

APPENDICES

(Appendix I)

Transliteration of Qur'an

Surah / Verse	Translation	
	English	Indonesia
<p>وَنَزَّلْنَا عَلَيْكَ الْكِتَابَ تِبْيَانًا لِّكُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً وَبُشْرَىٰ لِلْمُسْلِمِينَ ﴿٨٩﴾</p> <p>(Q.S. An-Nahl: 89)</p>	<p>We have revealed to you the Book as an explanation of all things, a guide, a mercy, and good news for those who 'fully' submit.</p>	<p>Dan Kami turunkan Al-Kitab (Al-Qur'an) untuk menjelaskan segala sesuatu, sebagai petunjuk, serta rahmat dan kabar gembira bagi orang-orang muslim.</p>

(*Appendix II*)**Research Documents**

**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
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SURAT KETERANGAN

Nomor: B-787/Un.14/III.1.f/PP.00.9/10/2023

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Natasya Aleysia Putri Effiyanto
 N I M : 170102030641
 Jurusan/Prodi : Tadris Bahasa Inggris
 Alamat : Jl. Veteran, Gang. Tanjung Raya, RT.25, No.68, Kel. Sungai Bilu, Kec. Banjarmasin Timur.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“TEACHER'S ROLE IN IMPLEMENTING 4C SKILLS TO IMPROVE SPEAKING
IN ENGLISH LESSON PLAN IN THE CLASSROOM”**

Pada Hari/Tanggal : Rabu, 27 September 2023
 Tempat : Ruang TBI 2.27

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 13 Oktober 2023

Ketua,



Afifah Linda Sari



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
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Nomor : B-70/Un.14/III.1.f/PP.00.9/03/2024
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Natasya Aleysia Putri Effiyanto
NIM.170102030641
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

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

Berubah menjadi:

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

Menunjuk :

1. Hidayah Nor, M.Pd. sebagai Dosen Pembimbing Skripsi.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 06 Maret 2024
Ketua Prodi
Tadris Bahasa Inggris

Afifah Linda Sari

SURAT PERSETUJUAN

Skripsi yang berjudul : TEACHER'S ROLE IN IMPLEMENTING 4C SKILLS IN
ENGLISH LESSON PLAN IN THE CLASSROOM

Ditulis oleh : NATASYA ALEYSIA PUTRI EFFIYANTO

NIM : 170102030641

Jurusan : TADRIS BAHASA INGGRIS

Semester : XIII (TIGA BELAS)

Alamat : SEBAMBAN 1 BLOK A, RT.05, RW.02, DESA SARI MULYA,
KEC. SUNGAI LOBAN, KAB. TANAH BUMBU.

Setelah diteliti dan diadakan perbaikan seperlunya, kami dapat menyetujuinya untuk dilakukan riset.

Banjarmasin, 16 Januari 2024

Pembimbing Skripsi



Hidayah Nor, M.Pd

NIP.201701017



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B- 0117 /Un.14/III.1/PP.00.9/01/2024 17 Januari 2024
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala SMP Negeri 7 Banjarmasin
Kelurahan Sungai Bilu, Banjarmasin Timur, Kota Banjarmasin.

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Natasya Aleysia Putri Effiyanto
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Alamat : Sebamban 1 Blok A, RT.05, RW.02, Desa Sari Mulya, Kec. Sungai Loban, Kab. Tanah Bumbu
No HP : 081250710404

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



PEMERINTAH KOTA BANJARMASIN
DINAS PENDIDIKAN
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SURAT KETERANGAN MELAKUKAN PENELITIAN

Nomor : 070 / 77 – SMPN.7 / Dipendik / 2024

Yang bertanda tangan di bawah ini :

Nama : Kabul, M.Pd
N I P : 19650428 198902 1 002
Pangkat/ Gol : Pembina Tk I, IV/ b
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 7 Banjarmasin

Menerangkan bahwa :

Nama : Natasya Aleysia Putri Effiyanto
NIM : 170102030641
Program Studi / Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Telah melakukan Penelitian pada SMP Negeri 7 Banjarmasin dalam rangka mengumpulkan data untuk menyusun tugas akhir yang berjudul **TEACHER'S ROLE IMPLEMENTING 4C SKILLS IN ENGLISH LESSON PLAN IN THE CLASSROOM** yang dilaksanakan pada tanggal 31 Januari s.d 02 Februari 2024.

