

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The information developed in this section is the researcher findings from the two research questions as follow: 1) How is the implementation of 4C in English learning 2) What are teachers' perception of 4C implementation in English learning. This chapter requires two main points of research findings as well as two main points of research discussion. Data collection was carried out on July 11 – September 11, 2022. The first findings the writer would like to tell is the finding based on the observation in the classroom, the researcher research twice observation in class IXA and VIIIB. The observation is used to gather the data about 4C learning model in speaking class at MTs Syekh Khalid. The data from this observation are also supported with interview conducted with teachers about the 4C learning model they use in English learning.

1. The Implementation of 4C in English Learning

The result of finding in implementation 4C learning model by two teachers in class IXA and VIIIB. Two teachers use the same several activities when implementing 4C learning model and there are different activities too. The first research in IXA class, the teacher ask to students open their *lks* book on page appropriate when implementing the 4C learning model, therefore the teacher does not

use ice breaking before learn. The students open their book, and the teacher ask to students make a groups, there are 27 students in this class and the teacher breaks them into 5-6 members group, students are asked to cooperate with each other, respect the opinions of their group mates and agree with what opinions have been decided. After being in groups, they were asked to communicate to discuss an image in the book with their respective group mates and students were asked to think deeply about the new things that were found in the picture and decide something that needed to be presented in front of the class by writing a script dialogue based on the existing picture.

The second observation in VIIIB class with teacher, in this class the teacher start with greeting the students, remind students of past lessons, after the various types of ice breaking have been completed, the teacher implements 4C. First, the teacher communication with All students using a material in *Lks* book. The material is about “willingness and ability” in chapter two on page eight, the teacher direct students to be more active communication by guessing according to the clues given by the teacher about the material, the students can active communication as a respond direct teacher even though there are some students who are less active. After that, the teacher make a groups in the class, consisting of five groups each member has 4 -5 people because the number of students in this class is only 21 students. The teacher explain for all groups that is every

group must respect the opinions/ideas put forward by friends in the group, decide things according to the approval of all parties in the group and always work together with group members. The teacher provides material for some of the pictures in the book according to the material about the willingness and abilities of the students. The students are asked to discuss choosing pictures with their respective group members, After getting a picture, all group members are directed to think about and make a sentence that describes the picture they have chosen as creatively as possible, and writes the sentence in a notebook and presents it in front of the class. after presenting, each group member gets questions and responses back from the teacher, to direct students to actively communicate as well as think about new things so they can answer responses from the teacher.

So, this table is the result of a brief description of the implementation of the 4C above.

Communication	Activities
	Discussion with picture
	clear and firm and does not have a double meaning
	understand the interlocutor
	delivery of information according to the listener's language
	the speaker ensures the information is

	acceptable
Collaboration	Make a group
	appreciate team members
	express ideas and share roles
	recognize the excess of friends
	Value opinion
	develop the idea of friends in the group
	express personal opinion
	listen patiently
	define the problem slowly
	support all decisions
Critical thinking	provoke students to think critically
	clear and specific concept
	correct answer and supported by reason
	interrelated lines of thought
	real aspects and evidence
Creativity	Create new thing
	using the technique of making ideas
	Generate useful new ideas
	maximizing creativity with idea analysis

2. The Teachers' Perception of 4C Implementation in English Learning

In this chapter, finding about positive and negative perception by teacher implemented 4C in English learning.

Teacher A gives opinion about reason choose this 4C, because her reason is 4C learning model is a convertible learning for students. And different for teacher B, her opinion is this 4C learning model is fix for students in 21 century. So, from the two perception above that is positive perception gives by two teachers.

Teacher perception about difficult or not when using it, the same perception by two teachers, but they convey in a different way. Teacher A opinion is 4C learning model convertible for her lesson and the 4C learning model is easy for her lesson. And the teacher B perception is to creative English teacher there are not so difficult. So, this is positive perception too.

Teachers' perception choose finding suitable material, This perception is positive perception, teacher A gives a perception that is her think easy to found the suitable material for teaching and learning process with 4C learning model in speaking class. And the teacher B perception is easy to find out the suitable material because a teacher must have many ways for teaching and learning process when using this 4C learning model like how to make students critical thinking and other.

