

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

Research findings provide information found by researcher through research instruments. Because there are two research questions, of course this chapter requires two main points of research findings as well as two main points of research discussion. Data collection was carried out on June 17 - August 17, 2020. This data has been collected in the interview and documentary process because of the situation that occurred during the current pandemic, making observations in school impossible. Teaching and learning process was carried out before Covid-19 pandemic, which is from January 6 – March 14, 2020, then this research described the implementation of 4C skills in teaching and learning process before the pandemic.

Explaining this research instrument, the researcher recalls the research questions from this study. The findings are presented as follows:

1. How is the implementation of 4C skills in English teaching learning process?
2. What are the challenges faced by teachers on the implementation of 4C skills in English teaching learning process?

The documentary used by a researcher is a lesson plan designed by the English teacher. The researcher used two lesson plan of English Teacher to research.

The explanation about lesson plan of 4C skills will describe as follows:

(See appendix 7)

1. The Implementation of 4C Skills in English Teaching Learning Process

a. Lesson Plan Teacher A

Including 4C skills in teaching learning process is a must, including in the lesson plan itself. Because 4C skills are one of the four things that must be achieved in the 2013 curriculum revision. In the lesson plans designed by Teacher A, it is seen that they have included 4C skills in teaching learning process and all of 4C skills are in the learning activity section.

- 1) Critical thinking; the teacher provided a narrative text about *Malin Kundang*, then students answered questions about the narrative text given by the teacher, (for example; *When did the story happen? Who are the characters? Where did the story take place? What is the problem (complication)? What is the ending (resolution)?*).
- 2) Collaboration, after make sure that students understand the text, the teacher asked them to worked in groups. Students look for the appropriate vocabulary in *Malin Kundang's* narrative text to describe the characters and settings. After that, the teacher guided a class discussion about the results of the students worked in groups.
- 3) Creativity, students concluded the important points in *Malin Kundang's* narrative text, answered questions about vocabulary

related to narrative text in books, or on the worksheets that have been provided, students are also asked to ask questions about things that have not been understood about the narrative text and finally students are asked to complete the questions given by the teacher to determine the students' mastery of narrative text material.

- 4) Communication, students delivered the results of discussions about *Malin Kundang's* narrative text, presented the results of group discussions about *Malin Kundang's* narrative text, students expressed their opinions about the presentation of narrative text and the response from other groups, then students asked questions during the presentation about narrative text and other students are given the opportunity to answer.

b. Lesson Plan Teacher B

Including 4C skills in teaching learning process is a must, including in the lesson plan itself. Because 4C skills are one of the four things that must be achieved in the 2013 curriculum revision. In the lesson plans designed by Teacher A, it is seen that they have included 4C skills in teaching learning process and all of 4C skills are in the learning activity section.

- 1) Critical thinking, the teacher wrote on the board title of the song, *Heal the World*, and asked what the lyrics of the song might contain. Students are asked to read the phrases provided which are predictions of the content of the song lyrics. The teacher asked what

parts of the song are influential, for example whether the lyrics, the melody, the singer, etc. They are also motivated to make their own predictions based on the interpretation of the song titles. In essence, *Heal the World* invites all of us to make this world full of problems a better place for all by doing good that comes from love.

- 2) Collaboration, the teacher created a game-like activity by asking each group of students to write a question on a small piece of paper. The paper is shuffled and then each group takes one paper, reads the question, and appoints another group to answer the question. Examples of questions such as; *Who sings / sang the song? Who created the song? Is it a sad or happy song? Why is the song very popular? What inspired the creation of the song?*
- 3) Creativity, students concluded some important points that appear in the learning activities of song lyrics, answered questions about song lyrics, which are contained in student manuals, then students asked questions about things that are not yet understood, or the teacher asked students questions about song lyrics and students asked by the teacher to complete a competency test or practice on song lyrics to find out students' understanding of learning.
- 4) Communication, in this activity students communicated what they understand about the song. They did this by finding and presenting other songs whose lyrics inspire listeners to do good. Presentation could take the form of playing a song, showing the lyrics, and

communicating their understanding of the lyrics. Or, they can sing *Heal the World* accompanied by a mimic and behavior that represents the content of the song's lyrics. This activity is carried out in groups of 3 to 4 people.