Demikian surat ini sampaikan, dan atas kerjasamanya kami mengucapkan terima kasih.

Banjarmasin, 7 Maret 2024
Kepala

Kabul M.Pd
NIP. 19650428 198902 1 002

(*Appendix III*)**OBSERVATION SHEETS****A. Teacher's Role in Implementing 4C Skills in 8-C Class.****Table 4.1**

No.	4C SKILLS	Aspects Observed	Yes	No
1.	Communication	The teacher gives ideas to students when starting a lesson.	✓	
		There is communication between teacher and students during the learning process in class.	✓	
		The teacher gives information related to learning material to students in the class.	✓	
		The teacher gives instructions to students in the class.	✓	
		The teacher provides contextual learning motivation for students according to the benefits and application of teaching material in daily life.		✓
2.	Collaboration	The teacher provides an effective explanation of the learning material that students are learning in class.	✓	
		The teacher provides opinions related to the learning material.	✓	
		The teacher provides flexibility exercises for students related to the learning material.	✓	
		The teacher provides value and tells the students about the benefits related to learning material at the end of the learning process in class.	✓	
3.	Critical Thinking	The teacher gives some questions to the students about the learning material.	✓	
		The teacher gives an evaluation to the students to find out their understanding of the material	✓	

		that being taught.		
4.	Creativity	The teacher creates creative and fun learning conditions in the class.	✓	
		The teacher gives feedback on the learning process.	✓	
		The teacher gives conclusions about the material.	✓	
		The teacher uses media (whiteboard, laptop, LCD, handbook, etc.) when teaching in the classroom.	✓	

Table 4.2

Categories of Teacher's Role in Implementing 4C Skills in English Lesson Plan in The Classroom, based on the theory in Chapter II.

No.	Teacher's Roles	Yes	No
1.	Create instruction based on the 4Cs	✓	
2.	Provide examples and demonstration	✓	
3.	Encourage discussion	✓	
4.	Provide constructive feedback	✓	
5.	Facilitation of collaboration and teamwork	✓	
6.	Integrating technology wisely		✓
7.	Creating space for creativity	✓	
8.	Identifying and encouraging creative talent	✓	
9.	Motivating and driving progress		✓
10.	Progress evaluation based on 4C skills.	✓	

B. Teacher's Role in Implementing 4C Skills in 7-G Class.

Table 4.3

No.	4C SKILLS	Aspects Observed	Yes	No
1.	Communication	The teacher gives ideas to students when starting a lesson.	✓	
		There is communication between teacher and students during the learning process in class.	✓	
		The teacher gives information related to learning material to students in the class.	✓	
		The teacher gives instructions to students in the class.	✓	
		The teacher provides contextual learning motivation for students according to the benefits and application of teaching material in daily life.	✓	
2.	Collaboration	The teacher provides an effective explanation of the learning material that students are learning in class.	✓	
		The teacher provides opinions related to the learning material.	✓	
		The teacher provides flexibility exercises for students related to the learning material.	✓	
		The teacher provides value and tells the students about the benefits related to learning material at the end of the learning process in class.	✓	
3.	Critical Thinking	The teacher gives some questions to the students about the learning material.	✓	
		The teacher gives an evaluation to the students to find out their understanding of the material that being taught.	✓	
4.	Creativity	The teacher creates creative and fun learning conditions in the class.	✓	
		The teacher gives feedback on	✓	

		the learning process.		
		The teacher gives conclusions about the material.		✓
		The teacher uses media (whiteboard, laptop, LCD, handbook, etc.) when teaching in the classroom.	✓	

Table 4.4

Categories of Teacher's Role in Implementing 4C Skills in English Lesson Plan in The Classroom, based on the theory in Chapter II.

