

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents finding and discussion. The findings are designed to answer the research question about English lecturers' teaching strategy in developing students' 4Cs' Competency in online learning.

A. Findings

Due to the spread of the Covid-19 Virus, almost all sectors were forced to change the system from what usually works to the office to work from home, this also happened in the Education sector. The teaching and learning process is entirely carried out online, of course this is a task for lecturers at universities to make online teaching methods well and effectively, especially for English lecturers who need more effort because they have to use English when teaching. In addition, lecturers must also continue to follow the provisions of the 2013 curriculum which contains 4C Competencies (Critical Thinking, Communication, Collaborative, and Creativity) in every teaching. The government is trying to prepare the human resources of the 21st century, especially the Indonesian people, therefore these 4C competencies must be taught and accustomed from an early age by incorporating into the 2013 curriculum and taught to students from elementary school to university levels

1. Interview result lecturers' teaching strategy in developing 4C's students in online learning

The following are the results of interviews that researchers conducted with two English lecturers who teach at the Faculty of Teacher Training and Education, University of Muhammadiyah Banjarmasin:

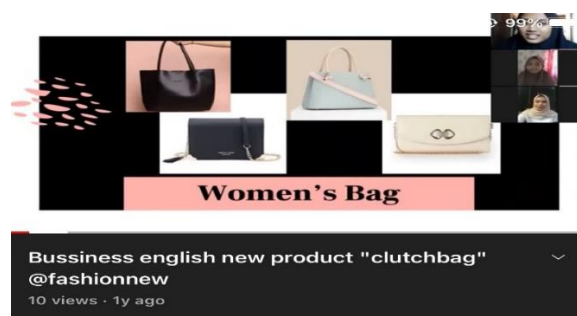
1.1 Lecturers' teaching strategy in Developing Students' Critical Thinking

4.1.1 Assessing students' critical thinking in online learning

Based on the results of the statements of the two participants, they agreed that the determination of teaching methods was determined before the learning and teaching process began, this was done to avoid mistakes or minimize wasted time because they had not prepared a learning method or meter. Unless it is to determine the material or the level of difficulty of the task to be given, then it is necessary to assess at the beginning to find out the level of student critical thinking so that the lecturer can determine the assignment according to the level of critical thinking ability of students. In addition, there is a possibility that there will be changes or variations in methods in the middle of the teaching and learning process to adjust the critical thinking ability of students in the classroom.

In assessing the ability to think about student violence, both participants use the discussion method, where in the discussion students are required to submit opinions to each other and explain the reasons for the assignment given by the lecturer. An example of one of the tasks that has been given by lecturers is to make product designs in Business English courses with the case of why rich people or artists prefer to have foreign brands than local brands, lecturers also facilitate students by providing direction if someone does not understand and carry out question and answer activities between students in class, where the question and answer will focus on questions that have answers explaining and student opinions such as questions that use the question words 'why' and 'how'. The following is the documentation data from project-based learning that Participant A uses:

Figure 4.1 Documentation data project-based learning Participant A



Source: <https://youtu.be/2DTd88aGTHw>

4.1.2 The steps in developing students' critical thinking in online learning

Based on the results of the interview, it can be concluded that both participants used steps to develop students' critical thinking skills by asking students to make other examples of the material taught. First, participants review and explain the material, then to find out the understanding of the student, the lecturer asks for a re-explanation or asks for other examples from students.

4.1.3 Online learning methods used to develop students' critical thinking.

Based on the results of the interview, it can be concluded that both participants used a method that requires students to have discussions in the research of problems or tasks given such as Project-Based Learning with the aim of making students think critically and broadly, especially in terms of how they formulate the right answers according to the results of their thinking, which method very clearly directs to improve students' critical thinking skills, namely by work on group projects and find problem solving together. In addition, the document data obtained is also in the form of a syllabus from the Business

English course which shows that the method used in developing critical thinking skills is Project-Based Learning:

Table 4. 1 Syllabus to developing students' critical thinking

6-7	The students are able to prepare and make a good business presentation	1. The students are able to prepare a business presentation 2. The students are able to perform a business presentation in group or individual	Spoken test Having business presentation	Time : 2 X 50 minutes Method : role play, PjBL. Students are given a case about business in the country Media: LCD, Laptop, YouTube video	Main Source: 1-2	Noor Aida Afifah, M.Pd	10 %
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4.2 Lecturers' teaching strategy in Developing students' Communication

