

**TEACHERS PERCEPTION
TOWARD THE INCORPORATION OF 4C SKILLS
IN ENGLISH LESSON PLAN**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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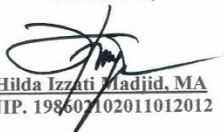
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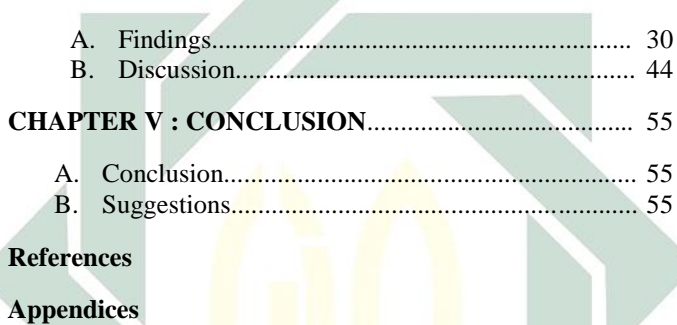
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ABSTRACT

Lailil, Riska.(2019). *Teachers Perception Toward the Incorporation 4C Skills in English Lesson Plan* .A thesis. English TeacherEducation Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisors:
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Key words : teachers perception, 4C skills, lesson plan,

Today's job market requires competencies such as critical thinking and the ability to communicate and interact with people from many cultural backgrounds. American Management Association explained about the 4C skills that include critical thinking, collaborative, creativity, communication become even more important skill in the future with 80% executives believe that the 4C skills enable a graduate to be better prepared for a workplace in the future. This signifies that 4C skills need to be fully integrated into the classroom, school, and district around the country to prepare a workforce with competencies and skills required for the 21st century. This aims to prepare the student for the better future. As we know that life today is so different and more complicated than it was 20 years ago. Teachers must complement all of those subjects with the 4C to prepare the students for citizenship and the global workforce. This study aims to know the teachers perception toward the incorporation 4C skills in English lesson plan. The perception is important because the perception influences attitude, behaviours, and adjustment. Qualitative descriptive design is used in this study. In particular two teachers were analyzed by doing interview and observation in the class. The researcher interviewed them to support the data in order to know teachers perception toward the incorporation 4C skills in English lesson plan. Based on the findings and the discussion, the research showed that incorporate 4C skill in lesson plan should be understand well in the condition of the students, role of media stimulation, selecting appropriate material, and time management that will support 4C in the English lesson plan.

ABSTRAK

Lailil, Riska Ula. (2019). *Masalah guru dalam menggabungkan keterampilan 4C dalam Rencana Pelajaran Bahasa Inggris*. Tesis. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing : Rizka Safriyani M.Pd. dan Dr. Siti Asmiyah, M. TESOL

Kata kunci : keterampilan 4C, rencana pelajaran, masalah guru

Kecakapan abad 21 atau biasa disebut 4C adalah keterampilan yang paling penting di era ini tanpa kecuali di Indonesia. Keterampilan belajar abad 21 ini dirancang untuk meningkatkan sumber daya manusia yang berkualitas di Indonesia. Keahlian 4C dalam keterampilan belajar abad ke-21 bertujuan mempersiapkan siswa untuk masa depan yang lebih baik. Seperti yang kita ketahui bahwa kehidupan saat ini sangat berbeda dan jauh lebih rumit dari pada 20 tahun yang lalu. Siswa perlu menguasai bidang studi tambahan, termasuk bahasa asing, seni, geografi, sains, dan studi sosial. Guru harus melengkapi semua mata pelajaran tersebut dengan 4C untuk mempersiapkan siswa dimasa depan untuk menghadapi tantangan global. Penelitian ini bertujuan untuk mengetahui persepsi guru dalam menggabungkan keterampilan 4C dalam rencana pelajaran bahasa Inggris . Desain deskriptif kualitatif digunakan dalam penelitian ini untuk mengetahui lebih dalam persepsi guru. Pengumpulan data dilakukan dengan cara mewawancarai dua guru, dan analisis dokumen . Peneliti mewawancarai mereka untuk mendukung data untuk mengetahui persepsi guru dalam memasukan keterampilan 4C dalam rencana pelajaran bahasa Inggris. Berdasarkan temuan dan diskusi, penelitian menunjukkan bahwa sebagian besar guru memasukkan keterampilan 4C dalam rencana pelajaran mereka, tetapi mereka memiliki pemahaman yang berbeda dalam menggabungkan keterampilan dengan kegiatan dalam rencana pelajaran.

CHAPTER I

INTRODUCTION

This chapter initially presents the background of the study. It then continues to the research questions and the objectives of conducting this research. The significance of the study, scope, and limitation of the study and definition of key terms are also presented to give more information dealing the benefits, the boundary, and the term used in this research.

A. Background of the Study

Today's job market requires competencies such as critical thinking and the ability to communicate and interact with people from many cultural backgrounds. American Management Association explained about the 4C skills that include critical thinking, collaborative, creativity, communication become even more important skill in the future with 80% executives believe that the 4C skills enable a graduate to be better prepared for a workplace in the future.¹ This signifies that 4Cskills need to be fully integrated into the classroom, school, and district around the country to prepare a workforce with competencies and skills required for the 21st century.

Based on NEA (National Education Association) 4C skills is the goal of the future Education.² NEA stated that the goals of this Educational policy are to raise proactive employees who can work individually and within a group in the future.³Incorporating 4C skills in the learning process for all countries are important in this era without any exception in Indonesia.

In indonesia the learning process starts from the syllabus than break down intothe small unit which is called lesson plan. So, the teacher should aware of the 4C skills in their lesson planto encourage students to have experiences that incorporating the skill to the lesson, so it must be prepared well by the teacher.As we know in Indonesia, all of the lesson plans must be standardized based on the

¹ Victor Tan. 2016 American Management Association of Mathematic Education

² NEA (National Education Association), Preparing 21st-century students for a global society" P.21

³ NEA (National Education Association), Preparing 21st-century students for a global society" P.21

newest Regulation of the Government.⁴As the data inform about Curriculum 2013 a lot of revision that was done by the government to increase the Curriculum better. It also makes the teacher confused about some revision especially in designing the lesson plan, and the newest revision incorporates 4C skills in lesson plan.

The focus of this study is to know the teachers perception toward the incorporation of 4C skills in the lesson plan. The focus on a 4C skills in lesson plan is particularly important because 4C skills should be mastered by millennial student in 21st century learning skill and choose the lesson plan because the learning process begins with a lesson plan and the lesson plan is developed by the teacher. Brown stated that lesson plans are a set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes.⁵ A lesson plan is a map for a teacher because it shows the step to develop coherence activity in the class so make teacher does not get lost in her own class. It means that the teacher plays important role in developing lesson plan. Their perception is important, this is because perception influence attitude, behaviour, and adjustment⁶This research aims to explore the teachers perception toward the incorporation of 4C skills in English lesson plan, because the lesson plan is a vital tool that can make the learning process run well. In the manner of the teachers perception, we can pay attention more to prepare well the understanding of 4C skills Not only for the teacher but also for the teacher candidates.

In this research, was conducted at SMAN 3 Sidoarjo as the location because, from four state senior high school in Sidoarjo, SMAN 3 Sidoarjo is one and only Modelling School (*Sekolah Percontohan*) which is followed by all of Senior High School in Sidoarjo. It means that SMAN 3 Sidoarjo always up to date to in achieving all of them. SMAN 3 Sidoarjo also to be part of the school

⁴ Law Of The Republic Of Indonesia Number 12 the Year 2012 On Higher Education With God's Mercy President Of The Republic Of Indonesia, pdf accessed at 29 May 2018 in [https://wiki.creativecommons.org/images/f/f4/Indonesia_Higher_Ed_Law_\(2012\).pdf](https://wiki.creativecommons.org/images/f/f4/Indonesia_Higher_Ed_Law_(2012).pdf)

⁵ Brown, H. Douglas. 1991. "Teaching by principle an Interaction Approach to Language Pedagogy" Newyork. Longman Page 149

⁶ Yining chen and Leon B Hoshower, " Stydent Evalution of Teaching effectiveness : An assesment of Student Perception and Motivation" Carvax Publishing, Vol . 28 No. 1 2003

list with an average of the highest and most consistent for 6 years latest.⁷

The research was conducted after considering some previous study. These have been 4 previous studies on the lesson plan, that was done by Elena, Kafa, Anindita Badian, and Putri Agnes Aiununingsih and from those previous study has some similarities and of course the differences. Mostly, they take teacher as a subject in their research. And also take lesson plan as an object, some of the research also do observation. And most of the result shown that the ability of the teacher in designing a lesson plan is still poor and need to improve.

Two previous study conduct in different countries such as the study by Elena conducts the study in Uruguay and Kafa conducts the study in Ethiopia. While the research has the same subject but the result will be different from this research because the research conducts in Indonesia, it has differences in Educational background culture from another countries.