Teachers' perception student understanding the material, Teacher A and B give same perception that is every students easy to understanding the material when the teacher using 4C leaning model in English learning. That is positive perception too.

Teachers' perception disturbing other class when using it, this is positive perception because the students in other class not disturbing when the teacher using 4C this learning model in English learning the same perception by two teachers.

Teachers' perception 4C can improve students English learning, teacher A give perception, her think is students can improve students' speaking with memories word. Teacher B think students' can improve speaking with using transaction speech material because her think in KD. 3.1 she must teach about expression for the expression for attention, understanding, complimenting, etc. really in teaching English, all the skill. According what the skill she wants to teach. If I want to press in speaking, so I choose a material of transactional. If she wants to press in reading, so she uses a material of reading text. So, that is about positive perception.

B. DISCUSSION

The finding above regarding to learning English in English learning use 4C learning model at MTs Syekh Khalid Pingaran, 4C consists of several categories that must be considered namely: critical thinking, creativity, communication, ability to collaborate - work together according to

Ratmaningsih, et.al (2021). So, the researcher research about two research as follow: 1) How is the implementation of 4C in English learning? 2) What are teachers' perception of 4C implementation in English learning?.

1. The Implementation of 4C in Speaking Class

a. Communication

In communication there are several activities communication when implement by teacher using 4C learning model in English learning which researcher use for this research. Zubaidah (2018) the students must possess the appropriate communication skills in order to communicate effectively. To support students' performance and development of life skills, these strategies should be instructed in and developed. The researcher discuss in this part about the different between teacher A and teacher B implementation 4C learning model in English learning with implemented activities communication that the researcher takes from theoretical references.

Based on theory above in the first observation with teacher A at IXA, the researcher observe English teaching and learning process using 4C learning model in at communication learning model. the researcher found one not implemented by teacher A for activity communication that is the communicator does not understands the other person because the researcher observe students sometimes when communicate with other friends in the group does not understand what his friends communication.

On the teacher B at VIIIB, there are any different with teacher A the researcher observe about communication learning model in VIIIB there are one not implemented by teacher B that is Information is communicated in accordance with the information carrier, not in the language of the information recipient.

Based on the data above, the researcher conclude about communication learning model in English learning with teacher A and B there are not implemented by teacher in the class because there are one activity is not implemented by teacher like the theory that has been put forward by Zubaidah earlier.

b. Collaboration

The next implementation 4C learning model is collaboration in English learning, collaboration learning model is about a combination of different opinions in order to get a solution to the problem according to the wishes of group members with the capital of respect and work together in a team. It's relevant with theory that researcher use for this research. Ardi (2015) stated that several ways for collaborate in the class group work activities will encourage each other to ask questions, explain and justify their opinions, articulate their reasoning, and collaborate and reflect on their knowledge, so that it will motivate and improve learning. This collaboration has several criteria to be more effectively used in English learning.

Based on the data observation on teacher A when using collaboration in speaking class one not implemented by teacher A that are not offering and receiving comments from teammates or peers while carrying out the same activity. It means, don't care about friends in the group; expressing personal opinions and areas of contention are unwise. It means, the researcher observe there is a student in a group express an emotional opinion or unwise.

Teacher B different with teacher A, because on teacher B all of the activities on collaboration is implement when teacher learning English.

So, the researcher conclude implementation 4C learning model with collaboration in teacher B All the activities implemented by teacher B because no failure when implementing those activity it's relevant with theory, if effectively collaboration then according to the activities.

c. Critical thinking

In critical thinking implementation that is every student have a firm and uncomplicated thinking so as to form a complete system to solve a problem. It's relevant with theory Finken and Ennis (1993) these categories are: focus, supporting reasons, reasoning, organization, convention, and integration.

Teacher A implemented critical thinking in English learning, the researcher found the data when observation that is one not

implemented by teacher A it's grammar is not good and not right, because students speak without thinking or spontaneously and do not have time to arrange grammar and the students do not understand to make a good grammar.

On teacher B, when implementing critical thinking in English learning same with teacher A that is grammar is not good and not right.