From the results of the correction of the lesson plan designed by the two teachers are teacher A and teacher B. The researcher found that the lesson plan included 4C skills in each lesson plan and accordance with the rules set by the government. (See appendix 4)

Since in this research the researcher could not make classroom observation, the researcher conducted interview by gave questions in accordance with the observation sheet. In this research, data is presented in the form of an appendix to the results of interview that have been conducted. The data were explained below:

1) Critical Thinking

Interviewed was conducted on Monday, July 27, 2020 with Voice Note via *WhatsApp* with two teachers at once. The data that was found in this interviewed about the implementation of critical thinking skills in the teaching learning process. Details of each sub-aspect of critical thinking are presented in the **table 4.1** below.

Table 4.1 Critical Thinking Skill

4C Skills	Aspect	Statement	Teacher	
			A	B
Critical Thinking	Reasoning	Ask students to present an argument (Q1)	Yes	Yes
		Evaluate the ideas of each student and provide feedback (Q2)	Yes	Yes

	Problem Solving	Asking students to solve various types of unknown problems (Q4)	Yes	Yes
	Evaluating	The teacher asks questions as a form to evaluate students (Q7)	Yes	Yes
		Compare and differentiate between ideas submitted by students (Q8)	Sometimes	Yes
		Ask students to summarize with English (Q10)	Yes	Yes
	Reflection	Discuss the material taught, at the end of the class (what do we learn today?) (Q12)	Yes	Yes
		Ask students to give messages and impressions when attending class (Q13)	Yes	Yes

Learning activities carried out by Teacher A and Teacher B to improve critical thinking skills are to provide opportunities for students to asked questions. Questioning activities are carried out after literacy activities in the form of observing, reading and writing learning materials, as well as listening to the material presented by Teacher A and Teacher B, besides that students are also required to ask questions when making presentations.

Students' critical thinking skills are also seen in learning when the teachers used a problem-based learning model, in teaching learning teacher A raised problems that are close to students, such as events / moral messages that can be taken from the story of *Malin Kundang*. Teacher B raised problems that are close to students, such as moral messages that can be taken from the song lyrics of *Heal the World*.

Based on these results, teacher A asked students to presented their arguments about the narrative text of *Malin Kundang*, and evaluate students' arguments and provide feedback. In problem solving there was an aspect of asking students to solve various types of unknown problems

and teacher A implemented it well. In evaluation there is one aspect not used by Teacher A, that was compare and differentiate between ideas submitted by students. Teacher A explained that, when she implemented critical thinking skills in the classroom, there were some students who responded quite well, but there were also students who were embarrassed to ask questions or raise questions or opinions about the material being taught.

In reflection, teacher B stimulated students to reflect on classroom learning which aspects include, discussing the material being taught, at the end of class asked (*what did we learn today about song lyrics of Heal the World?*). Asking students to given messages and impressions when attended class and interpret information and drawn conclusions.

2) Collaboration

Interviewed was conducted on Monday, July 13, 2020 with Voice Note via *WhatsApp* with two teachers at once. Details of the sub-aspects of cooperation are presented in the following **table 4.2** below.

Table 4.2 Collaboration Skill

4C Skills	Aspect	Statement	Teacher	
			A	B
Collaboration	Team Performance	Know how to organize and classify students in the classroom (Q1)	Occasionally	Yes
		Use creative ways to form groups (using number, self selection, and etc) (Q2)	Occasionally	Yes
		Peer work discussion (Q3)	Occasionally	Yes
		Group work discussion (Q3)	Occasionally	Yes
		Provide feedback and help students understand the tasks they have been given (Q5)	Yes	Yes
		Giving reward/point (Q6)	Yes	Yes

Teacher A did not use a creative way in making groups, she immediately groups them according to the order of the names on the absence so that they are fast and ensure that students did not make a noise. Teacher A asked the students to work in groups for the appropriate vocabulary in *Malin Kundang's* narrative text to describe the characters and settings. The teacher supervised and helped students during the discussion. When the discussion ends, the teacher gave students the opportunity to share the results of the discussion with all class members. In providing feedback, teacher A can solve problems faced by students in class when conveying their ideas. Teacher A did not give a grade, but she gave a reward. Teacher A explained that, when she implemented collaboration skills, the responses of all students were very enthusiastic because they were asked to create groups when learning.