4.2.1 The steps in developing students' communication skills in online learning

Based on the results of the interview to develop student communication skills that both participants used strategies that teach students to convey their respective opinions with clear and correct delivery such as question and answer, communication and video assignments. In addition, the participant A also added that there are several special courses that are very focused on communication, such as speaking courses, presentation explanations are also strategies to develop student communication skills, where students must explain the meter clearly so that all students in the class understand the material presented.

According to the two participants in measuring the success of student communication, it is seen from how other students' responses are listening to the explanation, if the listener can understand and can draw conclusions from the explanation, then communication can be said to be.

4.2.2 Online learning methods used to develop students' communication skills

Based on the results of the interview, the method used by the two participants has the same goal, namely developing 4C competencies, one of which is communication using the Project-Based Learning method and discussion in Problem-Based Learning. The development of communication is found in the process of discussion and delivery of the results of the discussion which requires students to explain the material clearly so that all students in the class can understand it. In addition, the document data obtained is also in the form of a syllabus from the Business English course which shows that the method used in developing communication skills is Project-Based Learning:

Table 4. 2 Syllabus to develop students' communication skills

6-7	The students are able to prepare and make a good business presentation	1. The students are able to prepare a business presentation 2. The students are able to perform a business presentation in group or individual	Spoken test Having business presentation	Time : 2 X 50 minutes Method : role play, PjBL Students are given a case about business in the country Media: LCD, Laptop, YouTube video	Main Source: 1-2	Noor Aida Aflahah, M.Pd	10 %
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4.3 Lecturers' teaching strategy in Developing students' Collaboration Skill

4.3.1 Assessing students' collaboration skills in online learning

Based on the results of the interview, it can be concluded that in assessing the collaboration ability of students, the two participants used an assessment carried out with group work and discussion. Both participants assess the collaboration ability of students based on their attitudes when they are discussing in class, namely when expressing their own opinions or debunking the opinions of others. However, in the participant A, there is another assessment, which is based on the feedback given by group members to other group members.

4.3.2 The steps in developing student collaboration skills in online learning

Based on the results of the interview, it can be concluded that there are several strategies used by the two participants, namely by creating a working group with at least 2 (two)

members, then the results of the completed project will be presented by each group, then after the presentation there will be a discussion. In the discussion, students' collaboration abilities will be assessed which in the group work already contains collaboration skills such as how to express opinions or objections in a polite way so that other students are not offended, respect the opinions of others even though they feel they have different opinions, teach how to be responsible with the tasks given and guide students to be active during the discussion.

4.3.3 Online learning methods used to develop students' collaboration skills

Based on the results of the interviews of the two participants, it was concluded that participants A used the Project-Based Learning method as a means of developing students' collaborative abilities because this method has characteristics that are not much different, namely focusing on students and solving problems with group work. Meanwhile, Participant B sometimes uses the Project-Based Learning method but sometimes also uses Problem-Based Learning because these two methods have characteristics that are not much different depending on the material to be taught. The following document data obtained is also in the form of a syllabus from the Business English course which shows that the

method used in developing collaboration skills is Project-Based Learning:

Table 4. 3 Syllabus to develop students' collaboration skills

6-7	The students are able to prepare and make a good business presentation	1. The students are able to prepare a business presentation 2. The students are able to perform a business presentation in group or individual	Spoken test Having business presentation	Time : 2 X 50 minutes Method : role play, PjBL Students are given a case about business in the country Media: LCD, Laptop, YouTube video	Main Source: 1-2	Noor Aida Aflahah, M.Pd	10 %
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4.4 Lecturers' teaching strategy in Developing Students' Creativity Skill

4.4.1 The steps in developing students' creativity skills in online learning

Based on the results of the interview, it can be concluded that the two participantss both use strategies with steps to give assignments or projects that make students think creatively but are still guided, namely with the direction of the lecturer by determining the theme according to the material taught then students who determine the topic to be made with their respective creativity. Suppose that in determining the topic they want to create for a speaking project task, they are only given theme restrictions, but they are free to choose the topic they want to discuss, but it will be an additional value if they can create creativity with themselves or something new. It's not just

following examples on the internet. Assignments are made in the form of videos then uploaded on social media such as on yaoutube or Instagram reels you will then be collected to the lecturer in the form of social media links only. Another example is also making business product designs in groups, tasks are made in.

