

**THE IMPLEMENTATION OF 4C SKILLS IN ENGLISH TEACHING
LEARNING PROCESS**

**By
AULIA RAHMAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2021**

**THE IMPLEMENTATION OF 4C SKILLS IN ENGLISH TEACHING
LEARNING PROCESS**

AN UNDERGRADUATE THESIS

**Presented to
Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English Language Education**

by

Aulia Rahmah

1601240696

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
BANJARMASIN
2021**

APPROVAL

Title : The Implementation of 4C Skills in English
Teaching Learning Process
Name : Aulia Rahmah
SRN : 1601240696
Faculty : Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Education Department
Academic Year : 2020/2021
Place/Date of Birth : Kurau, September 17th 1998
Address : Jalan Manggis Gg Sawo III No. 72 RT 32 RW 02
Kel. Kebun Bunga, Kec. Banjarmasin Timur

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Advisor
Contents and Research Methods
Techniques



Nurlaila Kadariyah, S. Ag., M. Pd
NIP. 197011181996032001

Banjarmasin, January 22nd 2021
Advisor
Language and Writing



Yokke Andini, SS., M. Pd
NIP. 201701038

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Nani Hizriani, S. Pd., MA
NIP. 197711272003122001

VALIDATION



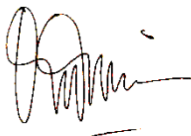
Title: The Implementation of 4C Skills in English Teaching Learning Process
Aulia Rahmah 1601240696 has been examined by the board of thesis examiners of
Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Monday
Date : 18th January, 2021
Stated : Accepted
Score : 83 / A

Dean Faculty of Tarbiyah and Teacher
Training
UIN Antasari Banjarmasin

Prof. Dr. H. Juairiah, M.Pd
NIP. 196001061986032004

THE BOARD OD EXAMINERS:

Name	Signature
1. Puji Sri Rahayu, MA NIP. 197701182008012013 (Chairperson)	
2. Nurlaila Kadariyah, S. Ag., M. Pd NIP. 197011181996032001 (Member)	
3. Yokke Andini, SS., M. Pd NIP. 201701038 (Member)	

STATEMENT OF AUTHENTICITY

I, the undersigned, Aulia Rahmah Students Reg 1601240696, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 4 Januari 2021

The writer,



Aulia Rahmah

ABSTRACT

Aulia Rahmah. 2020. Title: The Implementation of 4C Skills in English Teaching Learning Process. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor (I) Nurlaila Kadariyah, S. Ag., M. Pd., (II) Yokke Andini, SS, M. Pd.

Keywords: Implementation, 4C Skills, Teaching Learning Process

In learning with 21st century skills, teachers must motivate their students to follow the learning process well. 21st century skills called 4Cs are skills that students must have to equip themselves in this 21st century. The Partnership (P21) for 21st century identifies 4 important abilities, those are communication, collaboration, creativity and critical thinking. The purpose of this study is to find out the implementation of 4C skills in the English teaching learning process and the challenges faced by teachers on implementation of 4C skills in English teaching learning process.

The type of this research is descriptive qualitative, data collection techniques used interview and documentary. Data analysis used in this research is data reduction, data display, and drawing conclusion.

Based on the findings and discussion, the research shown that 1) the implementation of 4C skills (communication, collaboration, creativity and critical thinking) in teaching learning process has been carried out properly by every teachers. In critical thinking skills, there was one aspect that had not been implemented by the teacher, compared and differentiate between the ideas submitted by students. In collaboration, there are still aspects that had not been implemented by teachers, teacher did not use creative methods in forming groups. In creativity skills, there are still aspects that had not been implemented, using digital media when learning. And in communication skills, there was one aspect that had not been implemented by teachers, namely written communication. 2) the challenges faced by teachers are implementation 4C skills in teaching learning process, in critical thinking skills, the challenge is that students find it difficult to be asked to express their opinion. In collaboration skills, the challenge is not to use creative methods for group division. In creativity skills, the challenge is that students are embarassed to ask questions, and in communication skills, teachers have challenges because not all students are confident to communicate in English, due to the lack of vocabulary that students have.

