

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter describes the data and the result of the study. The writer describe the implementation of 4C skills of reading in English lesson plan in the classroom and the problems encountered by implementing the 4C skills in reading lesson plan in the classroom at MTs 2 Hulu Sungai Utara. The researcher uses three instruments to collect the data. There are observation, interviews and documentation for gathering all information.

#### **A. Finding**

Observations had been conduct for IX. An interview and the data from lesson plan also added to confirm and add the data had been discover.

##### **1. The Implementation of 4C Skills of Reading in English Lesson Plan in the Classroom**

To find out how to implementation of 4C skills of reading in English lesson plan in the classroom, the researcher digs up data using documentary and observation. The documentary used by a researcher is a lesson plan created by an English teacher. Observation in the study was conducted in the process of learning English in class IX at MTsN 2 HSU. This observation was carried out in several different classes because class IX has nine classes from class IX-A until the class IX-I. Each teacher who was made the subject of the study was mentioned with the initials.

The researcher does not use the teacher's real name, to make it easier and maintain the good name of the teachers as the subject and the school that is the place of research.

The researcher came to the school and meet the English teacher. Then, the researcher asked reading the English lesson plan by the English teacher as a documentary. The research used three lesson plan reading for English Teacher to study. Was there lesson plan reading to cover 4C skills. There are three teachers as the main focus of this research. The research found the implementing of 4C skills of reading in English lesson plan in the classroom. The explanation about of lesson plan reading 4C will describe as follows:

a. Lesson Plan Teacher A

The lesson plan created by the teacher with the initials A, the researcher found that all components in the lesson plan were complete in the 4C skills section. The first component in the lesson plan is communication, which in the lesson plan describes students having a discussion, then conveys the results of their discussion about the text label material in the form of conclusions based on the results of analysis verbally, in writing, or other media, presenting the results of group discussions classically about the label text material, then students express their opinions on the presentation made about the label text material and responded to by the group that presented

it. Finally, the presentation from other groups asked about the label text and other groups were allowed to answer it.

The second component, collaboration, discusses students in their groups discussing label text material, then working on some questions about label text material.

The third component of creativity in the lesson plan discusses about students concluding some important points that arise in the learning activities of label text material, answering questions about label text material contained in the students book guidelines, then students ask questions about things that are not yet understood, or the teacher throwing questions to students about label text material and finally students are asked by teachers to complete a competency test or practice in label text material individually to find out students' understanding of learning.

The last component of critical thinking in the lesson plan discusses students being asked to discuss label text material, then students and teachers together discuss the questions that have been done by students.

b. Lesson Plan Teacher B

The lesson plan created by teacher B, the study found that all components of 4C skills were presented in full in the lesson plan. The first component, namely communication, discusses students discussing to convey the results of discussions about the material of

the procedure text, presenting the results of group discussions in front of the class about procedure texts, other groups of students expressing their opinions about the results of their friends' presentations in front of the class about procedure texts, and finally students from other groups Ask about the results of the presentation procedure text and answer by the presentation. The second component, collaboration, discusses students in their groups discussing procedure text material, then students work on some questions about procedure text.

The third component in the lesson plan is creativity that discusses students concluding important points in procedure text material, students are also asked to look for procedural text material in other sources, answering questions about vocabulary related to procedure text that is in the book guidelines, or on the worksheet which has been provided, students are also asked to ask questions about things that are not yet understood about the procedure text and finally students are asked to complete the questions given by the teacher to know students' mastery of the procedure text material.

The last component in the lesson plan is the critical thinking of students discussing the text of the procedure of the questions they get to get the next answer the teacher and students together discuss the questions that have been done by students.

c. Lesson Plan Teacher C

From the lesson plan created by teacher C, the researcher found that all 4C skills components in the lesson plan were presented in full. The first component, namely communication, discusses students being asked to discuss about the procedure text then conveying the results of their discussion, students presenting the results of group discussions about the material of the procedure text, students from other groups expressing opinions for the group presenting, and finally the other group students asking about the procedure text , and students from other groups are given the opportunity to answer it.

The second component, collaboration, discusses students being divided into groups to compose steps in a randomly presented procedure text, then students write procedure texts that have been ordered in the right text structure, and finally the students and their group's present procedure texts by this understanding.