The next research was done by Anindita in 2013 entitled "*The Analysis of Junior High School English Teachers' Lesson Plan*" In this research, the researcher focused on a whole part of the lesson. The research was conducted to 5 English grade 7 lessonplans written by five different ex-international Junior High School Teachers and three different schools. The result of the research indicated that only 2 of the 5 lesson plans were closely appropriate, means most of the teachers were not able to make an appropriate lesson plan. Therefore, it is required more counseling seminars on how to make a good lesson plan for teachers.⁸ The Anindita's research conducted at the Junior High School level while my research will be conducted at the Senior High School level. The next research conduct by in 2018 entitled "*An Analysis of 4c Skills Incorporation in Students' Teaching Practice of English Teacher*

⁷ Rank of the state senior high school in sidoarjo, accessed on Thursday, at 22.13
<https://www.kemdikbud.go.id/main/uploads/default/documents/503%20Daftar%20Sekolah%20dengan%20Indeks%20Integritas%20Tertinggi.pdf>

⁸ Anindita Badian, Doctoral Dissertation: "*The Analysis of Junior High School English Teachers' Lesson Plan*" (Surabaya: Universitas Negeri Surabaya, 2013). Rini Budi Rahayu, Thesis: "*An Analysis on Pre-Service English Teachers' Ability in Designing Lesson Plan*" (Surabaya: IAIN Sunan Ampel, 2013).

Education Department UIN Sunan Ampel Surabaya. This study aims to know how the student teachers incorporate 4C skills and what are the challenges faced by student teachers in teaching practice in the classroom. While this research takes student teacher as the subject and in this research conduct teacher as the subject.

Based on the explanation above, the researcher interest to know and analyze the teachers perception toward the incorporation of 4C skills in English lesson plan.

B. Research Question

Based on the background of the study, the researcher composed the research question as follows : how does teacher perceive the incorporation of 4C skills in English lesson plan?

C. The Objective of the Study

The objectives of this study aims to explore the teacher perception toward the incorporation of 4C skills in English lesson plan .

D. The Significance of the Study

The significance of this study explores the teacher perception toward the incorporation 4C skills in English lesson plan which is written by the English teachers.

1. Theoretical significance

Nowadays a lot of changes in making the lesson plan make a lot of teachers confused when they are designing a lesson plan based on the newest curriculum. Considering that lesson plan is an important tool that should be prepared well before teaching, so the result of this study is expected to bring better understanding on how millennial skills have been perceived by the teacher as designer of English lesson plan to develop students skill in this global context. Such as understanding in particular each skills to see the extent to which student as the millennial generation has been facilitated to develop their skills to play as member of global community and better prepared.

2. Practical Significance

a. Teaching Trainer Department

After conducting this research, the researcher expected that a foundation in teaching practice based on the new curriculum from the government. Better understanding on the role of English lesson plan as the initial step to develop 4C skills and to bring positive attitude toward English lesson plan to teacher candidate in the future.

3. Significance for other research

This research is expected to be useful for the other researcher to inspire next study with the same topic. There are many components in the lesson plan which should be analyzed too. Especially based on the newest curriculum that incorporates learning skill 21st century.

E. Scope and Limitation of the Study

The scope of this research is the teacher perception toward incorporation 4C skills in the lesson plan. The researcher has some scope to examine. The scope is to focus on the teacher perception toward the incorporation of 4C skills indesigning English lesson plan. Just focus on 4C skills

The limitation of this research is the English teachers at SMAN 3 Sidoarjo. There are two English teacher that was interviewed by the researcher to find out the finding about the teachers perceive.

F. Definition of Key Term

In this study, the researcher provides a definition of some key terms to help the reader understand easily. They are described as follows :

1. Teacher Perception

Definition of a perception based on Oxford dictionary is to attain awareness or understanding of something.⁹ Perception is also the association, identification, and the explanation of a something in order to figure a psychological illustration.¹⁰ In this research, perception means the teacher's understanding and belief about 4C skills that incorporate in English lesson plan.

2. Lesson Plan

A lesson plan is a step to guide the teachers in the class that provides a structure for essential learning that is made by the teacher to conduct the class¹¹. In this research, a lesson plan is a guide tool to lead class run well and to know the plan in teaching, and to know

⁹ Oxford dictionary online <https://en.oxforddictionaries.com/definition/problem> accessed at 29 May 2018 at 7.08 pm

¹⁰ Daniel L. Schacter – Daniel T. Gilbert – Daniel M. Wegner, Psychology (United States of America: Worth Publishers, 2009), 123.

¹¹ <https://resources.eln.io/3-reasons-lesson-planning/>, Scarlett Jones accessed on Thursday, 17 May 2018 at 10.21

the goals of the learning, indicators, steps, activities, and how to assess the process of learning.

3. Incorporate

Based on the dictionary the meaning of incorporate is taking in or contain (something) as part of a whole include.¹² In this research, the meaning of incorporate is putting 4Cs skills as elements in the lesson plan.

4. 4C skills

The 4C skills of 21st-century learning are four skills that have been identified by the united states based P21 partnership for 21st-century skills as the most important skill required for 21st-century education, there are 4C skills ; critical thinking, communication, collaboration, and creativity.¹³ In this research 4Cskills are critical thinking and problem solving, communicative, creativity and innovation, a collaboration that incorporates in the lesson plan that was made by an English teacher.

¹² Oxford dictionary online <https://en.oxforddictionaries.com/definition/incorporate> accessed at 29 May 2018 at 7.08 pm

¹³ Bialik, Maya. 2015. "Skill for the 21st Century". Boston. Center Curriculum for a redesign. Page 4

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter gives a brief overview of theories supporting this study. Presented in There are two sub-sections in this chapter. The review of related literature and the previous studies 4C skills in teachers perceive.

A. Review of Related Literature

1. Teacher Perception

Humans are created differently, each individual has different understanding about something. It really depends on how the individual responds to the object with its perception. Most relevant theories and explanations of perception as a process of acquiring and processing of information may be divided into two basic groups, according to the direction of information flow.¹⁴

Teachers are human too, they have different understanding about something. In this reaserch, teachers' perception means the teacher's understanding and explanations of a process of acquiring and processing of information according to the direction about incorporation 4C skills in English lesson plan. Pajares claims that teachers' perceptions have the same meaning as teachers' beliefs, which are personally-held convictions about the subject matter teachers teach, their roles of responsibility, their students, the curriculum, and their classroom.¹⁵ They guide teachers in their practice and are derived from sources such as experience and personality¹⁶. According to Chudler, the perception is the awareness familiarity regarding what we senses.¹⁷ In fact, most attitudes, behaviors, and adjustments are determined by their perceptions.

According to Kotler perception describes the process of how a person selects, organizes, and interprets the

¹⁴May and Chudler, Sensation and Perception

¹⁵Pajares Pajares, M. F. (1992). Teachers Beliefs and Pedagogical Research: Cleaning up a Messy Construct. *Review of Pedagogical Research*, 62, 307-332.

¹⁶Donaghue, H. (2003). An instrument to elicit teachers' beliefs and assumptions. *ELT Journal*, 57(4), 344-350.

¹⁷May and Chudler, Sensation and Perception

information inputs to create a meaningful overall conception.¹⁸ Gibson provide a definition of perception as a cognitive process that is used by individuals to interpret and understand the world around it (the object).¹⁹ They also explain that the perception is the process of giving meaning to the environment by the individuals. Therefore, each individual gives different meaning to the stimulus of the object, even on the same object. How people view the situation is often more important than the situation itself. Meanwhile, according to Devito, perception is the process when we become aware of many stimuli that affect our senses²⁰

Richardson highlights three major sources of teachers perceptions and belief. It can be explained that each teacher has differences on educational background, on how long they have been teaching, on who is being taught, where they teach, what they teach.²¹

Types of Perceptions divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. This percieve influences the behavior each individual obtain and choices each human being makes all the way through life.²²

The first is positive percieve is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others. The second is negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

¹⁸Kotler, P. (2000). Analysis, Planning, implementation, and Control 9th Edition. New Jersey: Prentice Hall International, Int.

¹⁹Gibson, J. L., Ivancevich, J. M., and Donnelly, J. H. (1996) Teacher efficacy: A construct validation. *Journal of Educational Psychology*. Vol. 76, 569-582.

²⁰ Devito, J. A. (1997). *Komunikasi Antar Manusia*. Kuliah Dasar. Jakarta: Professional Books.

²¹ Richardson (1996: 102-119) Richardson, V. (1996). *The Role of Attitudes and Beliefs in Learning to Teach*. New York: Macmillian.

²² Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser, *Pediatric Primary Care Fift Edition* (United States of America: Library of Congress Cataloging, 2009), 304

2. Lesson plan

There are several definitions of lesson plans have been provided. Based on the hammer stated lesson planning is the shape of combining different elements into a coherent whole.²³ Lesson planning is the heart of being an effective teacher. Nesari stated lesson plan is written the description of the education process in which it has shown what, where, when, and with which method learners should learn and how they should be assessed.²⁴ Hammer stated that lesson plan and syllabus have a close relationship that cannot be separated in the classroom. The lesson plan is prepared by the teacher must be based on the student's needs and syllabus design²⁵. Lesson planning is an important element of the teaching-learning process in the educational system. A lesson plan is steps to guide the teacher that provides a structure for an essential learning²⁶. For those explanations, lesson plan will be an important tool for the teacher to guide them to lead the class.