No.	Teacher's Roles	Yes	No
1.	Create instruction based on the 4Cs	✓	
2.	Provide examples and demonstration	✓	
3.	Encourage discussion	✓	
4.	Provide constructive feedback	✓	
5.	Facilitation of collaboration and teamwork	✓	
6.	Integrating technology wisely		✓
7.	Creating space for creativity	✓	
8.	Identifying and encouraging creative talent	✓	
9.	Motivating and driving progress	✓	
10.	Progress evaluation based on 4C skills.		✓

C. Teacher's Role in Implementing 4C Skills in 7-D Class

Table 4.5

No.	4C SKILLS	Aspects Observed	Yes	No
1.	Communication	The teacher gives ideas to students when starting a lesson.	✓	
		There is communication	✓	

		between teacher and students during the learning process in class.		
		The teacher gives information related to learning material to students in the class.	✓	
		The teacher gives instructions to students in the class.	✓	
		The teacher provides contextual learning motivation for students according to the benefits and application of teaching material in daily life.		✓
2.	Collaboration	The teacher provides an effective explanation of the learning material that students are learning in class.	✓	
		The teacher provides opinions related to the learning material.		✓
		The teacher provides flexibility exercises for students related to the learning material.	✓	
		The teacher provides value and tells the students about the benefits related to learning material at the end of the learning process in class.		✓
3.	Critical Thinking	The teacher gives some questions to the students about the learning material.	✓	
		The teacher gives an evaluation to the students to find out their understanding of the material that being taught.	✓	
4.	Creativity	The teacher creates creative and fun learning conditions in the class.	✓	
		The teacher gives feedback on the learning process.	✓	
		The teacher gives conclusions about the material.	✓	
		The teacher uses media (whiteboard, laptop, LCD, handbook, etc.) when teaching in the classroom.	✓	

Table 4.6

Categories of Teacher's Role in Implementing 4C Skills in English Lesson Plan in The Classroom, based on the theory in Chapter II.

No.	Teacher's Roles	Yes	No
1.	Create instruction based on the 4Cs	✓	
2.	Provide examples and demonstration	✓	
3.	Encourage discussion	✓	
4.	Provide constructive feedback	✓	
5.	Facilitation of collaboration and teamwork	✓	
6.	Integrating technology wisely		✓
7.	Creating space for creativity	✓	
8.	Identifying and encouraging creative talent		✓
9.	Motivating and driving progress		✓
10.	Progress evaluation based on 4C skills.		✓

D. Teacher's Role in Implementing 4C Skills in 8-B Class

Table 4.7

No.	4C SKILLS	Aspects Observed	Yes	No
1.	Communication	The teacher gives ideas to students when starting a lesson.	✓	
		There is communication between teacher and students during the learning process in class.	✓	
		The teacher gives information related to learning material to students in the class.	✓	
		The teacher gives instructions to students in the class.	✓	
		The teacher provides contextual learning motivation for students according to the benefits and application of		✓

		teaching material in daily life.		
2.	Collaboration	The teacher provides an effective explanation of the learning material that students are learning in class.	✓	
		The teacher provides opinions related to the learning material.	✓	
		The teacher provides flexibility exercises for students related to the learning material.	✓	
		The teacher provides value and tells the students about the benefits related to learning material at the end of the learning process in class.	✓	
3.	Critical Thinking	The teacher gives some questions to the students about the learning material.	✓	
		The teacher gives an evaluation to the students to find out their understanding of the material that being taught.	✓	
4.	Creativity	The teacher creates creative and fun learning conditions in the class.	✓	
		The teacher gives feedback on the learning process.	✓	
		The teacher gives conclusions about the material.	✓	
		The teacher uses media (whiteboard, laptop, LCD, handbook, etc.) when teaching in the classroom.	✓	

Table 4.8

Categories of Teacher's Role in Implementing 4C Skills in English Lesson Plan in The Classroom, based on the theory in Chapter II.