The third component, is creativity, discuss students being asked to infer important points related to procedure text, answer questions given by the teacher, book guidelines, or worksheets that have been provided about procedure text, students ask about procedure text material that they do not understand and vocabulary that they do not know, and students are asked to complete a competency test or

question sheet given by the teacher individually to find out the extent of students' understanding of the procedure text.

The last component in the lesson plan is critical thinking about students being asked to discuss the results of their observations about the text of the procedure, then the teacher and students together discuss the answers to the questions that have been done by students.

From the results of the correction of the lesson plan made by the three teachers are teacher A, teacher B, and teacher C. The researcher found that the lesson plan made included 4C skills in each lesson plan and accordance with the rules set by the government. All 4C skill components (Communication, Collaboration, Creativity and Critical Thinking) have been included by each teacher in different formats according to the interests and material to be taught. **(See appendix 4)**

Then the researcher continued with observation to each teacher's class. To find out the lesson plan made by the teacher. The researcher only observed five classes are IX-A, IX-B, IX-D, IX-F, and IX-I because the class was held by three teachers who were the research subjects. Every data obtained from the learning done by the teachers in the class is described in this discussion. After that, the researcher observed in the classroom of English teacher using an observation sheet. It has a purpose to know The Implementation of 4C skills of reading in English lesson plan in the classroom.

To know about the implementation of 4C skills of reading in the classroom, the researcher conduct class observation of English teachers using the observation sheet. This research conduct in six times began from 03, 05, 07, 09, 21, and 23 October 2019.

This observations conducted six times and divided into two twice for every teachers. There are three teachers as the main focus of this research. The research found the implementing of 4C skills of reading in the classroom and show by 4.1, 4.3, and 4.5. The explanation about of 4C skills will describe as follows:

a. Teacher A

<b>Teacher</b>	<b>4C Skills</b>	<b>Meeting 1</b>	<b>Meeting 2</b>
A	Communication	<p>a. The teacher asks students to read a label text.</p> <p>b. The students come forward to write their group answers on the whiteboard.</p> <p>c. The teacher gives instructions to students to do the practice questions</p> <p>d. The teacher uses media images of food products related to the text table</p>	<p>a. Some students were asked to read the label text.</p> <p>b. The students come forward to write their group answers on the whiteboard.</p> <p>c. The teacher gives instructions to students to work on exercises.</p> <p>d. The teacher uses media images of food products related to the text table</p>

		material	material.
	Collaboration	a. Teacher explain about the material text label in the classroom. b. Teacher gives assignments to students. c. The teacher provides the final assessment of student practice	a. Teacher explain about the material text label in the classroom. b. The teacher gives assignments to students. c. The teacher provides the final assessment of student practice
	Creativity	a. The questions and answer about the label text. b. The teacher give feedback to the students.	a. The questions and answer about the label text. b. The teacher give feedback to the students.
	Critical Thinking	a. Teacher gives questions. b. The teacher gives an evaluation.	a. Teacher gives questions. b. The teacher gives an evaluation.

Based on table 4.1 above, the researcher made two observations with the first teacher A in class IX-B on Thursday, October 03<sup>th</sup> 2019 at hours 5-6 and the second meeting in class IX-A on Saturday, October 05<sup>th</sup> 2019 at hours 8-9 with the same material, namely Label Text. The first and second meetings during the learning process the teacher has used 4C skills (Communication, Collaboration, Creativity and Critical Thinking) in the classroom.

The researcher came to class with bringing in the lesson plan and observation sheet. First, the teacher checks the presence of students



in the class, then continues by asking students what lessons they learned today, and explaining the material being learned, when the teacher explains the material with examples of media related to label material. In the study of label text, the teacher ask some students to read the material, while being corrected by the wrong student's pronunciation teacher when reading a label text. In the material, the teacher also explains singular and plural related to label material to find out the extent of students understanding. After students understand the material explained by the teacher, the teacher gives assignments to students who are done with groups, the task is to make five questions from the text label that has been provided by the teacher, then the answers are corrected together, when correcting students told the teacher to go forward writing their answers, if there are different answers then the teacher tells other students to answer the correct answer, then the teacher gives the final grade done by students. Finally, the teacher closes learning in class.