Before making a lesson plan, better for the teacher to classify the learning outcomes for the class. It is important because it helps the teacher in maintaining standard teaching in the class. The definition explains that the lesson plan is one of the important tools that the teacher should have. In Indonesia, as a teacher, they have to make some learning tool at the beginning of the semester. Such as lesson plan, standard competency, and basic competency, semester program, annual program, the breakdown of standard competency and basic competency. It will guide the teacher to do their teaching-learning smoothly.

The Ministry of Education and Culture regulation number 103 the year 2014 about the learning process stated that

²³ Jeremy Harmer, 1992" the practice of English language teaching.

²⁴ Ali Jamali Nesari.2014. "The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teacher's Attitude. International Journal of Foreign Language Teaching & Research – volume 3, issue 5 spring 2014

²⁵ Jeremy, hammer. 1991. "The Practice of English Language Teaching" Longman. page 310

²⁶<https://resources.eln.io/3-reasons-lesson-planning/>, Scarlett Jones accessed on Thursday, 17 May 2018 at 10:21

lesson plan is developed by the syllabus, textbook, and handout of the teacher.²⁷

a. The importance of a lesson plan

Jones explains in his website three reasons why lesson plans are important.²⁸ First, before the teacher makes the lesson planning, it is important to know the aims and of course the objectives of the course being taught to students. A teacher should be prepared well not only to teach the students but also to make sure that the learning process is run well until the end of the class.

Second, the goals and objectives are in place, it is important to make sure that the planned lesson is understandable by the students not only in one class but also in another class. The teacher should prepare different explanation methods for the students to understand the topic easily and sometimes the teacher does this method directly in the classroom is based on the situation in the class, sometimes the reality is so different with the expectation. The easy methods that could include fun activities are through real-life examples or creating some situation related to the topic. Moreover, showing videos or play the audio related to the topic may also assist in better understanding. Including activities related to the lesson is helpful for students to remember the topic being taught. The key is time management. A teacher has to time all the activities during the class hours in order to finish the lesson according to the plan. Everything including explanation, examples, and activities have to be timed in a manner that the lesson is not extended for the next class.

Third, to assessments and check student understanding of the topic in order to check the understanding after the planning and learning activities, it is important that the teacher makes questions in different ways

²⁷Ministry of Education and Culture regulation number 103 the year 2014 about the learning process

²⁸Jones, Scarlett 2004. <https://resources.eln.io/3-reasons-lesson-planning/> , accessed on Thursday, 17 may 2018 at 10.21

to check the knowledge and understanding of the topic. It is the teacher's decision to check the understanding orally or in writing. For this question answer session, time is required. The questions have to be preplanned. The teacher should be aware of what she planned for the students to learn so that questions can be drafted accordingly. Also, activities can be planned to check the knowledge and understanding of the matter.²⁹

b. The components of the lesson plan

The main focus of the lesson plan is to decide what teachers and students will do in the classroom, to get effective instruction, and to increase students' achievement. As Brown clarified that key questions in planning, he indirectly pointed out the content of a lesson plan. They will be contained of things do you want the pupilsto learn, including the precise instructionalobjectives, the most appropriate sequence of the topics and the tasks (procedure) those are based on the syllabus than break down the indicators, the most appropriatemethods, and how should the teaching and learning beevaluated.³⁰

K13 latest revision - Guidelines for the preparation of 2017 revised curriculum. The components of the lesson plan refer to *Permendikbud*. Number 22 of 2016, consisting of the identity of the school is the name of the educational unit subject identity or theme and subtheme, class/semester, subject matter, time allocation is determined according to the need for basic competency achievement and learning load by taking into account the number of hours of lessons available in the syllabus and the basic competency to be achieved in the lesson. The learning objectives formulated based on standard competency, using operational verbs that can be observed and measured, including attitudes, knowledge, and skills, basic competencies and indicators of achievement of competencies, learning materials, containing relevant facts,

²⁹ Jones, Scarlett 2004. <https://resources.eln.io/3-reasons-lesson-planning/> accessed on Thursday, 17 May 2018 at 10.21

³⁰G. Brown, *Micro Teaching* (London: Methuen and Co. Ltd., 1975), 24.

concepts, principles, and procedures, and written in the form of items in accordance with the formulation of indicators of competency achievement.

Learning methods, used by the teacher to realize the learning atmosphere and learning process so that students achieve basic competency based on characteristics of students and basic competency to be achieved. Learning media, in the form of the learning process, aid to deliver the subject matter. Learning resources may be books, printed and electronic media, the surrounding nature, or other relevant learning resources, the learning steps are done through preliminary and closing steps, assessment of learning outcomes

c. The principle in designing the lesson plan

Jensen explains that the principle of lesson plan should have a sense of coherence and flow. It means that the lesson plan has coherence activity that can continue in the next activity. A good lesson plan exhibits variety. This variety needs to be present. She also said that a good lesson plan is flexible, all of the teachers can apply that lesson plan in a different class.³¹

Minister of Education stated some principles of preparation designing lesson plan.³²First, the lesson plan should take individual differences in the lesson of the lesson plan, pay attention in differences of gender, interest, motivation, talent, potential, social skills, emotions, intellectual level, learning styles, special needs, learning speed, norms, values, and environment of learners.

The second, lesson plan should encourage the active participation of learners The learning process is designed with a focus on the learner to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning.

Third, developing a culture of reading and writing The learning process is designed to develop a passion for

³¹ Jones, 2004 <https://resources.eln.io/3-reasons-lesson-planning/>, accessed on Thursday, 17 May 2018 at 10.21

³² Ministry of Education and culture regulation number 20

reading, comprehension of various readings, and expression in various forms of writing.

Fourth, provide feedback and follow-up, includes the program design of giving positive feedback, reinforcement, enrichment, and remedial.

Fifth, the linkages and integrity of the lesson plan should be prepared by taking the interrelations and integration of basic competition, standard competence, learning materials, activities, learning achievement, indicators of competence, assessment, and learning resources in one whole learning experience. The lesson plan is prepared by accommodating learning, cross-alignment subjects, cross-learning aspects, and diverse culture.

Sixth, lesson plan should implement information and communication technology that prepared with consideration of implementation of information and communication technology in an integrated manner, systematic, and effective in accordance with the situation and condition.

d. Steps in designing a lesson plan

Harmer stated before we start to make lesson plan teachers should know the students, knowing the students is a must. As a teacher, we have to do the pre-planning to know the student's need.³³ So as a teacher we have to do some observation in the beginning. It is important to define some activities that related to the condition of the students and the student need. In other hand teacher's should knowledge of the syllabus, including the activities, language type, subject and content, and practical realities.

3. 4C Skills

a. Creativity and Innovation

³³ Jeremy Harmer, 1992" *The Practice of English Language Teaching*". Page. 310

Creativity is the ability such as brainstorming, inviting idea, give responses the idea to others.³⁴ Creativity is often described as new ideas, concepts, or products that meet need in the world. Innovation contains elements of creativity and is often described as the realization of a new idea in order to make a useful contribution to a particular field.³⁵ In the school especially in the English lesson, the students have to have the ability in imagination and be creative. The criteria of the creativity skill will elaborate in the table below.

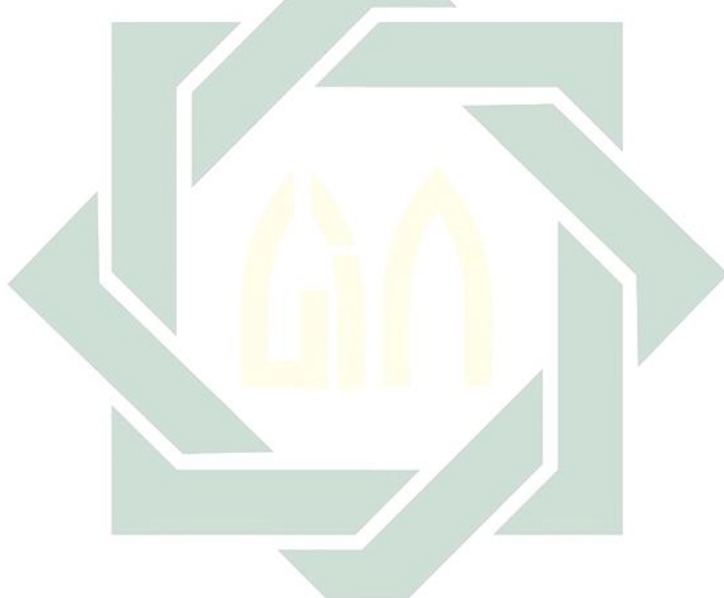


Table 2.1 Criteria of creativity skill

³⁴ P21 Framework accessed on June 10, 2018, at 1.05 p.m <http://www.p21.org/our-work/4cs-research-series>.

³⁵ P21 Framework accessed on June 10, 2018, at 1.05 p.m <http://www.p21.org/about-us/p21-framework/262>

Criteria	Indicators
Think Creatively	Use a wide range of idea creation techniques (such as brainstorming)
	Create new and worthwhile ideas (both incremental and radical concepts)
	Elaborate, refine, analyze and evaluate their own ideas in order to improve creative effort
Work Creatively with Others	Develop, implement and communicate new ideas to others effectively.
	Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
	Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
	View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
Implement Innovations	Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

From table 2.1 , we can know the kind of creativity and innovation skill will be elaborate. Show that skill has some components and the components follow with the example of activity in the class. In each indicator, the teacher can develop some material based on the table.

b. Critical Thinking and Problem Solving

Critical thinking is referred to students ability to analyze, interpret, evaluate, make a decision, and solve the problem. Another explanation comes from the Partnership of 21stcentury which is described as the “ability to design

and manage projects, solve problems, and make effective decisions using a variety of tools and resources.³⁶ Thinking critically requires students to acquire, process, interpret, rationalize, and critically analyze large volumes of often conflicting information to the point of making an informed decision and taking action in a timely.