It is clear that teacher B already knows how to organize and classify students in the class by creating groups and ensuring group activities require students to work together. Teacher B created a game-like activity by asking each group of students to write a question on a small piece of paper. The paper is shuffled and then each group takes one paper, reads the question, and appoints another group to answer the question. In providing feedback, teacher B can solve problems faced by students in class when conveying their ideas. Besides that, while sharing ideas, Teacher B also gave points to each group.

3) Creativity

Interview was conducted on Monday, July 20, 2020 with Voice Note via *WhatsApp* with two teachers at once. The data that was found

in this interviewed about the implementation of creativity skills in the teaching and learning process. Details of each sub-aspect of creativity skills are presented in the **table 4.3** below.

Table 4.3 Creativity Skill

4C Skills	Aspect	Statement	Teacher	
			A	B
Creativity	Questioning	Teachers stimulate students to ask questions, involving students actively digging up information that has been obtained (Q2)	Occasionally	Yes
		Test the memory and understanding of students (Q4)	Yes	Yes
		Ask students to collect questions (Q5)	Yes	Yes
		Stimulating students to 'think hard' about a topic (Q6)	Yes	Yes
	Media	Using digital material when teaching (Q9)	No	No

The resulted, in asking questions to test students' memory and understanding, teacher A and teacher B gave the questions to students about vocabulary related to narrative text in books, or on the worksheets that have been provided, then discussed the ideas to solved problems. Also, teacher A and teacher B asked questions about what is new, what students already know or what they have not been understood about the narrative text. Teacher A explained that, when she implemented creativity skills and tested students' memories about the material that had been studied, students responded to the teacher's words and questions quite well. Some of them can explained in detail and confidently, but

there are also some who only pay attention to their friends when explaining.

4) Communication

Interview was conducted on Monday, July 6, 2020 with Voice Note via *WhatsApp* with two teachers at once. Details of each sub-aspect of communication are presented in the **table 4.4** below.

Table 4.4 Communication Skill

4C Skills	Aspect	Statement	Teacher	
			A	B
Communication	Oral	Communication with English in the classroom (Q4)	Yes	Yes
		Use language according to student's level of understanding (Q9)	Yes	Yes
		Give the language meaning when students do not understand (Q10)	Yes	Yes
		Give Rewards (good, excellent) verbally (Q11)	Yes	Yes
		Using oral communication to convey instructions clearly (Q12)	Yes	Yes
		Using oral communication to motivate students (Q13)	Yes	Yes
		Using oral communication to provide information (Q14)	Yes	Yes
		Use presentation tools to improve learning materials (Q15)	Occasionally	Occasionally
		Use pictures to help students understand unknown words and make the lesson interesting (Q16)	Yes	Yes
	Written	Write down the logical introduction and conclusion (identify key points and facts in writing) (Q17)	Occasionally	Occasionally
		Convey a written idea with clear sentences and paragraphs (Q18)	Occasionally	Yes

		Convey the idea in writing with grammar, clearly and true (Q19)	Yes	Yes
	Interpersonal	Shows a sense of confidence by using body language (Q8)	Yes	Yes

Based on the interviewed data on the sub-aspects of oral communication skills, it is clear that teacher A applied oral communication skills to clearly convey instructions, using language based on student understanding. Teacher A gave meaning to the language when students did not understand. Teacher A usually used pictures to improve learning material and make learning more interesting to provided the information.

Based on the data above, it can be concluded that teacher A did not applied written communication, she explained that it is easier to conveyed it orally. The teacher showed how to pronounce each word in pronunciation practice. The teacher asked the students to repeat after each word. In correcting sentences using grammar, teacher A applied it, they stated that the used of grammar is important so that students can understand the material.