Based on the result of the observation of MTsN 2 HSU, in the classes IX-A and IX-B. The researcher observed the teacher in the learning process in the classroom whether it is by a lesson plan components in 4C skills or not. When the learning process all components in 4C skills (communication, collaboration, creativity, and critical thinking) can be applied by the teacher in the classroom and in accordance with lesson plan, starting when the teacher opens the

learning, providing a systematic and clear explanation coupled with the media tools carried by the teacher, there are two learning processes in the class that are not applied by the teacher namely aspects of communication, about providing motivation to students when learning in class, it is not done by the teacher, and the critical thinking component of the teacher gives conclusions together with the students is also not done, due to time constraints in the learning process. class IX-A difference with class IX-B, class A students are more active in the learning process.

<b>Aspects</b>	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>
Communication		✓	
Collaboration	✓		
Creativity	✓		
Critical Thinking		✓	

Based on table 4.2 categorize 4C skills. The implementation of the teacher in the classroom when the learning process is communication, collaboration, creativity, and critical thinking. The skills of communication and critical thinking are good, because in class IX-B and IX-A the communication skills of the teacher do not provide motivation to the students concerned with the material being taught, and the critical thinking skills of the teacher do not provide conclusions at the end with students. Then, collaboration and creativity skills are very good because the teacher can run all the criteria in collaboration and

creativity. Therefore, teacher A could implement the 4C skills of reading English lesson plan in the classroom with good, because the teacher can apply all 4C skills criteria of reading in English lesson plans in the classroom.

b. Teacher B

<b>Teacher</b>	<b>4C Skills</b>	<b>Meeting 1</b>	<b>Meeting 2</b>
B	Communication	a. The teacher gives idea to students since learning in class. b. The teacher in the learning process in the classroom c. The teacher give instruction to students. d. Teacher give motivation for students. e. The teacher uses media.	a. The teacher gives ideas to students when learning in class. b. The communication between students and teacher during the learning process in the class. c. The teacher give instruction to students. d. Teacher give motivation for students. e. The teacher uses media.
	Collaboration	a. The teachers provides an effective explanation of the material. b. The teacher give assessments	a. The teacher gives assumption/opinion to the students related with learning material. b. The material give exercises to

		to the students. c. The teacher gives value after learning.	the students. c. The teacher give value.
	Creativity	a. The teacher gives create creative to the students. b. The teacher give feedback to the students.	a. The teacher give creativity to students during the learning process. b. The teacher give feedback on the learning process.
	Critical Thinking	a. The teacher gives question. b. The teacher give an evaluation about material. c. The teacher closes learning in class.	a. The teacher give question. b. The teacher gives an evaluation. c. The teacher closes learning in class.

Based on table 4.3 above, the researcher made two observations with the first teacher B in class IX-I on Saturday, October 05<sup>th</sup> 2019 at 3-4 hours with the material about procedure text, and the next observation was carried out in class IX-F on Monday, October 07<sup>th</sup> 2019 hours 6-7 with the same material about procedure text. The first and second meetings during the learning process the teacher has used 4C skills (Communication, Collaboration, Creativity and Critical Thinking) in the classroom.

This observation was conducted in two different classes with the same teacher B. The researcher come to class with lesson plans and observation sheets. First, the teacher gave opening such as greeting,

then absent students in the class, ask questions to memorize the lesson before, and asks questions about something related lesson today. Then the teacher explains the material about the procedure text to students effectively and clearly and gives examples of the procedure text to students. During the learning process there are questions and answers between students and teacher during the learning process in the class. The media used by the teacher, whiteboard and the media how to make something so that students understand more about the material procedure text. Then the teacher asks students to do exercises with the group. This exercise is in the form of how to make something that is still random and students are told to arrange sentences correctly, each group is given a different exercise question, each student gets each exercise question, then a group presentation in front of the class. When students presentation, the teacher gives an assessment to students. And finally the teacher closes learning in class.