Critical thinking also can support with digital tools and resources which is support the process of critical thinking, particularly when used to create authentic and relevant learning experiences that allow students to “discover, create, and use new knowledge”. The knowledge and digital era are demanding people with higher order thinking skills like the ability to think logically, and to solve problems by identifying and describing the problem, critically analyzing the information available or creating the knowledge required, framing and testing various hypotheses, formulating creative solutions, and taking action.

³⁶ Fullan & Langworthy, 2014, p. 35).

Table 2.2 Criteria of critical thinking skill

Criteria	Indicators
Reason Effectively	Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
Use Systems Thinking	Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
Make Judgments and Decisions	Effectively analyze and evaluate evidence, arguments, claims, and beliefs
	Analyze and evaluate major alternative points of view
	Synthesize and make connections between information and arguments
	Interpret information and draw conclusions based on the best analysis
	Reflect critically on learning experiences and processes
Solve Problems	Solve different kinds of non-familiar problems in both conventional and innovative ways
	Identify and ask significant questions that clarify various points of view and lead to better solutions

Tables 2.2 elaborates that a lot of brief explanation of the criteria of critical thinking, there are four criteria which have some indicators. That will help the teacher to make sure that lesson plan will be contained one of that criteria. So, critical thinking is the ability to believe your own answer than relying on other's answer. Based on another explanation about Critical thinking is focused, careful analysis of something to better understand it. When people speak of "left brain" activity, they are usually referring to critical thinking.

Some of the main critical-thinking abilities are analyzing is breaking something down into its parts, examining each part, and noting how the parts fit together. Arguing is using a series of statements connected logically together, backed by evidence, to reach a conclusion. Classifying is identifying the types or groups of something, showing how each category is distinct from the others. Comparing and contrasting is pointing out the similarities and differences between two or more subjects.

Defining is explaining the meaning of a term using denotation, connotation, example, etymology, synonyms, and antonyms. Describing is explaining the traits of something, such as size, shape, weight, color, use, origin, value, condition, location. Evaluating is deciding on the worth of something by comparing it against an accepted standard of value. Explaining is telling what something is or how it works so that others can understand it. Problem-solving is analyzing the causes and effects of a problem and finding a way to stop the causes or the effects. Tracking cause and effect is determining why something is happening and what results from it. Inquire teaches specific strategies for developing critical thinking skills.

c. Communication

Communication skill in a 21st century refers to the ability in share information while expressing the fact clearly to the others. The context refers not only to the ability to communicate effectively, orally, in writing, and with a variety of digital tools, but also to listening skills, adding collaboration including verbal, written, and multimedia message.³⁷ Many frameworks include information and digital literacy in the concept of communication. Other frameworks, such as P21, have distinct information, media, and technology skills, Include information and communications technology (ICT) skills with literacy and numeracy as a foundational curriculum. Digital tools and resources represent a new realm of communications interaction in

³⁷ Fullan, Michael. And Maria Longworth 2004. "A Rich Seam (How New Pedagogies Find Deep Learning)".

which the ability to navigate successfully is essential for success in the 21st century. The issue is not just learning to use new communication tools but mastering many forms of rhetoric – a more challenging task.

Table 2.3 Criteria of communication skill

Criteria	Indicators
Communicate Clearly	Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
	Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
	Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
	Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
	Communicate effectively in diverse environments (including multi-lingual)

To make the easiest explanation, from those table below the communication is the ability to communicate with people from various background. Based on the table we know that communication has a lot of criteria that can apply in the lesson plan especially in the part of the activity.

Another explanation about communication is the process of transferring a thought from one mind to others and, in return, receiving thoughts back. Communicating allows minds to tune to each other, thinking together. Here are some of the basic abilities required for communicating: Analyzing the situation means thinking about the subject, purpose, sender, receiver, medium, and context of a

message. Choosing a medium involves deciding the most appropriate way to deliver a message, ranging from a face-to-face chat to a 400-page report.

Evaluating messages means deciding whether they are correct, complete, reliable, authoritative, and up-to-date. Following conventions means communicating using the expected norms for the medium chosen. Listening actively requires carefully paying attention, taking notes, asking questions, and otherwise engaging in the ideas being communicated. Reading is decoding written words and images in order to understand what their originator is trying to communicate.

Speaking involves using spoken words, the tone of voice, body language, gestures, facial expressions, and visual aids in order to convey ideas. Turn-taking means effectively switching from receiving ideas to providing ideas, back and forth between those in the communication situation. Using technology requires understanding the abilities and limitations of any technological communication, from phone calls to e-mails to instant messages.

Writing involves encoding messages into words, sentences, and paragraphs for the purpose of communicating with a person who is removed by distance, time, or both. *Inquire* teaches specific strategies for communicating effectively.

d. Collaboration

Collaboration in a 21st-century context requires the ability to work in teams, learn from and contribute to the learning of others, use social networking skills, and demonstrate empathy in working with diverse others.³⁸ Collaboration also requires students to develop collective intelligence and to co-construct meaning, becoming creators of content as well as consumers. New skills and knowledge are necessary to enable team members to collaborate

³⁸ Common sense education, accessed from <https://www.youtube.com/watch?v=QrEEVZa3f98> at 10 July 2018 at 10.09 a.m.

digitally and contribute to the collective knowledge base, whether working remotely or in a shared physical space.³⁹

Table 2.4 Criteria of collaborative skill

Criteria	Indicators
Collaborate with Others	Demonstrate the ability to work effectively and respectfully with diverse teams
	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
	Assume shared responsibility for collaborative work, and value the individual contributions made by team member

B

³⁹ P21 framework accessed on <http://www.p21.org/our-work/4cs-research-series.com> on 10 July 2018 at 10.09 a.m

Based on the table above, we know that collaborating is working together with others to achieve a common goal. In this age of social media and crowdsourcing, collaboration is more important than ever. Here are some of the basic abilities needed to collaborate. Allocating resources and responsibilities ensures that all members of a team can work optimally. Brainstorming ideas in a group involves rapidly suggesting and writing down ideas without pausing to critique them. Decision-making requires sorting through the many options provided to the group and arriving at a single option to move forward. Delegating means assigning duties to members of the group and expecting them to fulfill their parts of the task. Evaluating the products, processes, and members of the group provide a clear sense of what is working well and what improvements could be made. Goal setting requires the group to analyze the situation, decide what outcome is desired, and clearly state an achievable objective. Leading a group means creating an environment in which all members can contribute according to their abilities.

Managing time involves matching up a list of tasks to a schedule and tracking the progress toward goals. Resolving conflicts occurs from using one of the following strategies: asserting, cooperating, compromising, competing, or deferring. Team building means cooperatively working overtime to achieve a common goal. Teaches how to work with others, from collaborating online to solving problems.

B. Previous Study

Concerning how teacher perceive of the incorporation 4C skills indesigning English lesson plan, Some of the research has been investigating the issue in the similar field.

The first research was conducted by Asfaw, done in 2002 in Kafa Zone. It was conducted by analyzing 25 lesson plans collected from each of 15 teachers teaching English in grade seven, the academic year 2001 in different schools in Ethiopia. The findings of this research showed that

most of the lesson plans were not appropriate for successful teaching and learning interaction.⁴⁰

The next research was done by Widyastono in 2011. The research entitled "*Kemampuan Guru Dalam Menyusun Kurikulum Tingkat Satuan Pendidikan*". The researcher wants to get information ability to enact the school-based curriculum. The research was conducted to 150 teachers from Jakarta, Bekasi, Depok, Bogor, and Tangerang. The result of the research indicates that the teachers' ability in writing up the school-based curriculum (syllabus) which encompasses standard competence, basic competence, instructional materials, learning activities, indicators, assessment, time allotment, and learning resource, was quite poor.⁴¹

The next research was done by Anindita Badianti in 2013 entitled "*The Analysis of Junior High School English Teachers' Lesson Plan*". In this research, the researcher focused on what extents are the indicators, the instructional objectives, the teaching-learning activities, the materials, the assessments the lesson plan explicate. The research conducted to 5 English grade 7 lesson plans written by five different ex-international Junior High School Teachers and three different schools i.e. SMPN 6 Surabaya, SMPN 2 Jombang, and SMPN 3 Tuban. The result of the research indicated that only 2 of the 5 lesson plans were closely appropriate. It means that most of the teachers were not able to make an appropriate lesson plan. Therefore, it is required more seminars and counseling on how to make a good lesson plan for teachers.⁴²

The following research was conducted by Djuwariyah Ahmad in 2014 entitled "*Understanding the 2013 Curriculum of English Teaching through the Teacher's and Policymakers Perspective*". She explained the

⁴⁰

Abebe Asfaw, Thesis: "*An Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone*" (Addis Ababa: Addis Ababa University, 2002).

