

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presented the data and the result of the study. The researcher describe about teacher's role in implementing 4C skills in English lesson plan in the classroom and the problems encountered by teacher in implementing 4C skills in English lesson plan in the classroom. This study was conducted on two teachers who teach English lessons at SMP Negeri 7 Banjarmasin. The data was obtained and will be discussed based on theory in Chapter II.

Observations had been carried out in grades 7 and 8. Interviews and data from lesson plans that were used as guides in this study were also added to confirm and add to the data that had been found. This discussion provides an explanation of any data gathered from teaching activities that teachers do in the classroom. Then, the researcher observed in the classroom of English teacher using an observation sheets. It has purpose to know the teacher's role in implementing 4C skills in English lesson plan in the classroom. In this study, the researcher used initials for the two teachers studied.

These observations conducted four times and divided into twice for every teacher. There are two teachers as the main focus of this research. The explanation about teacher's role in implementing 4C skills in English lesson

plan in the classroom and the problems encountered by teacher in implementing 4C skills in English lesson plan in the classroom, will describe as follows:

1. Teacher's Role in Implementing 4C Skills in English Lesson Plan in The Classroom

Students' growth in the 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) is facilitated and encouraged in large part by teachers. Based on data obtained through observations, the following are some explanations of some crucial roles that teachers have in implementing 4C skills:

a. Create Instruction Based On the 4Cs

In making a lesson plan, careful thinking and planning are needed. The lesson plan needs to encourage growth from these four elements. This also includes designing activities that can encourage critical thinking, effective communication, good teamwork, and creativity in students. Based on the observations carried out in four classes, it can be seen that teacher A and teacher B have been able to make instructions or lesson plans that include the 4C skills in them. (See Appendix 4)

b. Provide Examples and Demonstration

In the learning process in the classroom, teachers must also set a good example for students, especially in using 4C skills. For example, it shows how to conduct critical analysis on a

subject, communicate effectively, collaborate with others as a team, and generate creative ideas.

Based on the results of observations in 8-C class, the activities that use 4C and are tried by teacher A to be applied in the classroom, for example, in question and answer activities about the relation of the material to be discussed with the material that has been discussed in the previous meeting, and when teacher A asks students to copy the notes that teacher A has written on the board while understanding the content of the notes. It shows that teacher A is trying to get students to do a critical analysis on a subject and communicate effectively. In this activity, teacher A wants to apply two skills from the four components of 4C skills, namely Communication and Critical Thinking. Teacher A also applied this activity to 8-B class, so that the data obtained by researcher in both classes was approximately the same.

Based on the results of observations in 7-G class, the activities that use the 4Cs are tried by teacher B to be applied in the classroom. For example, when teacher B writes down some examples of sentences related to the material being discussed on the whiteboard, the students are asked to analyze these sentences and determine which ones are included in the Prepositions and

Adverbs of Time. It shows that teacher B was tried to get students to do a critical analysis of the sentences that have been written.

Based on the results of observations in 7-D class, the activities that use 4C and are tried by teacher B to be applied in the classroom, for example, when teacher B asked students to form a group of two people, each group made two examples of sentences containing Prepositions and Adverbs of Time or Time Signals. It shows that teacher B tried to make students do critical analysis on the sentences that have been written, and teacher B also provides opportunities for the students to collaborate in teams or groups, so that later they can produce creative ideas related to the material being studied. In some of these activities, teacher B has applied the four components of 4C skills, namely Communication, Collaboration, Critical Thinking, and Creativity.

c. Encourage Discussion

A teacher should be able to encourage their students to take part in a discussion that includes Critical Thinking. This allows students to communicate the results of their thoughts clearly, listen to other people's perspectives, and be able to consider multiple viewpoints before reaching a conclusion.

Based on the results of observations in 8-C class, the teacher's role in this **encouraging discussion** can be seen in the activity when teacher A asks students to create several groups to

do exercises in the form of making some examples of sentences related to Daily Activities, and when finished, the students or other groups are asked to discuss and correct their friends' answers.

Based on the results of observations in 7-G class, the teacher's role in this **encouraging discussion** can be seen in the activity when teacher B gives an assessment to the students, namely making 15 examples of sentences containing Prepositions and Adverbs of Time or Time Signals with a duration of 1 hour. The students are free to ask questions or discuss with their friends or with teacher B. With activities like this, teacher B wants to apply one of the components in 4C, namely Critical Thinking skill.

Based on the results of observations in 7-D class, the teacher's role in this **encouraging discussion** can be seen in the activity when teacher B asks students to form a group of two people and each group to make two examples of sentences containing Prepositions and Adverbs of Time or Time Signals. This is done because teacher B wants to provide opportunities for the students to collaborate in teams or groups, so that students can discuss the results of their thoughts with their group mates about the material being studied at that time.