Based on the result of the observation of MTsN 2 HSU, in the classes IX-I and IX-F. This observation was carried out in a different class with the same teacher. The researcher observes the teacher in the learning process in the classroom whether it is by the lesson plan and components in the 4C skill or not. During the learning process, all components in 4C skills (communication, collaboration, creativity, and critical thinking) can be applied by the teacher in the classroom and accordance with the lesson plan. When observing in class IX-I the

condition of the students while learning to pay attention to the teacher's explanation and there was no noise like the students talking, there were some students who spoke one or two but could be controlled by the teacher and when the next presentation all groups immediately advanced if called by the teacher and observations in class IX-F here students are busy with their activities, so the teacher needs to reprimand students, because there are students who talk and when doing group assignments they work on it so long that they spend a lot of time wasted, when presentation go forward the class they still ask other group, ask one of their group friends to spend a lot of time wasted, so that continued at the next meeting. In the application of 4C skills all are carried out in the learning process in the classroom, there is one obstacle that is difficult to apply in this class, which is critical thinking where students who have to think critically or ask questions during lessons that are difficult to apply by the teacher, because of the student's condition, and in the critical thinking section one component that the teacher did not have time to do is the teacher gives a conclusion at the end of the lesson, due to time limitations so it cannot be applied.

<b>Table 4.4</b>			
<b>Categorize of 4C Skills of Reading in English Lesson Plan in the Classroom</b>			
<b>Aspects</b>	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>
Communication	✓		
Collaboration	✓		
Creativity	✓		
Critical Thinking		✓	

Based on table 4.4 categories of 4C skills. The Implementation of the teacher in the classroom when the learning process is communication, collaboration, creativity, and critical thinking. Skills of communication, creativity, and critical thinking are good because of the learning process in the classroom, teachers can run all the criteria of each of these skills. Then the critical thinking skill is one criterion that is not implemented by the teacher, which is to conclude with students at the end of learning in class because of time constraints so that it is not applied by the teacher. Therefore, teacher B could implement the 4C skills of reading English lesson plan in the classroom with good, because the teacher can apply all 4C skills criteria of reading in English lesson plans in the classroom.

c. Teacher C

<b>Teacher</b>	<b>4C Skills</b>	<b>Meeting 1</b>	<b>Meeting 2</b>
C	Communication	a. The teacher gives idea. b. Communication between students and teacher. c. The teacher give information about material. d. The teacher gives instructions. e. The teacher gives encouragement to the students.	a. The teacher gives idea. b. There is communication between students and teacher during the learning process. c. The teacher provides information. d. The teacher gives instrument to the students. e. The teacher

		f. The teacher used media.	give positive words to the students. f. The teacher used media.
	Collaboration	a. The teacher gives the material clearly and effectively. b. The teacher gives assumptions. c. The teacher gives flexible practice. d. The teacher give the result value since learning finished.	a. The teacher provides subject matter effectively and efficiently. b. The teacher gives opinion to learning material. c. The teacher provides flexibility exercises. d. The teacher gives value.
	Creativity	a. The teacher give created creative to the students. b. The teacher give feedback	a. The teacher give creativity during the learning process. b. The teacher give feedback on the learning process.
	Critical Thinking	a. The teacher gives reassuring related material of the question. b. The teacher gives an evaluation. c. The teacher gives a conclusion when finished learning.	a. The teacher gives reassuring. b. The teacher gives an evaluation to student. c. The teacher provides a summary and motivates the sprit when finished learning.



Based on table 4.5 above, the researcher made two observations with the first teacher C in class IX-D on Monday, October 21<sup>th</sup> 2019 and second meeting in the class Wednesday, October 23<sup>th</sup> 2019 with the teacher C, same at hours 7-8 and material procedure text . The first and second meetings during the learning process the teacher has used 4C skills (Communication, Collaboration, Creativity and Critical Thinking) in the classroom.

The researcher comes to class with lesson plans and observation sheets. First, the teacher opens learning, then absent students in the class. Then explain the material about the procedure text how to make a tea, explaining examples of how to make something where the teacher bring direct media such as cups, tea, sugar, spoons, warm water, then together with students make steps to become warm tea. Then the teacher asks students to come forward to explain what steps and materials are needed when making warm tea. After that students and teacher read it together. Next the students understand the material explained by the teacher. The teacher asks the students to make something in groups, then presented in front of the class with a group representation of two students, the assessment made by the teacher is the pronunciation of students, accuracy in composing a text procedure, the volume of the voice spoken during the presentation and clarity when reading the text. Next with a closing prayer after school. At the next

meeting, the teacher gives questions to students to work on individually to evaluate the extent of student understanding.

