

**TEACHER'S ROLE IN IMPLEMENTING 4C SKILLS IN ENGLISH
LESSON PLAN IN THE CLASSROOM**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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**TEACHER'S ROLE IN IMPLEMENTING 4C SKILLS IN ENGLISH LESSON
PLAN IN THE CLASSROOM**

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

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I, the undersigned, Natasya Aleysia Putri Effiyanto, 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.

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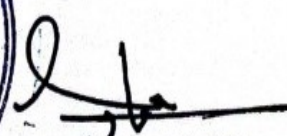
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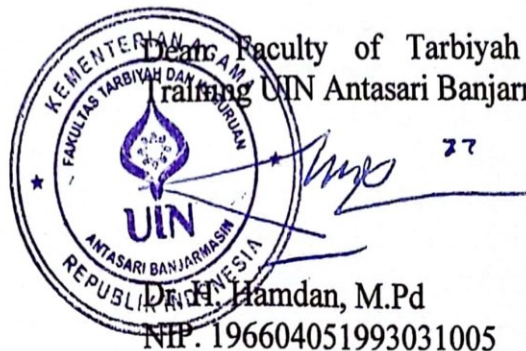
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ABSTRACT

Natasya Aleysia Putri E. 2024. Teacher's Role in Implementing 4C Skills in English Lesson Plan in The Classroom. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: (I) Hidayah Nor, S.Pd., M.Pd.

Keywords: Teacher's Role, Implementation, 4C Skills, Lesson Plan.

The focus of this research is how the teacher's role in implementing 4C skills in English lesson plan in the classroom and what kind of problems encountered by teacher in implementing 4C skills in English lesson plan in the classroom. The aims of this research is to describe about the teacher's role in implementing 4C skills in English lesson plan in the classroom and to examine what are the problems encountered by teacher in implementing the 4C skills in English lesson plan in the classroom. This research used a qualitative research with the type of the research is descriptive qualitative, and used three of data collection techniques. The first data collection technique is observation, which aims to obtain information in terms of the situation and condition of learning about the role of teacher in implementing 4C skills. The second technique is interview to find more in-depth information. The third technique is documents, where lesson plans are used as documents in this research. Two English teachers of SMP Negeri 7 Banjarmasin were involved in this research. The interview guidelines consist of 13 questions. The results show that the crucial roles of teachers in implementing 4C skills are create instruction based on the 4Cs, provide examples and demonstration, encourage discussion, provide constructive feedback, facilitation of collaboration and teamwork, integrating technology wisely, creating space dor creativity, identifying and encouraging creative talent, motivating and driving progress, and progress evaluation based on 4C skills. And the problems encountered by teachers in implementing 4C skills in English lesson plan in the classroom, such as time constraints, inadequate school facilities, students' lack of interest in learning English, and the use of students' native tongues during the English language learning process.

ABSTRAK

Natasya Aleysia Putri E. 2024. *Teacher's Role in Implementing 4C Skills in English Lesson Plan in The Classroom*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Hidayah Nor, S.Pd., M.Pd.

Kata kunci: Peran Guru, Penerapan, Keterampilan 4C, RPP.

Fokus pada penelitian ini adalah bagaimana peran guru dalam menerapkan keterampilan 4C pada RPP Bahasa Inggris di dalam kelas dan apa saja macam-macam kendala yang dihadapi oleh guru dalam menerapkan keterampilan 4C pada RPP Bahasa Inggris di dalam kelas. Tujuan penelitian ini adalah untuk mendeskripsikan tentang peran guru dalam menerapkan keterampilan 4C pada RPP Bahasa Inggris di dalam kelas dan untuk meneliti apa saja kendala yang dihadapi oleh guru dalam menerapkan keterampilan 4C pada RPP Bahasa Inggris di dalam kelas. Penelitian ini menggunakan penelitian kualitatif dengan jenis penelitian yaitu deskriptif kualitatif, dan menggunakan tiga teknik pengumpulan data. Teknik pengumpulan data yang pertama adalah observasi, yang bertujuan untuk memperoleh informasi ditinjau dari situasi dan kondisi pembelajaran tentang peran guru dalam menerapkan keterampilan 4C. Teknik yang kedua adalah wawancara untuk mencari informasi yang lebih mendalam. Teknik yang ketiga adalah dokumen, dimana RPP digunakan sebagai dokumen dalam penelitian ini. Dua guru Bahasa Inggris SMP Negeri 7 Banjarmasin dilibatkan dalam penelitian ini. Panduan wawancara terdiri dari 13 pertanyaan. Hasil penelitian menunjukkan bahwa peran penting seorang guru dalam menerapkan keterampilan 4C adalah menciptakan pengajaran berdasarkan 4C, memberikan contoh dan demonstrasi, mendorong diskusi, memberikan umpan balik yang konstruktif, memfasilitasi kolaborasi dan kerja tim, mengintegrasikan teknologi secara bijak, menciptakan ruang dan kreativitas, mengidentifikasi dan mendorong bakat kreatif, memotivasi dan mendorong kemajuan, dan mengevaluasi kemajuan berdasarkan keterampilan 4C. Serta permasalahan yang dihadapi guru dalam menerapkan keterampilan 4C pada RPP di dalam kelas adalah seperti keterbatasan waktu, fasilitas sekolah yang belum memadai, kurangnya minat siswa dalam belajar Bahasa Inggris, dan penggunaan bahasa ibu pada siswa selama proses pembelajaran Bahasa Inggris.

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The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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The Writer

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