No.	Teacher's Roles	Yes	No
1.	Create instruction based on the 4Cs	✓	

2.	Provide examples and demonstration	✓	
3.	Encourage discussion	✓	
4.	Provide constructive feedback	✓	
5.	Facilitation of collaboration and teamwork	✓	
6.	Integrating technology wisely		✓
7.	Creating space for creativity	✓	
8.	Identifying and encouraging creative talent	✓	
9.	Motivating and driving progress	✓	
10.	Progress evaluation based on 4C skills.	✓	

(*Appendix IV*)

THE 4C SKILLS IN ENGLISH LESSON PLAN

The 4C skills are listed in the lesson plan as follows:

COMMUNICATION
<p style="text-align: center;">➤ Lesson Plan Kelas 8 (Topic: <i>Simple Present Tense</i>)</p> <ul style="list-style-type: none"> • Guru mengingatkan kembali tentang konsep-konsep yang telah dipelajari siswa yang berhubungan dengan materi baru yang akan dipelajari. • Guru melakukan apersepsi melalui tanya jawab mengenai pola dan penggunaan <i>Simple Present Tense</i> sesuai dengan konteks penggunaannya. • Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai. • Guru membimbing siswa melalui tanya jawab tentang manfaat proses pembelajaran. • Guru menjelaskan materi dan kegiatan pembelajaran yang akan dilakukan siswa. <p style="text-align: center;">➤ Lesson Plan Kelas 7 (Topic: <i>Asking and Giving Direction</i>)</p> <ul style="list-style-type: none"> • Guru menanyakan beberapa arah yang diketahui. • Guru meminta beberapa siswa untuk menanyakan arah kepada teman sebangkunya. • Guru menjelaskan bagaimana cara bertanya kepada seseorang untuk menanyakan arah (letak suatu benda/tempat).

Communication Skill in The Lesson Plan

COLLABORATION
<p style="text-align: center;">➤ Lesson Plan Kelas 8 (Topic: <i>Simple Present Tense</i>)</p> <p>❖ Mengamati</p> <ul style="list-style-type: none"> • Guru meminta siswa melakukan pengamatan pada beberapa kalimat, teks, atau dialog <i>Simple Present Tense</i>. • Guru meminta siswa melakukan pengamatan mengenai pola dan penggunaan <i>Simple Present Tense</i>, sehingga menumbuhkan rasa ingin tahu siswa. • Guru memfasilitasi terjadinya interaksi antar siswa serta antara siswa dengan guru, lingkungan, dan sumber belajar lainnya secara bersahabat/komunikatif, disiplin, gemar membaca, kreatif, dan tanggung jawab. <p>❖ Menanya</p> <ul style="list-style-type: none"> • Guru membahas dan diskusi mempertanyakan tentang pola dan penggunaan <i>Simple Present Tense</i>. • Guru membimbing siswa untuk menggali fungsi <i>Simple Present Tense</i>. • Guru memotivasi siswa untuk melakukan diskusi tentang kalimat, teks, atau dialog <i>Simple Present Tense</i>.

❖ **Mengumpulkan Informasi**

- Guru dapat menjadi sumber belajar bagi siswa dengan memberikan konfirmasi atas jawaban siswa, atau menjelaskan jawaban dari pertanyaan kelompok.
- Guru dapat menunjukkan sumber belajar lain yang dapat dijadikan referensi untuk menjawab pertanyaan.

➤ **Lesson Plan Kelas 7 (Topic: Asking and Giving Direction)**

❖ **Mendengar**

- Guru memberikan siswa beberapa pertanyaan pada lembar kerja.
- Siswa mendengar sebuah dialog tentang *Asking Direction* dari guru.
- Siswa menjawab beberapa pertanyaan tentang *Asking Direction* yang meliputi informasi tertentu dan menentukan benar/salah beberapa ungkapan yang digunakan dalam dialog.
- Siswa memeriksa jawaban bersama dan dibimbing oleh guru.