Based on the result of the observation of MTsN 2 HSU in class IX-D. The researcher observes the teacher in the learning process in the classroom whether it is by the lessons and components in 4C skills or not. During the learning process, all components in 4C skills (communication, collaboration, creativity, and critical knowledge) can be applied from the beginning of the opening material, explanation of the material, questions, and answers between students, give assignments, assessments are all done sequentially. The process of application by the teacher in the classroom, everything is done and can be applied by the teacher.

<b>Aspects</b>	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>
Communication	✓		
Collaboration	✓		
Creativity	✓		
Critical Thinking	✓		

Based on table 4.6 categories of 4C skills. The Implementation of the teacher in the classroom when the learning process is communication, collaboration, creativity, and critical thinking. In the learning process in class, the criteria of communication, collaboration, creativity, and critical thinking all of these criteria can be applied by teacher C. Therefore, teacher C could implement the 4C skills of

reading English lesson plan in the classroom with very good, because the teacher can apply all 4C skills criteria of reading in English lesson plans in the classroom.

## **2. The Problems Encountered by English Teachers Implementing the 4C Skills of Reading in Lesson Plan in the Classroom.**

To find out what are the problems on the implementing of 4C skills in English lesson plan in the classroom, the researcher used the interview the technique. The interview was conducted in various places around the MTsN 2 HSU. For an unspecified time. Depending on the readiness of the respondent. Based on the results of the interviews, the researcher found data that there are some problems encountered by the teacher in implementing 4C skills of reading in English lesson plan in the classroom.

### **a. Lesson Plan**

To find out what are the problems in implementing the 4C skills in the reading lesson plan at MTs 2 HSU, the researcher used the interview technique. Interview were conducted in various places around at MTsN 2 HSU. For an unspecified time depending on the readiness of the respondent. Based on the results of the interview, the researcher found that the data that there are some problems faced by teachers who implementing the 4C skills in reading lesson plans at MTsN 2 HSU.

The first problem that is equally felt by the teachers is there is little difficulty in making lesson plans by curriculum standards in 2013 and include 4C skills in their lesson plan. They feel a lack of mastery of the way of making a lesson plan that is good and right and by desired by The Ministry of Religious Affairs.

Based on teacher A explains the lesson plan. Making the lesson plan there are directives and guidelines of the training that was held in Banjarmasin from The Ministry of Religious Affairs. The training is usually attended by only two representatives. The future of education of teachers who attended the training will explain to the other teachers.

According to teacher C also added that training on the manufacture of a lesson plan that refers to the curriculum in 2013 was never carried out by The Ministry of Religious Affairs. However, only attended by representatives of teachers from each school. Teachers who have been trained to convey the knowledge gained in detail. So that other teachers can understand and master to implement the lesson plan they would make by the directives given by the training event.

Teacher B also mentioned that the socialization of the government on how to make the written lesson plan only just then circulated, each teachers is required to load 4C skills into their lesson plan. But on the part of the government does not technically good guidance as to what. Socialization is done when MGMP because

every MGMP needs to draw up a calendar of events that consists of a monthly calendar, semiannual, and annual, carried out at least 12 times in one year. But the lack lies in the technical guidance and supervision of who was responsible. So-making lesson plans by government directives and rules that have circulated through the circular.

So, the conclusion of the three teachers is to create a lesson plan with these skills 4C training of the Ministry of Religion Affairs, usually referred to as training. Usually attending these training representatives from each school. After completion of the training of teachers who attend will explain to the other teachers so that other teachers can implement and apply the curriculum. Usually, the results are discussed on *jurnis* training, guidance, direction, and even discuss the syllabus and lesson plan. However, there are still lacking in the technical guidance and supervision who is responsible.

The teacher did make a lesson plan by the curriculum in 2013 and already contained the in 4C skills. But they are less than the maximum with a lesson plan that they make. So the impact on the application of the lesson plan in the learning process in class.

In addition to designing the lesson plan in the event itself, the problem is also felt in the process of learning to do. In the curriculum in 2013, it requires students as centered on the learning process. But the progress of each student is different. Some students have a way of

thinking or absorption a bit late. It makes the learning process a bit inhibited. A lesson plan that is designed as best may not be realized fully.