However, there is a slight difference in views between the two participants in the assessment of students' creativity ability in online learning, the first lecturer uses Step by giving assignments to give students space to determine for themselves with their own version without imitating others. While the second lecturer uses steps that are student opinions on a predetermined topic with an assessment the better and beyond the elaboration given, the higher the creativity value that will be obtained. Although there are differences in the steps used by the two lecturers above, the goal is the same, which is to ask students to use good analytical techniques in order to create creative opinions or project results.

4.4.2 Online learning methods used to develop students' creativity skills

In the interview results obtained, there is a clear similarity that in developing student creativity abilities, both participants used the Project-Based Learning method, because

for creativity assessments, more are taken from tasks or projects, both individual projects and group work where students are given the freedom to develop projects that are carried out with their respective creativity abilities. The following document data obtained is also in the form of a syllabus from the Business English course which shows that the method used in developing creativity skills is:

Table 4. 4 Syllabus to develop students' creativity skills

6-7	The students are able to prepare and make a good business presentation	1. The students are able to prepare a business presentation 2. The students are able to perform a business presentation in group or individual	Spoken test Having business presentation	Time : 2 X 50 minutes Method : role play, PjBL Students are given a case about business in the country Media: LCD, Laptop, YouTube video	Main Source: 1-2	Noor Aida Aflahah, M.Pd	10 %
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2. Document data lecturers' teaching strategy in developing 4C's competencies in online learning

Table 4.5 Documentation Data

No.	Components	Document	
		First Lecturer	Second Lecturer
1.	Critical Thinking	a. Syllabus	-
		b. Video task	-
2.	Communication	a. Syllabus	-
		b. Video task	-
3.	Collaboration	a. Syllabus	-
4.	Creativity	a. Syllabus	-
		b. Video task	-

B. Discussions

In this section, the discussions are designed to discuss the findings of research and answer the research question about English lecturers' teaching strategy in developing students' 4Cs' Competency in online learning.

1. Lecturers' teaching strategy in Critical Thinking

According to interview and the syllabus from participant A, teaching strategy in developing students' critical thinking skills used is the Project-Based Learning (PjBL) strategy, but the reasearcher found there is something that is not appropriate from the results of the data found from participant A, where there is a step that are not carried out, namely point 4) in the PjBL steps theory 'Completion of projects with facilitation and monitoring by lecturer', this is because the lessons are carried out online which causes the movement of lecturers in guiding and monitoring students to be limited. So, according to researcher, the steps that taken by participant A are more suitable to be said to be a Task Based Learning (TBL) strategy because the lecturer does not facilitation and monitor student projects directly and the time given is relatively short.

Based on the statements of participant A, critical thinking assessment is assessed from the discussion process and project results in the group, in other courses the lecturer also assesses students' critical thinking abilities by asking students to find a

solution how to make local products more attractive than foreign products, this is in accordance with the first point of the theory presented by Collins (2014) about the steps that lecturers can take in training critical thinking students, namely teaching HOTS (Higher Order Thinking Skills) specifically in the realm of learning, where the word identification is part of HOTS and teaches concepts explicitly, namely connecting the material studied and using it as a source of questions. With questions such as compare concepts, give examples, identify similarities and differences and others.

Furthermore, based on the results of interviews with the participant B, in developing critical thinking skills, the lecturer students use the Problem-Based Learning and Project-Based Learning methods. In using the PBL method, the second lecturer uses the problem that is being experienced by all students today, namely about "Education in the Digital Era", which is to reduce the spread of the COVID-19 virus, all universities change their learning systems to online learning. After the topic is determined, students are asked to describe their knowledge according to the topic by discussing in groups, if the results have been found the group will present the results of their discussion, the lecturer serves as a facilitator guiding and assisting students in finding results. This is in accordance with the theory of Ngalimun (2014, p. 89) in (Suwandi, 2015, p. 95), Ngalimun (2014) stated that PBL is a