Teacher B made a presentation, in the presentation activity, teacher B gave students full decision in managing their groups. He explained that in the presentation activity, students were divided into several groups. The slightest role of communication will definitely occur there. Then in group presentation activities, students took turns to explain the themes

they get, or some students explained then other members prepared to give answers when the discussion session takes place.

So in the presentation activity, the communication happened when students work together, discuss in determining a role in the group, and also when the presentation itself. Because when presenting in front of class, they take turns explaining the material to be delivered, and also giving answers in discussion session.

2. The Challenges Faced by Teachers on the Implementation of 4C Skills in Teaching Learning Process

a. Critical Thinking

In critical thinking it is concluded that teacher A and teacher B applied reflection included asking students to discuss the material again, asking students to write messages, reflecting on student learning by interpreting information and conclusions. Teacher A and teacher B also asked students to solved various types of unknown problems by asking questions and discussing together. However, teacher A did not compare the students ideas, because in her opinion the students' opinions were mostly the same.

In evaluation there is one aspect not used by Teacher A, that was compare and differentiate between ideas submitted by students. Teacher A explained that, when she implemented critical thinking skills in the classroom, there were some students who responded quite well, but there were also students who were embarrassed to ask questions or raise questions or opinions about the material being taught

Based on the results of the interview above, teacher A and teacher B did not use digital material as a medium for creative learning. Teacher A and teacher B stimulated students to collect questions to improve students' critical thinking skills, use correct grammar and convey ideas using relevant references in writing.

b. Collaboration

In collaboration skills, teacher A did not use creative grouping methods, she stated that it was easier to teach students individually, but if there was learning material that required groups, she would divide the groups according to the order of absence. Meanwhile, teacher B ensures that group activities require students to cooperate and negotiate. Teacher A and teacher B both expressed appreciation. Based on the interviewed data, it was explained that teacher A did not give points, she just gave gifts as reinforcement in providing feedback.

c. Creativity

Based on the interviewed data above in creativity skills, teacher A stated that she had difficulty evaluating students in groups because sometimes the students were not very compact. Then it was concluded that teacher A and teacher B both tested students' memory and stimulated students to think hard about a topic. Teacher A and teacher B both provided opportunities for students to find various information from the internet.

d. Communication

Based on the results of interviewed about communication skills, it can be concluded that teacher A and teacher B used oral communication quite well. Teacher A and teacher B stated that they

often asked students to communicate in English during class to practice students' abilities. However, teacher B stated that two-way communication could not be fully established when using English with students in class. Teacher A also explained that she had difficulty because not all students were confident to communicate in English, because of the lack of vocabulary that the students had.

Teacher A stated that when students did not understand the information or instructions given, she would re-explain in Bahasa, while teacher B stated that students were asked to find an explanation through the dictionary first, if it still couldn't be understood, it would be explained again in Bahasa. In oral communication, teacher A and teacher B did not use digital media such as LCD or presentation tools to improve learning material that was more interesting. Whereas in written communication, teacher B chose to explain by conveying ideas with a preliminary structure, identifying points, facts, and conclusions in written communication. Then, teacher A did not convey ideas using paragraphs. Teacher A and teacher B both applied grammar corrections when explaining material, to make it easier for students to understand the lesson. This could be seen from previous interviewed data that teacher A and teacher B combined interpersonal well.

B. Discussions

After the data were processed and presented in this study, the researcher presents the findings above. As mentioned in the first chapter, there are two research questions that should be answered in this study. After conducting the research and analyzing all the data, the researcher would like to conclude all the results of the study as follows :

1. The Implementation of 4C Skills in English Teaching Learning Process

All contents in the lesson plan are by the theory and criteria of 4C skills, the contents in designing 4C skills are explained as follows:

a. Critical Thinking

In critical thinking skills, several aspects must be mastered and implemented by the teacher in the learning process. Critical thinking skill is in each lesson plans. When teachers implementing in the learning process, teachers asked students to collect important questions to increase critical thinking and student engagement. In addition, teachers should try to use high-level categorical questions to model and develop progressively more complexes. Critical thinking skill is an ability to reason effectively, make decisions, and solve problems (Trilling & Fadel, 2009).

b. Collaboration Skills

In collaboration skills, several aspects must be mastered and implemented by the teacher in the learning process. This criteria is collaborate with others and collaboration skill is in each lesson plans.