According to the teacher B "Learning that has been planned will succeed and as desired depending on the students taught. One was about the students' activity ". Activeness is one aspect of the 4C skills are necessary direction and motivation more to stimulate their students to be more active in learning. So that student activity can be achieved as desired.

Teacher B also added that students need stimulation to think for fishing activity and the way students' critical thinking. Because most of the students were able to discuss and critique. But the way the discussion and reasoning they sometimes just say things that are not of the essence of learning. As just ask the meaning of a word. Rarely found students who did discuss and think critically about the material being taught.

Apart from the design, the learning process, it turns out the problem is also felt by the teachers based on the situation and learning conditions. Teacher A said that the study had been planned in the lesson plan will be implemented properly if the circumstances support learning when teachers teach. Sometimes students feel lazy. 4C skills that can be done is not absolute. In one meeting, perhaps only one has

been completed. But it can also happen all components. It all depends on the circumstances at the time of learning.

Teacher C also added that time is one of the problem to implement what has been planned in the lesson are made. Each teacher would want to implement what has been planned in the lesson plan, but sometimes the allocation of instructional time available is not enough to implement all the components in the lesson plan. So that in one meeting several components cannot be carried out well. It could also be a lesson plan that is created will be used for 2 meetings to implement what has been planned in the lesson plan is created.

#### **b. 4C Skills**

From the interview conducted by the researcher, it can be seen that the problems encountered by teachers in implementing the 4C skills in reading lesson plan in the classroom are the process there are of proses teaching reading in the classroom, problems and situations in the learning process and learning conditions.

Then in the implementation of 4C skills in the classroom. There are several problems encountered by teachers during the learning process in class. Teacher A said that in applying the 4C skills, they could be applied in the learning process in the classroom and sometimes they could all be collected. Depending on the situation and conditions when teaching in class.

The B teacher also said that in applying 4C skills in the classroom there were difficulties in the critical thinking skills that the obstacles were in the students. Because when the learning process in the classroom students should be critical in thinking, the demands that students are critical of the material taught in the classroom. Whereas when learning rarely students provide arguments in learning, and when asking in the classroom only vocabulary and meaning of sentences that they do not know.

Teacher C also added that the difficulty in applying 4C skills in the class was in creativity skills. These should be skilled students able to create new things in their learning both in the form of the ability to develop information obtained from the teacher in the teaching and learning process in the form of knowledge so that they can make new combinations in their learning. Whereas when learning in class a little difficult to find creative students.

From the conclusions of the three teachers, the application of 4C can be applied depending on the condition of students in the classroom, is critical in the material taught in the classroom and students' creativity when giving material.

## **B. DISCUSSION**

This section presents a discussion of the research findings. As mention in the first chapter, there two research questions that should be answered in this



study. This study aim to know how the implementation of 4C skills of reading in English lesson plan in the classroom and what kind of problems encountered by the teachers in implementing the 4C skills of reading in English lesson plan in the classroom at MTs 2 Hulu Sungai Utara. The details are as below:

### **1. The Implementation of 4C Skills of Reading in English Lesson Plan in the Classroom.**

Based on the results of the implementation of 4C skills of reading in English lesson plan in the classroom there are 4c skills components namely communication, collaboration, creativity and critical thinking, all of these components are complete in the lesson reading plan. When the researcher observes in the class IX-A, IX-B, IX-D, IX-F, IX-I with three different teachers the application of 4C skills can be applied by the teacher in the classroom, and in making lesson plans all teachers have applied them in each teacher's lesson plan. All components in the lesson plan are by the theory and criteria of 4C skills in each component, the components in designing 4C skills are explained as follows:

#### **a. Communication**

In the communication component, some criteria must be mastered and applied by the teacher in the classroom. These criteria are communicate clearly. In the lesson plan that is studied for the communication, the component is in all three lesson plans. Each teacher emphasizes students to discuss and present material taught while

learning in class. This is by the theory of Widiawati (2018, p. 98) defined the communication learners are divided and trained to share ideas or ideas based on literacy activities they have done.

b. Collaboration

In the collaboration component, some criteria must be mastered and applied by the teacher in the classroom. These criteria are Collaborate with Others. Collaboration is in the three teacher lesson plans. When learning in class each student is required to discuss, gather information and exchange information about the material provided. This is following the theory of Widiawati (2018, p. 98) defined the collaboration of learners are trained to cooperate with other parties through the exchange of information and experience in doing the work or completion.