learning model that involves students to solve a problem through the stages of the scientific method so that students can learn knowledge related to the problem and at the same time have the skills to solve problems. The learning process used by the participant B in Problem-Based Learning is also in accordance with the theory of (Barus, 2019) about The steps of the Problem-Based Learning (PBL) method (1) Submission of problems / questions. (2) What is known about the problem (3) guiding the group to make a list of questions to be answered for the problem. (4) Problem solving (5) Reports and Percentage of results (6) Material Development; The teacher will develop the material to be studied further and in depth and facilitate learning based on the concepts proposed by each group in its report (Barus, 2019, p. 559). In addition, another example in online learning using the PBL method is that each group is asked to find all the information as much as possible about one of the tourist attractions in South Kalimantan, information that must be found, namely shortcomings, advantages and solutions or suggestions Each group must choose different tourist attractions, this problem is given by the lecturer through the WhatsApp Group media and given time to discuss to find answers with the time predetermined, this is called the asynchronous type of E-Learning, according to the theory of (Hrastinski, 2007) which stated Asynchronous e-learning typically uses media facilities such as e-mail and e-learning or learning

management systems (LMS), to support interactive relationships between students and teachers, even when participants cannot take online classes at the same time. After students find the results of the discussion, it will be continued with the presentation of the results of the discussion, when the presentation of the results of the students will be directed to switch learning media, namely using Zoom Meeting, this is done to facilitate the presentation and question and answer process between students and lecturers. The online learning process using Zoom Meeting is called the Synchronous E-learning type, in accordance with the theory presented by (Hrastinski, 2007) namely Synchronous E-learning is an online learning method that uses media such as video conferencing (Zoom meet or Google meet) or chat (WhatsApp group or telegram group), where teaching and learning activities must be carried out simultaneously and followed by all students and teachers.

2. Lecturers' teaching strategy in Communication

As previously mentioned, the teaching strategy that participant A used in developing communication skill is Task Based Learning (TBL) strategy. Communication skills can be judged from the results of the video in explaining the products made by the group, videos are also required to use English not only because they are in accordance with the major but also to train their communication and English fluency. In addition to presentations in videos,

communication can also be seen in question and answer activities or discussions between groups because there requires students to verbally convey and verbalize their ideas or ideas in accordance with the theory (Trilling & Fadel, 2009) which has suggested several strategies that teachers should undertake in order to build 21st century communication skills namely (1) Teaching students how to articulate thoughts and ideas orally, in writing and non-verbal communication skills in various forms and contexts. (2) Teach students how to hear actively and effectively. This will help students interpret and understand meaning in communication, taking into account cultural background, values, attitudes, and intentions. (3) Teach students how to use communication for a variety of purposes. (4) Teach students how to utilize various media and technologies, and how to assess the effectiveness and impact of those media and technologies. (5) Train students to communicate effectively in diverse environments, including using multiple languages.

Unlike the Participant A, the Participant B uses the Problem-Based Learning method as an effort used to develop student communication skills, this is evidenced from the results of interviews, namely by using PBL steps as explained earlier, but the step that most shows the development of communication skills is the presentation of the results of discussion and question and answer, where in the presentation and question and answer there is

interaction between students and between students group in submitting questions, responses and rebuttals based on their own ideas, in conveying their ideas students must use words and language that other students understand so that communication runs with lancar, this is also in accordance with the theory (Trilling & Fadel, 2009) in points 1, 2, 3, and 5 about strategies that can be used to develop students' communication skills, namely (1) Teaching students how to articulate thoughts and ideas orally, in writing and non-verbal communication skills in various forms and contexts. (2) Teach students how to hear actively and effectively. This will help students interpret and understand meaning in communication, taking into account cultural background, values, attitudes, and intentions. (3) Teach students how to use communication for a variety of purposes. (5) Train students to communicate effectively in diverse environments, including using different languages.