Based on the results of observations in 8-B class, the teacher's role in this **encouraging discussion** can be seen in the activity when teacher A asks students to form a group of two people in each group to discuss working on an assessment.

d. Provide Constructive Feedback

In the learning process in the classroom, teachers must be able to provide constructive feedback to students about their abilities, especially in the use of 4C skills. This feedback should be specific and positive in order to guide the students to refine and improve their skills.

Based on observations made in all four classes (8-C class, 7-G class, 7-D class, and 8-B class), teacher A and teacher B have been able to provide positive feedback to their students. This feedback is given when the students are discussing assignments about the material being studied at the time with their peers, and then teacher go around to the students to check the results of the assignments they are working on while saying, *“Good job! This answer is correct.”* Or *“The sentence you wrote is correctm but it needs to be added ‘to be’ so that the sentence becomes more perfect,”* and so on.

e. Facilitation of Collaboration and Teamwork

When the learning process is taking place in the classroom, teachers must be able to provide opportunities for

students to collaborate in team or groups. Based on the results of observations made in the four classes (8-C class, 7-G class, 7-D class, and 8-B class), teacher A and teacher B always ask students to form a team or group to make it easier for the students to study or do a task.

f. Integrating Technology Wisely

Technology can be used to support the development of 4C skills, such as increasing understanding of the concept of the material being studied and helping communication, and technology can also stimulate creativity. However, based on the results of observations made in all four classes (8-C class, 7-G class, 7-D class, and 8-B class), it can be seen that teacher A and teacher B do not take advantage of the technology that is already available in each class they teach. The teachers only use teaching modules, worksheets, markers, and whiteboards as their media for carrying out the learning process in the classroom.

g. Creating Space for Creativity

What is meant by creating space for creativity here is that a teacher needs to create an environment that can appreciate the original thinking and creative expression of the students, it allows students to express themselves freely, stimulates them to think creatively, and gives them opportunities to solve problems.

Based on the results of observations made in the four classes (8-C class, 7-G class, 7-D class, and 8-B class), in each activity in each class, teacher A and teacher B always ask the students to make some examples of sentences freely, but they must still be related to the material being studied at that time. This is done so that they become more creative in developing their understanding of the learning material, so that students are not only fixated on example of sentences that their teacher has written on the whiteboard.

h. Identifying and Encouraging Creative Talent

To help students reach their creative potential, teachers must recognize those with creative talents and offer additional support. This can be done by providing special assignments or creative guidance.

Based on the results of observations made in all three classes (8-C class, 7-G class, and 8-B class), teacher A and teacher B have applied this role to each class by appointing one student who has more ability in English lessons to explain in advance the results of the assignment that has been given by teacher regarding the material being studied at that time. If there are some students who have creative ideas, for example, in making the example of sentences, then the teacher will provide

suggestions related to the material being studied to stimulate their creativity.

However, based on observation made in 7-D class, teacher B does not appear to apply this role in the classroom. This is due to limited time and students' basic knowledge of English are still low. This can be an obstacle for teacher B, because he can find it difficult to identify students' creative talents, especially in English lessons.

i. Motivating and Driving Progress

One of the important roles of the teacher in carrying out the learning process in the classroom is that the teacher must be able to motivate students to continue to improve their 4C skills and also appreciate each of their developments, so that students are more inspired to continue to develop.

Based on the results of observations made in 7-G and 8-B class, teacher A and teacher B always provide motivation and appreciation to the students in each class. This can be seen when students show some examples of sentences related to the learning material that they have successfully written in their notebooks, and then the teacher gives appreciation, such as *"Ini sudah bagus sekali kalimatnya. Tingkatkan terus ya ide-ide kreatifnya. Nanti perlihatkan pada saya lagi hasilnya jika sudah selesai."* Hearing

these words from the teacher, the students became even more enthusiastic about doing the tasks given by the teachers.

However, based on observations made in 8-C and 7-D class, teacher A and teacher B do not appear to apply this role to their respective classes. For teacher A, this is because she only focuses on delivering material and multiplying exercises for the students. Thus, the provision of motivation and appreciation to the students becomes unrealized. Whereas in teacher B, he could not apply this role in the classroom, because time constraints are an obstacle.

j. Progress Evaluation Based On 4C Skills

Based on the results of the observations that have been made, it can be seen that teacher A applies this role to the two classes she teaches, namely 8-C and 8-B class. While teacher B does not apply this role to the two classes he teaches, namely 7-G and 7-C class.