⁴¹ Herry Widyastono, Thesis: "*Kemampuan Guru Dalam Menyusun Tingkat Satuan Pendidikan*" (Jakarta: Badan Penelitian dan Pengembangan Kementerian Pendidikan dan Kebudayaan, 2012).

⁴² Anindita Badianti, Doctoral Dissertation: "*The Analysis of Junior High School English Teachers' Lesson Plan*" (Surabaya: Universitas Negeri Surabaya, 2013). Rini Budi Rahayu, Thesis: "*An Analysis on Pre-Service English Teachers' Ability in Designing Lesson Plan*" (Surabaya: IAIN Sunan Ampel, 2013).

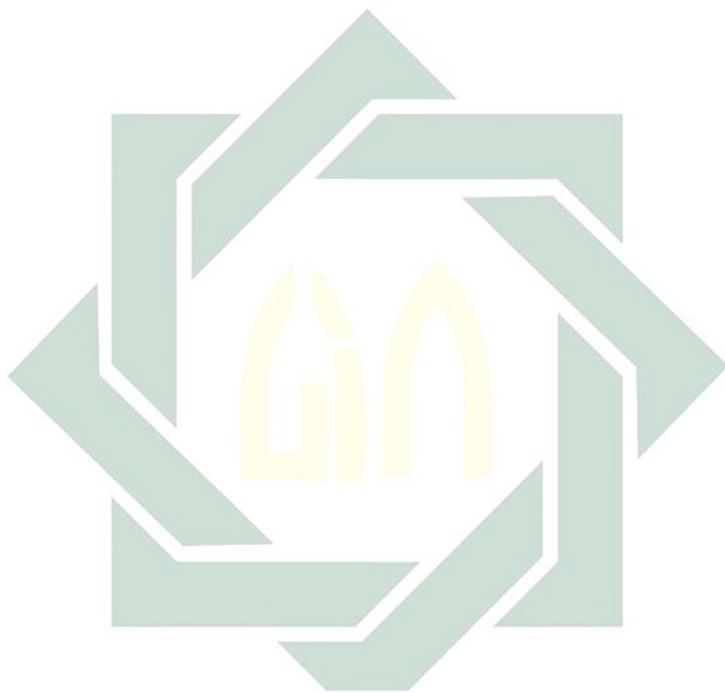
constraints to successful implementation of K-13 was found to root in the teacher's fixed mindset and within the implementation.

In Uruguay, Elena Vdovina conducted the research entitled *"Developing Critical Thinking in the English Language Classroom: A Lesson Plan"*. This study investigates how to incorporate critical thinking in a lesson plan. She explained that incorporate the skill in a lesson plan.

The next research conducted By Putri Agnes Ainuningsih entitle *"An Analysis of 4c Skills Incorporation in Students' Teaching Practice of English Teacher Education Department Iain Sunan Ampel Surabaya"* This study aims to know how the student teachers incorporate 4C skills and what are the challenges faced by student teaching practice. Based on the findings and the discussion, the research showed that most student teachers incorporate 4C skill, but they have challenges in incorporating written communication skill, creativity skill through stimulates student's creative thinking to collect question, the use digital material in teaching and critical thinking skill in evaluating students' ideas and critical thinking skill through evaluating, identifying and solving the problem.⁴³

From those previous studies the most of the result has similarities from the subject of the research most of researcher choose teacher as the subject, based on the Djuwairiya's journal stated that root in the successfully K13 implementation is a teacher. And most of the result of those journals stated that the ability of the teacher in designing English lesson plan is very poor and still has a lot of weaknesses. Nowadays, the components of the lesson plan have been revised by the government which is following the newest curriculum. So this research is important to explore the problem faced by the teacher in designing each newest curriculum especially in incorporating 4C skills in the lesson plan.

⁴³ Putri Agnes, Thesis: *"An Analysis of 4c Skills Incorporation in Students' Teaching Practice of English Teacher Education Department Uin Sunan Ampel Surabaya"* (Surabaya: UINSA 2018)



CHAPTER III

RESEARCH METHOD

This chapter presents and discusses aspects of related to research approach and research design, research setting, data and source of data, research instruments, data collection technique, data analysis technique, checking validity of findings and research stages.

A. Research Design

The goal of this research is to explore how does the teacher perception toward the incorporation of 4C skills in English lesson plan. This is qualitative research with descriptive approach. It aims to explore how does teacher perception toward the incorporation of 4C skill in designing English lesson plan through the teacher's utterances based on the facts reflected by the English Teacher. Croswell states that qualitative research begins with the assumption, a worldview, the possible use of the theoretical lens, and the study of a research problem of individual or groups problem as a human problem.⁴⁴ This researcher uses the qualitative because the issue needs to be explored.⁴⁵ This research needs to know complex understanding about the research question which is related to the teacher's perception. Means that it's is about understanding statement that need explanation. Also, Mandalis assert that descriptive approach is to describe or to get information about the current condition of a certain object includes describing, taking notes, analyzing, and interpreting the existing facts.⁴⁶ These features of qualitative and descriptive approach are reflected in this current research.

B. Research Location

This research conducted at SMAN 3 Sidoarjo. A state senior high school located at Jl. Dr. Wahidin 130 Sekardangan Sidoarjo. It one of favourite school in Sidoarjo which is accredited A from the government. The school is one of the references school to apply the newest curriculum in Sidoarjo that has a lot of facilities to support the learning activities.

⁴⁴ Croswell, *Designing Qualitative Study* (New York, 2001), 37

⁴⁵ *Ibid*, 39

⁴⁶ Mandalis, *Metode Penelitian* (Jakarta: Bumi Aksara, 1995), 26

C. Data and Source of Data

1. Data

The data of this research is the English teachers perception toward the incorporation 4C skills in English lesson plan that done by the English teacher in SMAN 3 Sidoarjo.

2. Source of Data

The source of data in this research is English teacher's response and utterances at SMAN 3 Sidoarjo. There are two English teacher who interviewed for data collection.

D. Data Collecting Technique

This research use an interview and to be an instrument and documents analysis. The researcher interview two English teacher related to the perception toward the incorporation 4C skills in English lesson plan. In collecting the data, the researcher come to the school and make an appointment with the teachers to do the interview. To collect the data researcher uses an interview guide to ask some question relate to the topic. All data that were collected would be copied into the researcher's computer for further analysis.

E. Research Instruments

In order to collect the data, the researcher used as an instrument.

1. Reseacher as instrument

This research using content alaysis to analyze the data, use the researcher as the key instrument. The researcher is helped by the guideline of the theory which is has explained in chapter two about the position of 4C skills.

2. Interview Guidline

Interview guidelines are needed to guide the interview. So that the researcher would take note of the interview guidelines about the teacher perception toward the incorporation of 4C skills in English lesson plan. The interview guideline in this research focus on teacher perception in incorporating 4C skills in the lesson plan.

Table 3.1 Main Instrument

Research Question	Interview
RQ 1 : Based on the background of the study, the researcher composed the research as follows how does teacher perceive in the incorporation of 4C skills in English lesson plan?	√

F. Data Analysis Technique

As discussed above, this research used the descriptive qualitative method. In the qualitative method, the researcher analyzes the data descriptively. There are four steps to analyze the qualitative data. Particularly, it is applied in this research as the following steps.

Step 1

Collecting Data. In this step, the researcher interviews the teachers to gain the teachers' perception toward the incorporation 4C skills in English lesson plan. The researcher also collects the audiorecording from the teachers who incorporate 4C skills in English lesson plan.

Step 2

Preparing and Organizing Data for Analysis. After collecting the data, The researcher prepares and organizes the data before going to the next step. After collecting the data such as audio recording and interview, the researcher identifies and takes key points to highlight teacher perception toward the incorporation of 4C skills in English lesson plan.

Step 3

Reading all the data. After data is prepared, the researcher read all the data to gain information as much as possible. While reading the data, the researcher can give notes in the data. In reading

data, the researcher analyzed the data by transcript the audio recorder.

Step 4

Coding the data. In this step, the researcher started to analyze the data. This is also to identify which information that needs to be used in this study or need to be reduced. For example, when the researcher did the interview and transcribed into text.

Step 5

Interpreting the findings .The analyzed data is explained in chapter 4 of this study finding and discussion. The finding relate to the theory which is mention in chapter 2.

Step 6

Conclude the data. The last step of analyzing data is to conclude the whole research after analyzing data is done and presented from the description.