3. Lecturers' teaching strategy in Collaboration

The teaching strategy that used by participant A in developing collaboration skills is also Task Based Learning (TBL) strategy. In this method, the lecturer gives a group task for developing students' collaborative, in which each group member will be given their own task to complete their task, in addition to that the first lecturer also stated the formation of the group to see and familiarize students so that they can be responsible for the task given and can respect the

opinions of others, this is also in accordance with the theory (Zubaidah S. , 2018, p. 14) in points 2, 3 and 4 in the strategy that can be used to develop students' collaborative abilities, namely (2) Teaching flexibility and the desire to compromise so that goals that benefit all parties who collaborate can be achieved; (3) Train and encourage students to take responsibility for working together with others; (4) Teach students to appreciate the ideas and contributions of each member of the team they are part of the team. As for assessing the collaborative of lecturer students, they not only judge from their own perspectives, but also ask for help from students in a way, when at the end of the project, lecturers will ask students to give grades to their respective group members and the reason is that it means that students are also trained to give feedback to each other to group members.

Based on the syllabus, it can be seen in the assessment indicators applied is that the students are able to perform a business presentation in a group or individual, making a presentation group is one of the criteria for developing student collaboration skills, this is in accordance with the definition of collaboration stated by (Zubaidah, 2018, p. 14) namely collaboration in the learning process is a form of cooperation between students who help each other and complement each other to perform certain tasks in order to obtain a predetermined goal.

Meanwhile, the teaching strategy used by the participant B in developing student collaboration skills are using the Problem-Based Learning strategy as previously explained. It is almost the same as what the first lecturer did, which was to create a discussion group and present the results. The difference is that the second lecturer uses the PBL strategy, namely that students are given a case that is currently happening then the results will be presented, where in the discussion process students are expected to be able to share ideas in finding solutions, this is also in accordance with the theory presented by (Brown, 2015) namely Collaboration is a skill that aims to develop collective intelligence in terms of helping, suggesting, accepting, and negotiating through interaction with others mediated by technology, in the formation of the working group lecturers hope to be able to help students in improving their collaboration such as respecting each other's opinions, being polite in opinions, helping each other solve problems, or formulating the best answers that can accommodate all opinions in proportion to this also correspond to the theory (Zubaidah , 2018, p. 14)in points 1, 2 and 4 in the strategy that can be used to develop students' collaborative abilities, namely (1) Teaching students to work respectfully with different teams, not only physically but also psychically; (2) Teach flexibility and a desire to compromise so that goals that benefit all parties to the collaboration can be achieved; (4) Teach students to appreciate the

ideas and contributions of each member of the team they are part of the team.

4. Lecturers' teaching strategy in Creativity

As previously explained, the teaching strategy that used by participant A in developing students' creativity skill is also Task Based Learning (TBL) strategy. In this strategy, the lecturer assesses students' creativity through giving projects in groups, where students are expected to be able to have discussions to achieve a result and mutual agreement, in the discussion process, of course there will be activities such as analyzing problems, submitting opinions to each other and evaluating results, besides that the lecturer also hopes that students can complete the project given creatively using the results of ideas from themselves without following other people's ideas, this is in accordance with the 2 points of the theory by (Kivunja, 2014) regarding skills related to creativity that can be developed in learning, namely the first, being able to utilize their abilities and skills in analyzing, evaluating, elaborating and creating, the second is being able to use various creative thinking strategies (such as mind mapping, visual creativity, word association, SWOT analysis, and lateral thinking) to discover and express new ideas.

Based on the syllabus data, in the sub-CMPK (final ability of each stage of learning) the lecturer expects the students to be able to prepare and make a good business presentation, the word good in

the sentence indicates that students are expected to be able to make the project correctly and creatively with the assessment of the creativity that has been mentioned before, namely making with their own version without following other people's ideas or examples given.

The effort used by the participant B in developing students' collaboration skills is to use the Problem-Based Learning method. In this learning process, the lecturer gives a case that is currently happening, then students in groups are given time to discuss and are given the freedom to find the widest possible information and given freedom in determining aspects related to the material, then students will convey the results of their discussions. The lecturer takes the assessment of students' creativity by looking at the results of student performance, namely the extent to which students can explain the results of the discussion, the more outwardly the elaboration the better their creativity value, this is in accordance with the theory stated by (Barus, 2019, p. 559) namely the assessment that teachers can use in the PBL method is the assessment of student performance, the assessment of student portfolio, the assessment of learning potential and the assessment of group work.