelah diminta beberapa kali oleh guru	2
		Tidak pernah menunjukkan sikap berani dan percaya diri.	1
2.		Mampu berpendapat dengan alasan logis..	5

[illegible][illegible]

4									
5									
Dst.									

Skor	= skor dari setiap aspek penilaian
Total skor	= jumlah skor dari semua aspek penilaian
Nilai	= $\frac{\text{jumlah skor}}{\text{skor maksimal}} \times 100$

Mengetahui

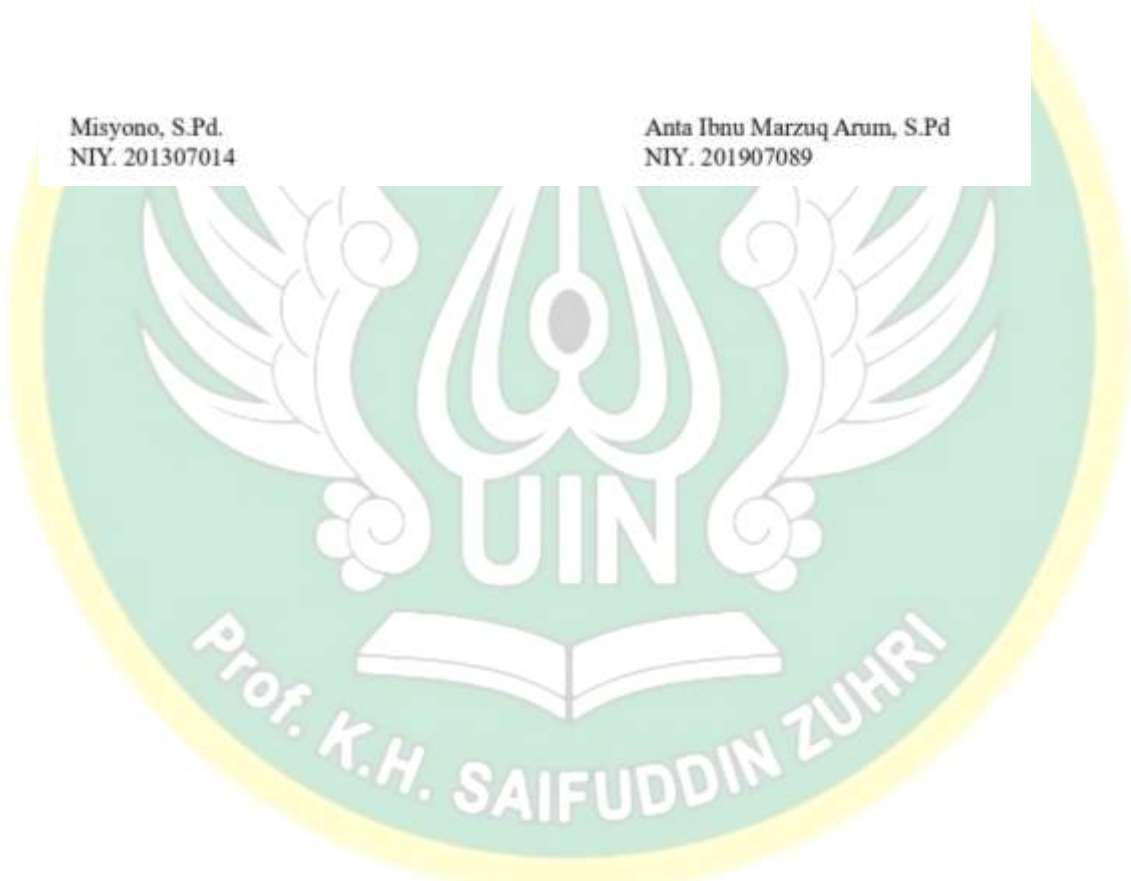
Kepala
SMPIT Harapan Ummat Purbalingga

Purbalingga, Oktober 2023

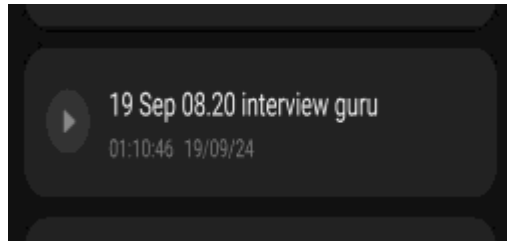
Guru Mata Pelajaran

Misyono, S.Pd.
NIY. 201307014

Anta Ibnu Marzuq Arum, S.Pd
NIY. 201907089



PICTURES OF RESEARCH ACTIVITIES



Documentation interview with the teacher



Interview with student



Interview with student



Group discussion



Practice collaboration skill



Practice communication skill



YAYASAN HARAPAN UMMAT PURBALINGGA

SMP ISLAM TERPADU HARAPAN UMMAT PURBALINGGA

Terakreditasi "A"

Kampus : Jl. Letnan Sudani Kelurahan Kembaran Kulon RT 03 RW 02 Purbalingga

Kode Pos 53319 Telp. (0281) 8901580

Email : smpitharumpbg@gmail.com | <https://smpitharumpurbalingga.sch.id>

Sekolah Para Juara dan Penghafal Al-Qur'an

SURAT KETERANGAN RISET INDIVIDU

Nomor : 057/SKET/SMPIT-HARUM/XI/2024

Dasar : Surat dari Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto Fakultas Tarbiyah Dan Ilmu Keguruan : B.m.3671/Un.19/D.FTIX/PP.05.3/09/2024 Tanggal 5 September 2024 Penhal Permohonan Ijin Riset Individu.

Kepala SMP Islam Terpadu Harapan Ummat Purbalingga, Kabupaten Purbalingga, Provinsi Jawa Tengah menerangkan bahwa :

Nama : RISY NUR FADILLAH
NIM : 2017404029
Program Studi : Tadris Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Telah melaksanakan riset individu pada :

Sekolah : SMP Islam Terpadu Harapan Ummat Purbalingga
Tanggal : 19 September 2024 s.d 2 November 2024
Judul Penelitian : Implementation of 4C (Communication, Collaboration, CriticalThinking, Creativity) Skills in English Language Learning at Eight Grade SMP IT Harapan Ummat Purbalingga

Demikian Surat Keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Purbalingga, 2 November 2024 M
30 Rabiul Akhir 1446 H



Prof. K.H. SAIFUDDIN ZUHRI