G. Checking the Validity of Findings

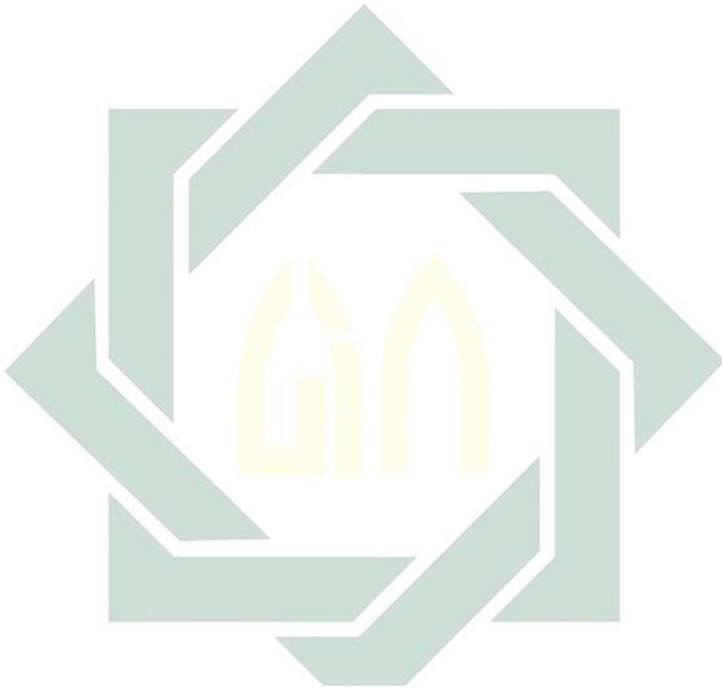
To check the validity of the findings the researcher carried out this kind of triangulation, by asking and discussing about the data with tutors or English teacher in English Classroom and an evaluator understanding the learning activities, as the informants for confirming the quality of this the valuable data and to know the exact interpretation into be the reliable data.

To maximize the findings and the interpretations the researcher read and analyzed the data repeatedly. In addition, the data from the instrument will be checked to ensure the validity. Then, the researcher consulted the results of the study with her thesis advisors in order to stimulate the appropriate result.

H. Research Stages

First, the researcher comes to SMAN 3 Sidoarjo as the location of this research. This school was surveyed by the researcher before do the research. Second, the researcher comes to the school with bring a permission letter to the headmaster. Third, after getting the permission by the headmaster, the researcher met with the teacher to decide the time and place of the research would be held. Then, the researcher does the interviewed based on the instrument according to the theory of teachers perceive toward the incorporation 4Cskills in English lesson plan. On the date had been decided before, the researcher did a depth interview with 2 English teachers in SMAN 3 Sidoarjo in how their perception in incorporating 4C skills in designing English lesson plan. Then after doing

the interviewed with teachers the researcher do the data analysis and writing the conclusion.



CHAPTER IV FINDING AND DISCUSSION

This chapter deals with the research findings and discussion of the study toward the teachers perception in incorporating 4C skills in English lesson plan. It presents the collected data from the teachers. The analyzed data is categorized based on the research questions of this study

A. Research Findings

Research findings provide information related to teacher perception in incorporating 4C skills in English lesson plan. It is collected through interview to know the 4C skills which are incorporated in the lesson plan to. Moreover, teacher perception toward the incorporation of 4C skills in English lesson plan were analyzed based on the interview guide which had been validated. The data had been collected from 27th September – 30th October 2018. From two teachers in SMAN 3 Sidoarjo. Explaining the interview instruments of the research. To recognize the answer to the research question, the result of the interview and classroom observation were described as :

1. Teachers' Lesson Plan Incorporate 4C skills

In order to find the teacher perception toward the incorporation 4C skills in English lesson plan, the researcher analysis the lesson plan. Here the teachers' lesson plan with 5M version. This lesson plan was made by the teacher.

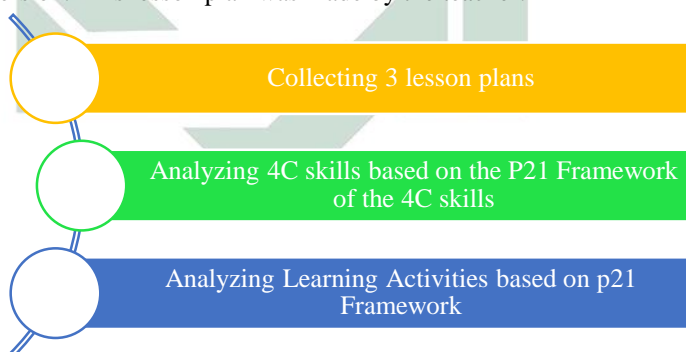


Chart 4.1 the steps analysis 4C skills in English lesson plan At first, the researcher identified the activities of 3 lesson plans. It is based on 4C skills principle that outcomes of the lesson need

to be in line with the activities in the lesson plan. The activities of the lesson plan were listed and analyzed based on the P21 Framework of 4C skills. This research identified Critical thinking skill, collaboration, communication, and creativity. As a result, chart 4.1 is presented in order to make the reader easier interpret the data:

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Nama Sekolah : SMAN 3 Sidoarjo
Mata Pelajaran : Bahasa Inggris (Wajib)
Semester : X/ganjil
Materi Pokok : Teks lisan dan tulis pemaparan jati diri.
Alokasi Waktu : 2JP (3x pertemuan)

A. Kompetensi Inti/KI

1. Ada di permen 21

Rumusan Kompetensi Sikap Spiritual adalah "Menghayati dan mengamalkan ajaran agama yang dianutnya". Adapun rumusan Kompetensi Sikap Sosial adalah "Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia".

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

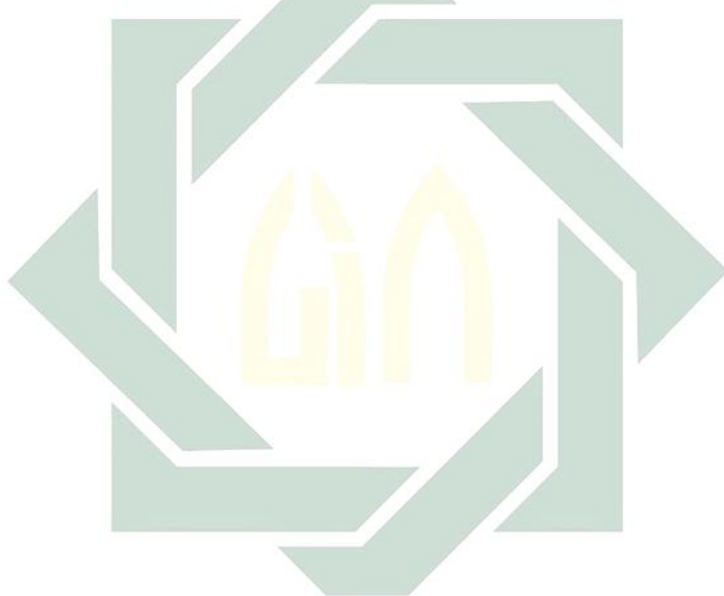
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar/KD dan Indikator Pencapaian Kompetensi/IPK

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur	3.1.1 Menjodohkan kata-kata bahasa Inggris dengan maknanya dalam bahasa Indonesia (page 2) 3.1.2 Mengidentifikasi ide pokok dan informasi detail dalam teks tulis pemaparan jati diri (Task 2, page 6-7). 3.1.3 Menjawab pertanyaan-pertanyaan rinci yang berhubungan dengan teks tulis pemaparan jati diri (Task 3, page 8) 3.1.4 Melengkapi teks rumpang dengan kata-kata yang sudah tersedia(task 3, page 9) 3.1.5 Mengidentifikasi penggunaan <i>pronoun dalam</i>

Figure 4.1 Teachers' lesson plan 1

Figure 4.1 this is the lesson plan that incorporate learning skill 21st century learning skill are incorporate here. shows the core competence and the indicators of the lesson plan, based on the teacher explain, not all of the teacher understand well how to breakdown the core competence to be the main indicators of the lesson plan. In this part most of the teacher feel confused. Because the understanding of the teacher is different. And when they try to make the lesson plan, they have own standart although their lesson plan often blamed by the supervisor.



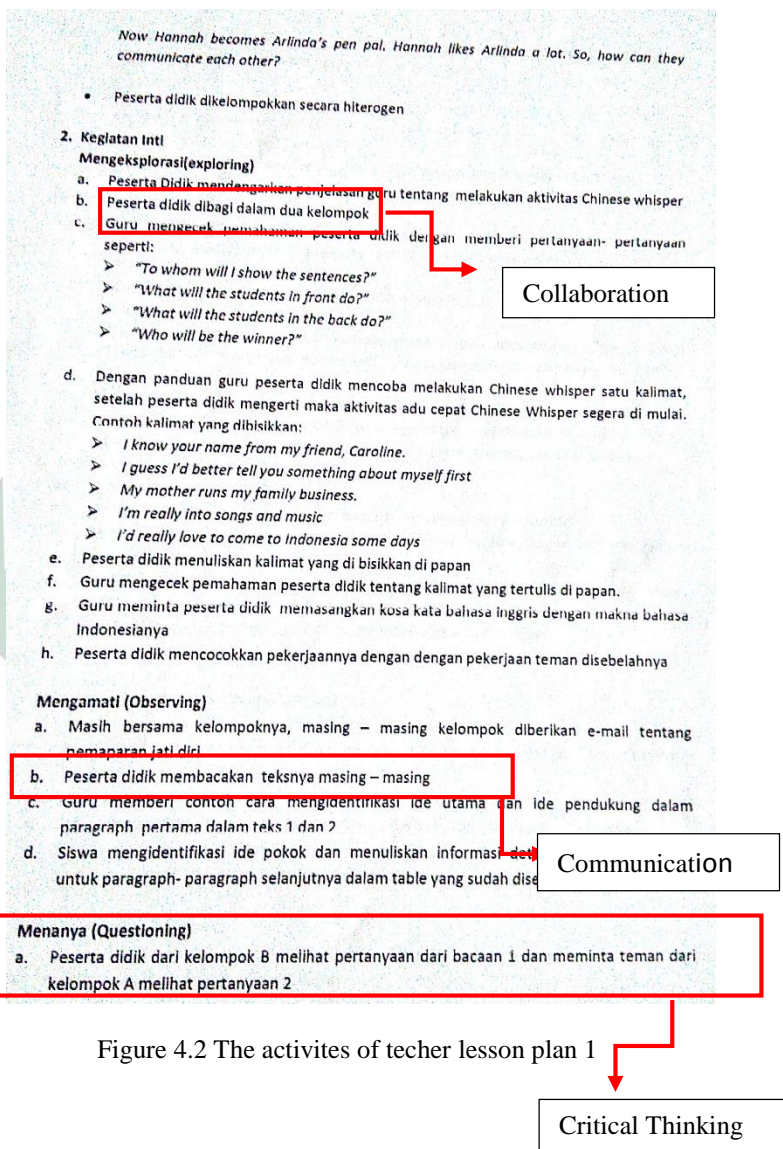


Figure 4.2 The activities of teacher lesson plan 1

- b. Secara berpasangan dari kelompok A dan B pesertandidik bertanya dan menjawab pertanyaan secara bergantian dengan respon yang tepat