❖ **Berbicara**

- Siswa secara berkelompok atau berpasangan melakukan tanya-jawab dengan menggunakan ungkapan-ungkapan yang telah diajarkan oleh guru untuk menanyakan arah (letak suatu benda/tempat).

Collaboration Skill in The Lesson Plan

CRITICAL THINKING

➤ **Lesson Plan Kelas 8 (Topic: Simple Present Tense)**

❖ **Mengumpulkan Informasi**

- Guru membimbing siswa untuk menggali informasi tentang pola dan penggunaan *Simple Present Tense*.
- Guru membimbing siswa untuk mengolah informasi yang didapat dari buku dan penjelasan guru mengenai teks, kalimat, atau dialog *Simple Present Tense*.
- Guru membimbing siswa untuk mencari informasi dan mendiskusikan jawaban atas pertanyaan yang sudah disusun dan dikerjakan *Exercise* dan *Activity* di buku Bahasa Inggris kelas VIII dan mencari sumber belajar lain.

❖ **Menanya**

- Guru membahas dan diskusi mempertanyakan tentang pola dan penggunaan *Simple Present Tense*.
- Guru membimbing siswa untuk menggali fungsi *Simple Present Tense*.

❖ **Mengasosiasi**

- Guru membimbing siswa untuk menyimpulkan beberapa informasi terkait kalimat, teks, atau dialog *Simple Present Tense*.
- Guru membimbing siswa untuk mendiskusikan informasi informasi yang sudah diperoleh sebelumnya.
- Guru bersama siswa melakukan tanya jawab untuk meluruskan kesalahpahaman, memberikan penguatan, dan penyimpulan.

➤ **Lesson Plan Kelas 7 (Topic: *Asking and Giving Direction*)**

❖ **Berbicara**

- Siswa mengikuti ucapan guru tentang nama arah dengan pengucapan yang benar.
- Siswa diberi waktu oleh guru selama lima menit untuk mencari sebanyak-banyaknya informasi tentang macam-macam arah dan diucapkan berulang-ulang.
- Siswa melakukan tanya-jawab dengan teman sebangkunya untuk menanyakan dimana letak benda/tempat yang ada di sekitar kelas.
- Siswa mengikuti ucapan guru tentang ungkapan yang digunakan untuk menanyakan arah (letak suatu benda/tempat).
- Guru menunjuk beberapa anak untuk berinteraksi langsung dan mempraktekkan sebuah dialog, yaitu melakukan tanya-jawab tentang letak berbagai objek.

Critical Thinking Skill in The Lesson Plan

CREATIVITY

➤ **Lesson Plan Kelas 8 (Topic: *Simple Present Tense*)**

- Mengerjakan latihan dan mengevaluasi beberapa soal yang ada di dalam buku Bahasa Inggris VIII, buku paket, dan referensi lain.
- Memberikan tanggapan hasil presentasi yang meliputi tanya jawab untuk mengonfirmasi, sanggahan dan alasan, tambahan informasi, atau melengkapi informasi atau tanggapan lainnya.
- Membuat rangkuman materi dari kegiatan pembelajaran yang telah dilakukan.

➤ **Lesson Plan Kelas 7 (Topic: *Asking and Giving Direction*)**

- Guru menyimpulkan bagaimana cara bertanya dan menjawab pertanyaan tentang letak suatu benda/tempat.
- Guru memberikan tugas rumah, yaitu siswa berkelompok untuk membuat sebuah dialog dengan menanyakan letak suatu benda/tempat secara lisan.