In 8-C class, the role of teacher A in applying the 4C skills can be seen in post-activities, namely that teacher A can **evaluate the progress of students based on the 4C skills**. For example, in the post-activities, before closing the lesson, teacher A gave an evaluation by giving the students an assignment in the form of making eight examples of positive sentences and then changing them into negative sentences. This activity emphasizes

Critical Thinking and Creativity skills. This evaluation aims to enable teacher A to measure student progress in developing 4C skills that teacher A has tried to apply in several activities during the learning process.

In 8-B class, the role of teacher A in applying the 4C skills can be seen in post-activities, namely that teacher A can **evaluate the progress of students based on the 4C skills**. For example, in the post-activities, before closing the lesson, teacher A gave the students an assignment to make some examples of sentences about Daily Activities based on the activities they were doing on certain days such as in holidays, school days, and others. Teacher does this to measure the extent of students' understanding of the learning that has been done. This activity emphasizes Critical Thinking and Creativity skills. This evaluation aims to enable teacher A to measure student progress in developing 4C skills that teacher A has tried to apply in several activities during the learning process.

While in 7-G and 7-D classes, teacher B could not give an evaluation at the end of the lesson due to time constraints.

2. The Problems Encountered by Teacher in Implementing 4C Skills in English Lesson Plan in The Classroom

Based on the result of the interviews, the researcher found data that there are some problems encountered by teacher in implementing 4 skills in English lesson plan in the classroom. There are several problems encountered by teachers during the learning process in the classroom, they are as follows:

a. Time Constraints

Time constraints are one of the most frequent obstacles to the learning process in the classroom. Based on the observations and interviews that have been carried out, teachers A and B also experience this problem. Limited time in teaching made the two teachers feel difficult, and the application of 4C skills in the classroom was not optimal.

b. Inadequate School Facilities

Based on the results of observations made in the four classes (8-C class, 7-G class, 7-D class, and 8-B class), each class has been equipped with adequate facilities. However, based on the results of interviews that have been conducted with teacher A, teacher A said that she will look for innovative ways if there are obstacles in the limited facilities in the classroom, and teacher A will give students the opportunity to apply 21st century skills in the best possible way.

Meanwhile, based on the results of interviews that have been conducted with teacher B, he said that it would be nice if the school provided more sophisticated facilities, so that the learning process in the classroom could run more optimally.

c. Students' Lack of Interest in Learning English

A students' lack of interest in learning English can also be an obstacle for the teacher. Based on the results of interviews with teacher A and teacher B, they said that in the face of students' disinterest in learning English, both teachers will pay more attention to student engagement and strive to make English lessons more interesting by incorporating interactive activities and language skills in the real world.

d. The Use of Students' Native Tongues During the English Language Learning Process

Based on the results of the interview conducted with teacher A, she said that 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, teacher A more often uses English in explaining learning material in the class, so that students become accustomed to listening to English and know how to pronounce sentences in English.

Meanwhile, according to teacher B, he said that 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.

A. Discussion

This section presents a discussion of the research findings. As mention in the first chapter, there are two research questions that should be answered in this study. This study aim to describe about teacher's role in implementing 4C skills in English lesson plan in the classroom and the problems encountered by teacher in implementing 4C skills in English lesson plan in the classroom at SMP Negeri 7 Banjarmasin. The details are as below:

1. Teacher's Role in Implementing 4C Skills in English Lesson Plan in The Classroom.

Based on Septikasari (Septikasari, 2018), there are some crucial roles of teachers have in implementing 4C skills, they are as follows:

a. Create Instruction Based On the 4Cs

Lesson plans and designs should encourage the growth of these four skills. This includes designing activities, assignments, and activities that encourage critical thinking, effective communication, teamwork, and creativity in the students.

Based on the findings, the lesson plans that have been made by teacher A and teacher B constains several activities that can help students encourage the development of their 4C skills.

b. Provide Examples and Demonstrations

Teachers ought to set a good example for students when using the 4C skills. For instance, demonstrating how to do critical analysis on a subject, communicate effectively, collaborate with others as a team, and generate creative ideas. Students gain a practical understanding of how to use these skills in a real-life context.

Based on the findings, before the learning process in the class begins, teacher A and teacher B have prepared several activities containing 4C skills. So, when the learning process in the class has begun, teacher A and teacher B will apply several activities that contain 4C skills in them and provide examples or directions to students, so that they can more easily participate in these activities as well as help develop their 4C skills.

c. Encourage Discussion

Students should be encouraged by their teachers to take part in discussions that encourages critical thinking. This enables them to clearly communicate their thoughts, listen to other people's perspectives, and consider various points of view before reaching a conclusion.