3. Kegiatan Penutup (10 menit)

- a. memberikan panduan untuk menyimpulkan hasil pembelajaran
- b. meminta siswa menyampaikan pendapat
- c. memberi penugasan terstruktur individu dengan mengerjakan soal berikutnya (p.9)

communication

Pertemuan 2 (2x45 menit)

1. Kegiatan awal/Pendahuluan (15 menit)

- a. Menyiapkan Peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran (berdoa, mengecek kehadiran siswa).
- b. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari
- c. Menyampaikan garis besar materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan masalah atau tugas (guru menyampaikan pokok-pokok materi)
- d. Mengantarkan anak didik pada suatu permasalahan/tugas yang akan dilakukan untuk mempelajari materi dan menjelaskan tujuan pembelajaran/KD yang akan dicapai (guru melakukan tanya jawab terkait tugas yang telah diberikan pada minggu sebelumnya).

Critical thinking

2. Kegiatan Inti (65 menit)

Mengamati (Observing)

- a. Peserta didik membaca kembali e-mail tentang pemaparan jati diri (p. 4,5)
- b. Peserta didik mengidentifikasi part of the letter/email, purpose dengan cara tabel yang tersedia
- c. Dengan bimbingan guru peserta didik mendiskusikan hasil pekerjaannya dengan teman terdekat (pair work), dilanjutkan dengan struktur teks secara klasikal.
- d. Peserta didik mengidentifikasi pronoun yang mereka temukan di email

Mengumpulkan informasi (Data Collecting)

- a. Siswa mengelompokkan sejumlah pronoun yang mereka temukan dalam email menjadi subjective pronoun, objective pronoun, possessive adjectives, possessive pronoun kedalam table yang sudah di sediakan

Mengasosiasi (Assosiating)

- a. Siswa menentukan pronoun yang tepat dari soal-soal yang diberikan.
- b. Siswa menentukan pronoun yang tepat dari soal yang sudah di campur antara subjective pronoun, objective pronoun, possessive adjectives, possessive pronoun

3. Kegiatan Penutup (10 menit)

- a. memberikan panduan untuk menyimpulkan hasil pembelajaran
- b. meminta siswa menyampaikan pendapat

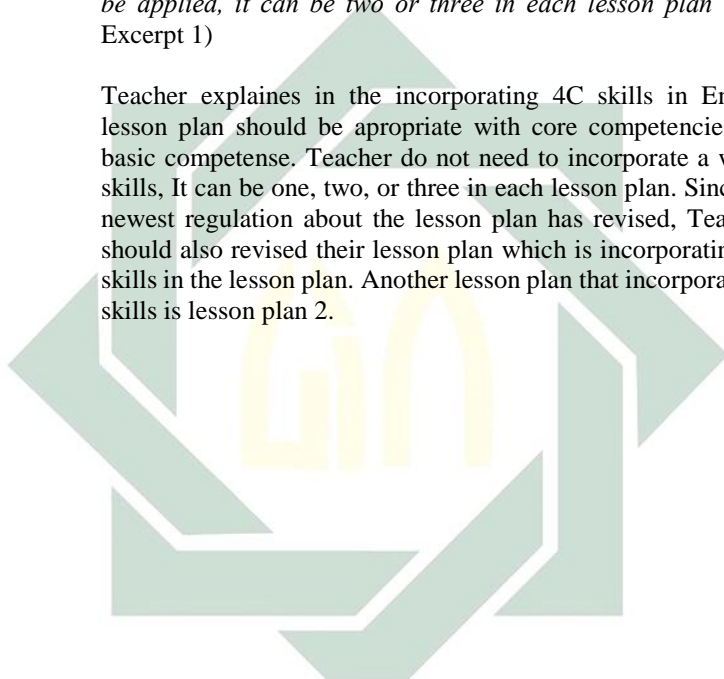
Figure 4.3 Teachers lesson plan 1

communication

Figure 4.2, 4.3 is the example of teachers' lesson plan incorporating 4C skills in their lesson plan. Teachers explain that they have used some activities which is content the 4C skills. Teacher argue that in the main activity there contain 4C skills which is just implicit in the activities part in the lesson plan.

"We have to know first what is the 4C skills, not all skills must be applied, it can be two or three in each lesson plan" (T1, Excerpt 1)

Teacher explains in the incorporating 4C skills in English lesson plan should be appropriate with core competencies and basic competence. Teacher do not need to incorporate a whole skills, It can be one, two, or three in each lesson plan. Since the newest regulation about the lesson plan has revised, Teachers should also revised their lesson plan which is incorporating 4C skills in the lesson plan. Another lesson plan that incorporate 4C skills is lesson plan 2.



Lesson Plan 3

Have you got your Bank account

RENCANA PELAKSANAAN PEMBELAJARAN
(SASING-3.1 / 4.1 / 3 / 1-1)

Nama Sekolah	SMA Negeri 3 Sidoarjo
Mata Pelajaran	Bahasa dan Sastra Inggris
Kelas / Semester	X MIPA
Materi Pokok	Have you got your Bank account

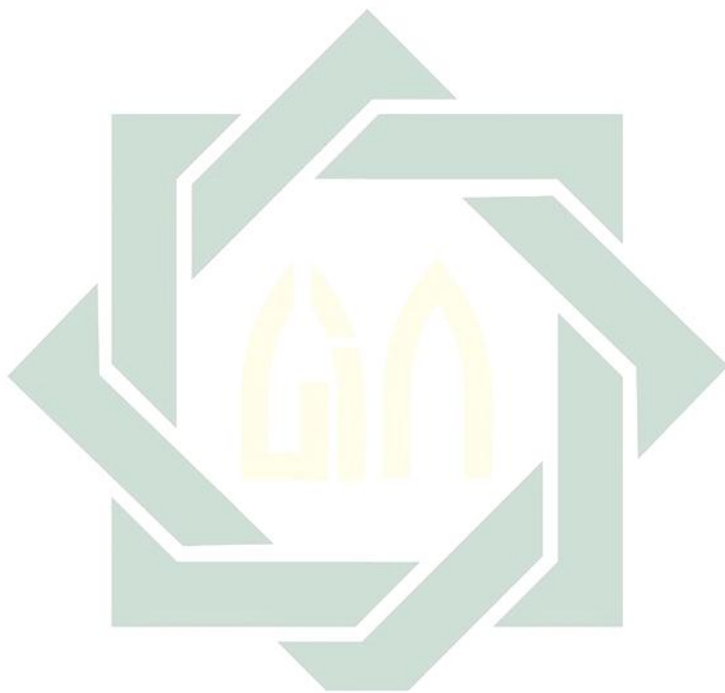


Figure 4.4 Teacher lesson plan 2

Figure 4.4 shows core competencies and basic competencies of the teachers' lesson plan. It will determine the activity in the lesson plan which is the activity is the place to incorporate 4C skills in the lesson plan. Considering the teacher perception toward the incorporation 4C skills in English lesson plan. figure 4.6 will show the example related that teacher does not need to incorporate all of 4C skills. It depend on the basic competencies. Teacher adjust the basic competencies.