Creativity Skill in The Lesson Plan

(*Appendix V*)

INTERVIEW GUIDELINE

Name :

NIP :

Gender :

1. Do you prepare lesson plans according to the systematics specified in the 2013 curriculum?
2. Do you know about the 4C skills?
3. Do you know about the 4C skills in the lesson plan?
4. How do you apply it (4C skills) in the lesson plan?
5. What are difficulties faced in applying the 4C skills in the classroom?
 - Do you often feel difficult to implement these skills?
 - Do you have less time to teach using 4C skills in the classroom?
 - Do you feel students' lack of interest in learning English in the classroom?
 - Do you often find it difficult to create lesson plans that support the development of 4C skills?
 - Do you feel inadequate infrastructure was impacted by the application of 21st century skills?
 - How do you overcome the lack of technical for teaching to apply 4C skills?
 - According to you, is it important to use students' native tongues during the English language learning process as it implies 4C skills?

- How do you overcome students' ignorance about the basic English language classes?

INTERVIEW GUIDELINE

The Script of Interview Result with English Teacher of SMP Negeri 7 Banjarmasin

Name : Isnaini Mariyam, S.Pd.

NIP : 19800114 200903 2005

Gender : Female

1. Do you prepare lesson plans according to the systematics specified in the 2013 curriculum?

Yes, of course. Let's say that I align my lesson plans with the systematics specified in the 2013 curriculum to ensure comprehensive coverage and adherence to educational standards.

2. Do you know about the 4C skills?

Yes, I am familiar with the 4C skills. It is Critical Thinking, Communication, Collaboration, and Creativity.

3. Do you know about the 4C skills in the lesson plan?

Certainly, I'm dealing with this incorporate the 4C skills into my lesson plans to provide students with opportunities to develop and apply these essential skills.

4. How do you apply it (4C skills) in the lesson plan?

I integrate the 4C skills by incorporating activities that encourage Critical Thinking, Communication, Collaboration, and Creativity within the classroom setting. This may include group projects, discussions, problem-solving tasks, and creative assignments.

5. What are difficulties faced in applying the 4C skills in the classroom?

- Do you often feel difficult to implement these skills?

Occasionally, implementing the 4 skills can pose challenges, but with careful planning and flexibility, I strive to create a conducive learning environment that promotes the development of these skills.

- Do you have less time to teach using 4C skills in the classroom?

Time constraints can be a factor, but prioritize integrating the 4C skills into my lessons to provide students with a holistic and engaging learning experience.

- Do you feel students' lack of interest in learning English in the classroom?

I am attentive to students' engagement and strive to make English lessons interesting by incorporating interactive activities and real-world applications of language skills.

- Do you often find it difficult to create lesson plans that support the development of 4C skills?

Creating lesson plans that effectively support the development of 4C skills requires thoughtful consideration. But, I continually refine my approach to ensure alignment with curriculum objectives.

- Do you feel inadequate infrastructure was impacted by the application of 21st century skills?

While infrastructure challenges may present some obstacles, I seek innovative ways to work around limitations and provide students with opportunities to apply 21st century skills in the best possible manner.

- How do you overcome the lack of technical for teaching to apply 4C skills?

I think it's the same as other teachers do if that happens, that is, as a teacher, the teacher will only try to improve the students' abilities.

- According to you, is it important to use students' native tongues during the English language learning process as it implies 4C skills?

The use of the mother tongue in the process of learning English in the classroom can interfere with students' fluency in pronouncing sentences in English. Thus, I try to use English more often in explaining learning material in the class so that students become accustomed to listening to English and know how to pronounce sentences in English.

- How do you overcome students' ignorance about the basic English language classes?

In order to overcome this, I will teach with a more interesting and fun method so that students who initially did not know about the basics of English become more interested and their curiosity grows to learn the basics of English.

INTERVIEW GUIDELINE

The Script of Interview Result with English Teacher of SMP Negeri 7 Banjarmasin

Name : Dhofir Habibi Muttaqin, S.Pd.

NIP : -

Gender : Male

1. Do you prepare lesson plans according to the systematics specified in the 2013 curriculum?

Yes, I do.