Based on the findings, teacher A and teacher B always ask students to form some groups during the learning process. This is done by teachers, so that their students do not become passive

students and are willing to mingle and establish good communication with their classmates.

d. Provide Constructive Feedback

Teachers should provide constructive feedback to students regarding their ability to use the 4Cs of skills. This feedback should be specific and positive and guide students to refine and improve their skills.

Based on the findings, teacher A and teacher B have tried to provide constructive feedback to the students, so that students can be more confident in showing their results or work in an assignment given by the teachers in the classroom.

e. Facilitation of Collaboration and Teamwork

Teachers ought to provide opportunities for students to collaborate in teams or groups. This can be accomplished through group assignments, joint projects, and other cooperative activities that promote effective cooperation and communication skills.

Based on the findings, in every learning process in each class, teacher A and teacher B always give their students the opportunity to collaborate in discussion activities in a group. This is done to make it easier for students to understand and follow the learning process.

f. Integrating Technology Wisely

Teachers must integrate technology into learning to support the development of 4C skills. Technology can be used to enhance understanding of concepts, which can also help with communication, and stimulate creativity.

Based on the findings, teacher A and teacher B do not utilize the facilities that are already available in the classroom as supporting media in the development of 4C skills. Teacher A and teacher B only use teaching modules, markers, and whiteboards as learning media.

g. Creating Space for Creativity

Teachers need to create an environment that values original thought and creative expression. It allows students to express themselves freely, stimulates them to think creatively outside the box, and offers opportunities for problem-solving.

Based on the findings, teacher A and teacher B always try to create an environment or space for students, so that they can be free to develop their creativity in the classroom.

h. Identifying and Encouraging Creative Talent

In order to help students to reach their full creative potential, teachers must recognize those with creative talents and offer additional support. This can be through special assignments or creative guidance.

Based on the findings, in identifying students' creative talents, teachers certainly need a lot of time to do this. Like teacher B who has time constraints so that in one class, namely 7-D class, teacher B cannot apply this one role.

i. Motivating and Driving Progress

Teachers must motivate students to continuously improve their 4C skills. Giving recognition to their achievements and celebrating their growth will inspire them even more to keep improving.

Based on the findings, teacher A and teacher B have been able to motivate and encourage students to develop their 4C skills in learning process in the classroom. However, teacher A and teacher B cannot apply this role to the other two classes, namely 8-C and 7-D class, because teacher A only focuses on delivering material and telling students to do practice questions, while teacher B is constrained by time constraints.

j. Progress Evaluation Based On 4C Skills

Teachers need to use appropriate assessment methods to measure student progress in the development of 4C skills. Assessment should include critical, communicative, collaborative, and creative aspects of learning.

Based on the findings, teacher A has been able to conduct evaluations in the classes he taughts to measure the student

progress in developing 4C skills. Teacher B did not have time to give an evaluation in the class he taught due to time constraints.

2. The Problems Encountered by Teacher in Implementing 4C Skills in English Lesson Plan in The Classroom.

According to Lathifa Azari and Ratmanida (Ratmanida, 2021), there were problems encountered by teachers in implementing 4C skills in the classroom, these are a few of them:

a. Time Constraints

This made it difficult for them to implement these skills. It occurred as a result of government policy to minimize crowding during the pandemic everywhere, including in schools.

Based on the findings, limited time can be a very influential in the learning process. Teacher A and teacher B cannot apply the four of the components in 4C optimally due to limited time in teaching in class.

b. Inadequate School Facilities

The application of 21st century skills (communication, collaboration, critical thinking, and creativity) was also impacted by the facilities that schools could provide.

Based on the findings, the lack of school facilities will greatly affect the development of the 4C skills of the students. However, teacher A and teacher B do not use existing facilities in

each class to support the development of 4C skills in students. Teacher B thinks that the existing school facilities in each classroom are still not sophisticated. This is what makes teachers unable to use it optimally.

c. Students's Lack of Interest in Learning English

Based on the findings, teachers will pay more attention to student engagement and strive to make English lessons more engaging by including interactive activities in order to overcome students' lack of interest in learning English.

d. The Use of Students' Native Tongues during the English Language Learning Process.

According to Fatiloro (Fatiloro, 2015), the reason for the unintentional erroneous English performance is when the teacher and students converse well in their native tongue. Grammatical, phonetic, semantic, and morphological errors are among the issues with mother tongue interference.

Based on the findings, teacher A believes that use of the mother tongue in learning English in the classroom can interfere with students' fluency in pronouncing sentences in English.

Based on the results of the findings, it can be concluded that the application of 4C skills in English learning in the classroom is not going well due to several obstacles that cause the application of 4C skills in

English learning in the classroom is not going well due to several obstacles that cause the application of the 4 skills to run less optimally.