So, the researcher conclude about critical thinking implementation in speaking class is there are one activity not implemented by teacher because there is an error in the same criteria between teacher A and B. it's not relevant to the theory.

d. Creativity

The last implementation is creativity learning model in English learning Creativity is creating new things in various ways or criteria so that is creative activity can be implemented. It's relevant with theory. There are several strategies to develop students' capacity for creative thought, a) Ask questions and encourage participation from your students in the learning process, b) Investigate subjects, c) materials using primary or genuine data according to Coffman (2013).

Teacher A implemented creativity in speaking class there are three not implemented in the class by teacher A it's not Using various idea generation techniques (such as brainstorming). It means, the students do not think carefully. Second, does not Generated new and useful

ideas. Means, the researcher observe some students developing ideas from friends in other groups is not a new idea that they make themselves. The last is acting on non-creative ideas to make an intangible and beneficial contribution to the field in which innovation is carried out. It's means, students develop ideas that are not creative and useful.

Teacher B different for teacher A. teacher B implementation creativity in English learning one not implemented either that is acting on non-creative ideas to make an intangible and beneficial contribution to the field in which innovation is carried out. Its means, students develop ideas that are not creative and useful.

So, the writer conclude about implementation English learning creativity in is there are not implemented by teachers because three not implemented according to the theory.

2. Teachers' Perception of 4C Implementation in Speaking Class

Teacher A and B when using 4C learning model in English learning have some perceptions, this perception is process of understanding with language recipient like comment or opinion teachers about something. It's relevant with theory Leavitt in sobur (2013, p. 445) stated that In a limited meaning, perception is "seeing," or how a person sees something. In a broad sense, perception is "view" or "understanding," or how a person perceives or understands

something. So, in this part two teachers deliver perception about 4C implementation in speaking class according the theory above.

The researcher found the data after interview two English teachers about the perceptions, they convey different perceptions there are positive or negative based on theory chapter two from irwanto (2022) there are two types of perception that is negative or positive perception.

Based on theory above, the researcher explains For the data, two English teachers were taken with seven questions, but there were only six questions that contained the teacher's perception which were then discussed by the researcher below: first, The teacher reason for choose 4C, from the first question every teacher answer this question with different answer that is teacher A answer “it is a convertible learning model” and teacher B answer “it is fix for students in 21 century” in this answer is positive perception because, this learning model is very helpful to easy understand the material. Teacher a perception according to Rahmawati and senen (2021) convertible is convertible book can be called picture book, this convertible book media helps understand concepts and makes it easier for students to understand difficult material so, with this theory teacher A perception 4C is convertible. On the other perception with teacher B is a learning model of instruction that places a strong emphasis on developing

21st-century abilities, Ratmaningsih et.al (2021, p.251) based on this theory teacher B said that.

Second, selection of appropriate materials using 4C, from the teacher A answer “ this is not difficult” and teacher B answer “ not difficult for found it, but the teacher also has many ways when using this” in this part positive perception because the answer used Teachers perception any material that uses picture media will be very easy to implement 4C, even if there is no such material, the teacher has many ways to develop material and find material that is in accordance with the 4C learning model.

Next, teacher using 4C difficult or not, teacher A answer “No, it is convertible learning” teacher B answer “for the creative teacher is very easy” it is negative perception either. Teacher B perception every creative teacher will easily make students creative and communicative and collaborate well, so this is the teacher's perception when using 4C is not difficult at all.

Next, students understanding, two teachers answer about “students easily to understand learning” from teacher A and B it’s same that is positive perception. The teacher makes learning by using this learning model more interesting and students are more active because students play an important role when discussing and solving group problems in class.

Next, disturbing other class, teacher A and B answer same “No” for this question negative perception arise when using 4C in speaking class relevant with theory about negative perception is reject and oppose the perceived object. This learning model does not make students noisy and disrupt other classes because the lesson planning uses a very detailed model so it does not interfere with other classes.

The last, 4C can improve students speaking, from the teacher A answer “students can memories word” and teacher B answer “using material of transactional” it is positive perception from teacher A and B, according to teacher A students must have a lot of vocabulary and memorize them in order to use 4C to improve their speaking. Teacher B perception this 4C learning model can improve students speaking with transactional material in KD 3.1 teaches about expressions whose material is related to social function, structure text, and elements interaction text language oral and with this material can improve students’ speaking.