2. Do you know about the 4C skills?

Yes, I do. The 4Cs stand for: Critical Thinking, Communication, Collaboration, and Creativity.

3. Do you know about the 4C skills in the lesson plan?

Yes, I do.

4. How do you apply it (4C skills) in the lesson plan?

I use activities that foster Critical Thinking, Communication, Collaboration, and Creativity in the classroom environment in order to integrate the 4C abilities. This could involve conversation, collaborative projects, problem-solving exercises, and creative assignments.

5. What are difficulties faced in applying the 4C skills in the classroom?

- Do you often feel difficult to implement these skills?

Yes, I do. One of the things that make the application of these 4C skills imperfect is that students have weak basics in English lessons. This can make teaching a little difficult, especially if teachers want to apply

Communication skills between students, because of the limited speaking skills they have. However, communication between teachers and students will run smoothly, because teachers are able to understand and adjust communication with students.

- Do you have less time to teach using 4C skills in the classroom?

Yes, I do. I feel that the lack of time for teaching is one of the obstacles that occur in the process of teaching in the classroom. This makes the application of 4C skills in the classroom not optimal.

- Do you feel students' lack of interest in learning English in the classroom?

In the face of students' disinterest in learning English, I will pay more attention to my student engagement and strive to make English lessons more engaging by incorporating interactive activities.

- Do you often find it difficult to create lesson plans that support the development of 4C skills?

Yes, I do. The part that feels a little difficult is when the teacher has to classify an activity according to the skills in the 4Cs.

- Do you feel inadequate infrastructure was impacted by the application of 21st century skills?

No, I don't. But in my opinion, it would be nice if the school provided more sophisticated facilities, so that the learning process in the classroom could run more optimally.

- How do you overcome the lack of technical for teaching to apply 4C skills?

Teacher only improves students' abilities. So, if there are students who have mastered certain skills, and then the teacher's task is only to guide them to improve their abilities. For example, when there are some students who mastered in writing skill but are weak in their speaking skill, the teacher will still help students to improve their writing skills, but the teacher will also guide them slowly in order to master their speaking skills.

- According to you, is it important to use students' native tongues during the English language learning process as it implies 4C skills?

The use of the mother tongue during learning is an important thing to do, so that the material delivered by the teacher can be more easily accepted and understood by students.

- How do you overcome students' ignorance about the basic English language classes?

If there are students who are ignorant about the basic English language classes or always say that they cannot learn a topic in English, then I, as a teacher, will try to divert the topic and not focus on students who cannot learn a topic in the English lesson. I also think that if a teacher always responds to the complaints of students will feel validated that they will indeed not be able to. And I try to avoid that.

(Appendix VI)

PHOTOS OF DOCUMENTS FROM OBSERVATIONS AND INTERVIEWS

School Picture



OBSERVATION IN FOUR CLASSES

VIII-C Class



VII-G Class



VII-D Class



VIII-B Class



INTERVIEW WITH THE TEACHER

(*Appendix VII*)

CONSULTATION NOTES

Advisor: Hidayah Nor, S.Pd., M.Pd.

Date	Notes	Signature
16-01-2024	<ul style="list-style-type: none"> • Tambahkan observation sheets untuk yang kategori <i>Implementation of 4C Skills</i> dan kategori <i>teacher's roles</i>. • Silahkan lanjutkan penelitian. 	
04-03-2024	<ul style="list-style-type: none"> • Mengubah posisi penomoran halaman utama masing-masing chapter ke arah bawah bagian tengah. • Gunakan <i>simple past tense</i> pada Bab III. • Mengubah urutan <i>Data Collection</i>. • Perbaiki format Bab IV. • Mempersingkat isi dalam <i>conclusion</i> pada Bab V. 	
15-03-2024	<ul style="list-style-type: none"> • Tidak ada lagi yang diperbaiki. 	

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9. Organization/Work experience : -

Banjarmasin, March 18th 2024
The writer,



Natasya Aleysia Putri Effiyanto