Some researchers have shown that students will learn better if they are actively involved in the learning process in groups. During the teaching and learning process the teachers asked students to discuss in groups, collect information and exchange information about the material provided. Collaborative learning is a learning method that uses social interaction as a means of knowledge building (Roberts, 2004).

c. Creativity Skills

In creativity skills, several aspects must be mastered and implemented by the teacher in the learning process. Creativity skills

have two aspects, that is questioning and use digital materials and creativity skill is in each lesson plans. The implementation of each teachers during the teaching learning process involves students actively exploring the information that has been obtained, testing students' memory and understanding, and asking students to collect questions. Creativity of learners can be familiarized to create goods, services, creations, which are high-powered, practical, simple and easy to use (Widiawati, 2018).

d. Communication Skills

In communication skills, several aspects must be mastered and implemented by the teacher in the learning process. This aspect is divided into three parts, that is oral communication, written communication, and interpersonal. All communication skills are on each lesson plans. The teachers asked students to discuss and present the material that has been taught. Students are trained to share ideas or ideas based on literacy activities they have done. Strong communication skills including the ability to express thoughts clearly and persuasively both orally and in writing, articulate opinions, communicate coherent instructions and motivate others through speech, are highly valued in the workplace and public life (National Education Association, 2010)

The conclusion from the discussion in implementation of 4C skills, the researcher can conclude that the teachers are good in implementation of 4C skills in the learning process including critical thinking, collaboration, creativity, and communication. It's just that sometimes there are some skills that cannot be implemented in the teaching and learning process.

2. The challenges faced by teachers on the implementation of 4C skills in English teaching learning process

The problems faced by teachers on the implementation 4C skills at SMA Negeri 1 Kurau through interviewed of two English teachers, teachers experienced difficulties on the implementation 4C skills in the teaching and learning process as follows:

a. Critical Thinking

Teacher A explained that she had problems implementing critical thinking skills, because sometimes students were difficult to be asked to express their opinions, sometimes students also expressed the same opinion as other friends. Teacher A explained that, when she implemented critical thinking skills in the classroom, there were some students who responded quite well, but there were also students who were embarrassed to ask questions or raise questions or opinions about the material being taught. The formation and creation of students' critical thinking on the material being taught is difficult to implement, most of the active teachers ask to stimulate students to think deeply. The teacher has an important role in increasing the exchange of opinions between students and teachers, as well as students and students (Djamarah, 2010). The trick is to ask students to comment or develop their first response. Then the teacher accepts and helps the results of the students' thought contributions.

b. Collaboration

Teacher A had problems using creative methods for group division, she preferred to taught students individually, but if there was material that requires students to be in groups then she will divide them

according to the order of absence only. In other words, using creative ways to divide students into groups can help reduce student anxiety, stress, and uncertainty in new types of learning experiences (Barbi Honeycutt, 2011).

c. Creativity

Teacher A said that she had problems when implementing creativity skills, when students were asked to ask questions, sometimes students just kept quiet. However, when teacher A asks, there will be several students who can answer. Teacher B also added that students still felt embarrassed when asked to ask. From the teacher's statement, the role of the teacher is very important to help students get used to being active and creative in asking questions during the teaching and learning process. In other hand, success in learning is created when students are interested in asking questions (Johnson, 2002). With the help of a teacher students are encouraged to ask questions. The right questions are questions that fit the material being studied and guide students in gathering information to increase their knowledge.

d. Communication

Teacher A had problems because not all students were confident in communicating and there was a lack of vocabulary that students had, Teacher A stated that when students did not understand the information or instructions given, she would re-explain in Bahasa. Teacher B also has the same opinion, it is not possible to fully establish two-way communication when using English. In other hands, communication messages will be accepted by the communicant if the communicator understands what the communicator is conveying (Wilson, 2009).

This certainly makes it difficult for students because during the teaching and learning process students only get explanations from the teachers in class, it is very rare to find students giving arguments or suggestions when the teacher provides explanations. Students usually ask about vocabulary and the meaning of sentences that they don't know.