ABSTRAK

Aulia Rahmah. 2020. *The Implementation of 4C Skills in English Teaching Learning Process*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Pembimbing (I) Nurlaila Kadariyah, S. Ag., M. Pd. (II) Yokke Andini, SS, M. Pd.

Kata kunci: Penerapan, Keterampilan 4C, Proses Belajar Mengajar Bahasa Inggris

Dalam pembelajaran dengan keterampilan abad 21, guru harus memotivasi siswanya untuk mengikuti proses pembelajaran dengan baik. Keterampilan abad 21 yang disebut 4C merupakan keterampilan yang harus dimiliki siswa untuk membekali diri di abad 21 ini. *The Partnership (P21)* mengidentifikasi 4 kemampuan penting yaitu komunikasi, kolaborasi, kreativitas dan berpikir kritis. Tujuan penelitian ini adalah untuk mengetahui penerapan keterampilan 4C dalam proses pembelajaran bahasa Inggris dan tantangan yang dihadapi guru dalam menerapkan keterampilan 4C dalam proses pembelajaran bahasa Inggris.

Jenis penelitian yang digunakan adalah deskriptif kualitatif, teknik pengumpulan data yang digunakan adalah wawancara dan dokumenter. Analisis data yang digunakan dalam penelitian ini adalah data reduksi, penyajian data, dan penarikan kesimpulan.

Berdasarkan temuan dan pembahasan, penelitian menunjukkan bahwa 1) Penerapan keterampilan 4C (komunikasi, kolaborasi, kreativitas, dan berpikir kritis) dalam proses pembelajaran telah dilaksanakan dengan baik oleh setiap guru. Dalam keterampilan berpikir kritis, terdapat satu aspek yang belum diterapkan oleh guru, yaitu membandingkan dan membedakan antara gagasan yang disampaikan siswa. Dalam kerjasama masih ada aspek yang belum dilaksanakan oleh guru, guru belum menggunakan metode kreatif dalam membentuk kelompok. Dalam keterampilan kreativitas masih ada aspek yang belum diterapkan yaitu penggunaan media digital pada saat pembelajaran. Dan dalam keterampilan komunikasi ada satu aspek yang belum diterapkan oleh guru yaitu komunikasi tertulis 2) tantangan yang dihadapi guru adalah pada penerapan keterampilan 4C dalam proses belajar mengajar, dalam keterampilan berpikir kritis, tantangannya adalah siswa merasa kesulitan untuk diminta mengutarakan pendapatnya. Dalam keterampilan kolaborasi, guru tidak menggunakan metode kreatif untuk pembagian kelompok. Dalam keterampilan kreativitas, tantangannya adalah siswa masih malu-malu untuk bertanya. Dalam keterampilan komunikasi guru mendapat tantangan karena tidak semua siswa percaya diri untuk berkomunikasi dalam bahasa Inggris, karena kurangnya kosakata yang dimiliki siswa.

MOTTO

“Thinking about the future and trying hard are all important. But cherishing yourself, encouraging yourself, and keeping yourself happy is the most important.”

(Kim Seokjin)

”If I give up here, then I’m not the star of my life.”

(Kim Taehyung)

DEDICATION

I dedicate this thesis for:

1. My beloved parents, Muhammad Ideris and Isnaniah (alm) who always gave me endless love, supports in mentally, spirituality, and materially during the time of study and the process of making this thesis.
2. My little brother Muhammad Hafidl Badali who always encourages and pray for me in making this thesis.
3. Thanks to my big family, who always pray for me to finish this thesis.
4. My thesis mates worries, Farida, Fadliatul, Ayu Rezki, Maulia, Habibah, Fathia, Aigu, Syifa, Nanda, Desy and Fatimah. Keep believing to pursue our dreams.
5. All of my friends in UIN Antasari Banjarmasin who given me supports and love for completing my study.
6. So many thanks to my idols, Kim Namjoon, Kim Seokjin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, and Jeon Jungkook who always color my days with very inspiring songs. Let's meet someday!