c. Creativity

Within the creativity component, some criteria must be mastered and applied by the teacher in the classroom. These criteria are divided into three parts, namely, think creatively, work creatively with others and implement innovations. In the lesson plan studied for the creativity component, there is a third lesson plan. The application of each teacher during the learning process in class, students are required to conclude about the important points, answer the questions given,

ask questions about things that are not yet understood and complete the questions given to learn the extent of their understanding of the material provided. This is by the theory of Widiawati (2018, p. 98) defined the creativity of learners can be familiarized to create goods, services, creations, which are high-powered, practical, simple and easy to use.

#### d. Critical Thinking

In the critical thinking component, some criteria must be mastered and applied by the teacher in the classroom. In the lesson plan that is studied for the critical thinking, a component is in all three lesson plans. Every teacher when applying in the classroom, students are required to conduct discussions to get results and verify the material that has been given. This is by the theory of Trilling & Fadel (2009, p.53) critical thinking skill is an ability to reason effectively, make decisions, and solve problems.

## **2. The Problems Encountered by Teachers in Implementing the 4C Skills in Reading Lesson Plan in the Classroom.**

Based on the researcher's observation and interview, the problems faced by the teacher by teachers in implementing the 4C skills of reading in lesson plans at MTs 2 Hulu Sungai Utara were:

#### a. Lesson plan

The implementation of the 4C skills of reading in lesson plans in the classroom at MTs 2 Hulu Sungai Utara. Problems were obtained after conducting interviews with three teachers, there was a little difficulty in making lesson plans by curriculum standards in 2013 and include 4C skills in their lesson plan. They feel a lack of mastery of the way of making a lesson plan that is good and right by desired by The Ministry of Religious Affairs. A further problem in the manufacture of a lesson plan that is implemented in the learning process is still lacking in guidance in technical and supervision of the party who is responsible for the government on how to manufacture a lesson plan just in writing only then circulated, each teachers is required to load 4C skills in lesson plan they. But from the government does not do technical guidance as good as what is now more detailed lesson plan and composed. Based on the theory of Mulyasa (2011, p.212) lesson plan is a plan of the which describes procedures and management of research to reach on or more basic competence is regulated in the Standard Content and extended in the syllabus. So it wants a lesson plan made by the teachers according to the rules of the government, which includes 4C skills and components in the lesson plan.

b. 4C skills

The problems encountered by teacher in implementing the 4C skills of reading in the classroom at MTs 2 Hulu Sungai Utara from

interview three English teachers, teachers have difficulty in applying 4C skills in the classroom as follows:

The first issue is creativity skills. Where the creativity of the students was required to creative thinking is a process of learning, developing material or subject matter, can create an exciting, as well as modify the lesson. Widiawati (2018, p. 98) defined the creativity learners can be familiarized to create goods, services, creations, which are high-powered, practical, simple and easy to use. So, in the school especially in the English lesson, the students have to have the ability in imagination and be creative. Creativity in learning is very important and for that teachers are required to demonstrate and show the creative process. So One alternative that could do the teachers is to create an effective and efficient learning and creative as attractive as possible, how the students must be possessed of unique ideas different from the others.

The next problem that both the critical thinking skills. At this critical thinking skills, students were required to think critically, respond, and systematically evaluate the material that is taught in the classroom. Forming and creating student's critical thinking in the material being taught it difficult to implement, most teachers who actively ask to stimulate students to think deeply. Then students answer the teacher's question is difficult to grasp the material even in its application to any student having difficulty in

the application when the learning process in class. So based on the theory of Widiawati (2018, p. 98) defined the creativity learners can be familiarized to create goods, services, creations, which are high-powered, practical, simple and easy to use.

This is very difficult for students because, during the learning process in the classroom, students only receive explanations from the teacher when in class, it is very rare to find students giving arguments and suggestion when the material is given in class if there are only one or two students. They usually only often ask about vocabulary and the meaning of a sentence that they do not know. So, the teacher must make a question that makes them think to find the answer, that is what the teacher can do so that students can think critically when the material is explained. In critical thinking, students should be required to analyze and evaluate to make sharp and relevant arguments for the problem and proof their ideas.