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم. الحمد لله رب العالمين. الصلاة والسلام على اشرف الأنبياء والمرسلين سيدنا
ومولانا محمد وعلى آله وصحبه أجمعين. اما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “The Implementation of 4C Skills in English Teaching Learning Process”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah.

The writer like to express appreciation and gratitude to:

1. Prof. Dr. H. Juairiah, M. Pd as the dean of faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all her staff for their help in the administrative matters.
2. Nani Hizriani M.A, as the Head of English Education Department for the assistance and motivation.
3. My Academic advisor, Hidayah Nor, S. Pd., M. Pd, for the guidance and encouragement.
4. My thesis advisor, the first Nurlaila Kadariyah, S. Ag., M. Pd as the advisor of content and research methods for the advice, help, suggestion, and correction.
5. My thesis advisor, the second Yokke Andini, SS, M. Pd as the advisor of language and writing techniques for the advice, help, suggestion, and correction.
6. Mr. M. Hifni, S. Pd the Headmaster of SMAN 1 Kurau, for the help and advice also the correction of the research.

7. Mrs. Linda Andriyati, S. Pd, and Mr. Sam'ani, S. Pd as English Teachers in SMAN 1 Kurau, thank you for the time and help during the research.
8. All lectures and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Rabiul Akhir 11st 1442 A.H
November, 27th 2020 A.D

Writer

CONTENTS

COVER PAGE	
TITLE PAGE	i
APPROVAL.....	ii
VALIDATION.....	iii
STATEMENT OF AUTHENTICITY	iv
ABSTRACT	v
ABSTRAK	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENT	x
CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv

CHAPTER I: INTRODUCTION

A. Background of Study	1
B. Research Questions	5
C. Objectives of Study	5
D. Significance of Study	5
E. Definition of Key Terms	6
1. Implementation	6
2. Lesson Plan	7
3. 4C Skills	7
4. Teaching Learning Process	7

CHAPTER II: THEORETICAL REVIEW

A. Lesson Plan	8
1. The Component of Lesson Plan	9
2. The Function of Lesson Plan	12
3. Lesson Plan Based on the 2013 Curriculum 2017 Revision	13

B. 4C Skills	15
1. Definition of 4C Skills	15
2. The Challenges on Implementation of 4C Skills	18
C. English Teaching Learning Process	21
1. Definition of Teaching Learning Process	21
2. The Procedures of Teaching Learning Process	22
3. 4C Skills in Teaching Learning Process	24
D. Previous Studies	29
CHAPTER III: RESEARCH METHOD	
A. Research Design.....	32
B. Research Setting.....	32
C. Participant / Subject	33
D. Data and Source of Data	33
E. Technique of Data Collection	33
F. Data Analysis	35
CHAPTER IV: FINDINGS AND DISCUSSIONS	
A. Findings.....	38
B. Discussions.....	51
CHAPTER V: CLOSURE	
A. Conclusions	57
B. Suggestions	58

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

2.1 The Component of Lesson Plan	10
3.1 Schedule of Interviews	35
4.1 Critical Thinking Skill	42
4.2 Collaboration Skill	44
4.3 Creativity Skill	46
4.4 Comunication Skill	47

LIST OF APPENDICES

1. Appendix I : Translatory List
2. Appendix II : Interview Guideline
3. Appendix III : Lesson Plan Sheet
4. Appendix IV : List of Name English Teachers
5. Appendix V : Photos of Documentation
6. Appendix VI : School Profile
7. Appendix VII : Lesson Plan
8. Appendix VIII : Certificate has Completed of Thesis Proposal Design
9. Appendix IX : Letter of Research
10. Appendix X : Curriculum Vitae