<i>Have you got your Bank account</i>	
Pertemuan I	
H	Langkah – langkah Pembelajaran
	<p style="text-align: center;">Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam, kemudian salah seorang peserta didik memimpin berdoa sesuai dengan agama dan kepercayaan masing-masing. 2. Pendidik menyapa peserta didik dengan bertanya "Bagaimana kabar Anda semua pada hari ini ? sudah siapkah belajar? Apa bekal Anda untuk pembelajaran hari ini ? , Siapa saja yang tidak bisa hadir pada hari ini ? mengapa tidak hadir ? dsb. 3. Guru menyampaikan tujuan pembelajaran dan garis besar cakupan materi serta kegiatan pembelajaran mengenai macam macam bentuk formulir dan cara pengisiannya. 4. Peserta didik diberi kesempatan untuk menyebut macam macam bentuk formulir selain dari contoh yang diberikan oleh guru. 5. Pendidik dan peserta didik menyepakati kegiatan yang akan dilakukan 6. Peserta didik dikelompokkan secara heterogen, masing-masing kelompok terdiri dari empat (4) siswa.
	<p style="text-align: center;">Kegiatan Inti (115 menit)</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati contoh macam- macam bentuk Form (Formulir isian digunakan di perusahaan, Bank, Instansi dll) 2. Diberikan UKB 1, lihat pada kegiatan belajar 1 3. Secara berkelompok peserta didik mendiskusikan pengisian masing-masing bentuk formulir. 4. Peserta didik mengisi dan melengkapi formulir yang terdapat di UKBM 5. Salah satu dari masing – masing kelompok mempresentasikan hasil isian formulir dan diikuti kelompok di depan kelas 6. Tanya jawab oleh peserta kelompok lain dan dijawab oleh pemateri dan dibantu oleh masing-masing kelompoknya
	<p style="text-align: center;">Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Peserta didik diarahkan untuk membuat rangkuman/simpulan di Buku Catatan masing-masing. 2. Guru meminta peserta didik melakukan refleksi terhadap kegiatan yang nakan dan ditulis dalam buku kerja masing-masing; 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 4. Guru memberikan penilaian proses tentang pencapaian kompetensi pada pertemuan dengan pertanyaan soal tes tulis uraian; 5. Guru meminta peserta didik menyerahkan hasil pekerjaannya sebagai penilaian

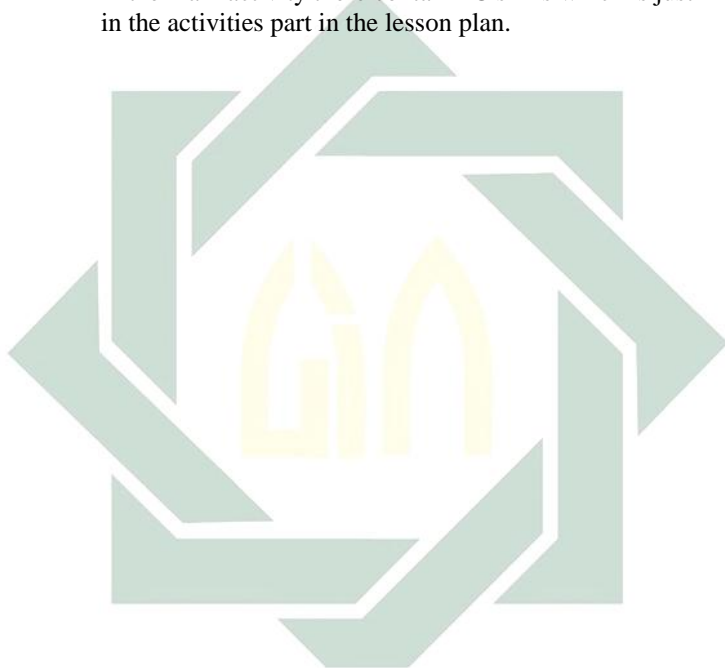
collaboration

Communication

communication

Figure 4.5 Teachers lesson plan 2

Figure 4.5 shows the teachers' lesson plan that incorporate 4C skills in their lesson plan. Teachers explain that they have used some activities which is content the 4C skills. Teacher argue that in the main activity there contain 4C skills which is just implicit in the activities part in the lesson plan.



RENCANA PELAKSANAAN PEMBELAJARAN (SASING-3.1 / 4.1 / 3 / 1-1)	
Nama Sekolah	SMA Negeri 3 Sidoarjo
Mata Pelajaran	Bahasa dan Sastra Inggris
Kelas / Semester	XI MIPA, IIS / 3 (Tiga)
Materi Pokok	Giving Suggestion
Sub Materi Pokok	Fungsi sosial, struktur teks, dan unsur kebahasaan
Alokasi Waktu	2 Pertemuan / 2 tatap muka (4 JP)
A Kompetensi Inti	
<p>Rumusan kompetensi Sikap Spiritual adalah "Menghayati dan mengamalkan ajaran agama yang dianutnya". Adapun rumusan Kompetensi Sikap Sosial adalah "Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional"</p>	
KI 3	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
KI 4	mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang

Figure 4.6 teachers lesson plan 3

Giving/asking for suggestion

tentang beberapa contoh masalah kontekstual yang berkaitan dengan ungkapan memberi saran.

7. Peserta didik diberi kesempatan untuk melakukan prediksi tentang ungkapan memberi saran dan unsur-unsur lainnya. Kemudian Guru menanggapi prediksi Peserta Didik dan mengaitkannya dengan materi pelajaran hari ini
8. Pendidik dan peserta didik menyepakati kegiatan yang akan dilakukan
9. Peserta didik dikelompokkan secara heterogen

Kegiatan Inti (15 menit)

1. Peserta didik mengamati contoh percakapan yang menggunakan ungkapan memuji (setiap kelompok diberikan contoh percakapan yang berbeda)
2. Peserta didik menyebutkan kejadian dalam contoh percakapan yang diberikan dalam kelompoknya
3. Diberikan UKBM, lihat pada kegiatan belajar 1
4. Secara berkelompok peserta didik mendaftar ungkapan memuji dan kata sifat yang digunakan dalam contoh percakapan yang diberikan
5. Peserta didik menyebutkan ungkapan memuji dan kata sifat yang telah dituliskan dalam daftar
6. Peserta didik memberikan contoh kejadian yang tepat untuk menggunakan ungkapan selain kejadian yang sudah ada dalam contoh percakapan yang diberikan
7. Peserta didik melengkapi percakapan rumpang yang terdapat di UKBM
8. Peserta didik menggunakan ungkapan memberi saran berdasarkan situasi pendek yang terdapat di UKBM
9. Guru menyampaikan materi konseptual mengenai ungkapan memuji

collaboration

communicatio

Kegiatan Penutup

1. Peserta didik diarahkan untuk membuat rangkuman/simpulan pelajaran di papan tulis;
2. Guru meminta peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dan ditulis dalam buku kerja masing-masing;
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
4. Guru memberikan penilaian proses tentang pencapaian kompetensi pada pertemuan dengan pertanyaan soal tes tulis uraian;

Critical thinking

Figure 4.9 Teachers lesson plan 3

Figure 4.9 shows the teacher lesson plan 3 that incorporate collaboration, communication, and critical thinking. In those lesson plan there are three skills of 4C skills.

3. Teachers perception toward the incorporation 4C skills in English lesson plan

From data interview, It is known that teacher perception toward the incorporation 4C skills in English lesson plan begin with teacher understanding about 4C skills it self. Understanding is important for the teacher because it determine the quality of lesson plan and nurturing the lesson plan which is incorporate 4C skills in English lesson plan in their school.

“We have revised lesson plan many times, it is only about technical problem” (T1, Excerpt 2)

Considering about the revision of the lesson plan based on the government regulation.

“Actually, before 4C skills has been launched, we have done the activities that incorporate 4C skills, like discussing, partnership, presentation. before 4C skills has been launched we call it with different term, the government introduce with 5M (Mengamati, menanya, mencoba, menalar, mengkomunikasikan)Observing, asking, trying, reasoning, and communicating”.(T2, Excerpt 3).

Teachers argue that steps that was done by the teacher before incorporating 4C skill is understanding the syllabus, than see the core competencies and basic competencies, than make indicator. Although the understanding of the teacher are different it will make the way to incorporating 4C skills also be different. Based on the finding not all of the teacher is easy to understand the syllabus, some of them confused breakdown the syllabus to be indicators. It is because each teacher has differences in understanding the syllabus, and there are no legitimate standart from the governemet, Figure 4.6 shows that the skills that incorporate in those lesson plan are critical thinking, collaboraton, and communication. In each lesson plan

it can be one, two, or three skills, it can be four too, it depend on the basic competencies.

Now, the 4C skills should explisit in the activity of the lesson plan, we cannot write sepatrely.(T1, Excerpt 12)

Teachers also explaine that the 4C skills should incorporate explisit in the lesson plan. It because the skills have to represent the activity in the class. Consider about the teachers utterance.

The result of the interview has found the generally teacher perception toward the incorporation 4C skills in English lesson plan. There are four perception related with the incorporating 4C skills in English lesson plan based on the interview result. Each perception have close relationship each other. The first perception is understanding the students condition.

“I always imagine the condition of my students in class, because each class must have similarities and differences”(T1, Excerpt 7)

Understanding the students condition is important because it related to enhance the coherence activity in the class. Understanding the students condition include the differences students ability, such as lack of opportunity and lack of confidence. It because each student in the class has different characteristic with another students in another class. Teacher explain another reason why it will be important because understanding the students condition also connect with preparation of activities, determination of learning material, and learning media. Related to the teacher answers, the one of indicators that cause of students of being interested in learning process is whether students actively take a part the learning process. Similarly, teachers also claimed that students' characteristics play an important role in preparing lesson plans:

“Lesson plans should be changed according to the students' characteristics. Since each class has a different structure, you have to make some changes during the practices. If you have a class in which there are students who have learning difficulties, then you should reduce the number of activities. You can explain a subject in a class only once, but

in another class you may need to explain twice or more.”(T1 Excerpt 7)

The teachers indicates that students' characteristics is important factors in preparing lesson plans. Teachers stated that each class has a different structure, which influences the preparation of a lesson plan especially in Incorporating 4C skills to intergrate in the activity. A close teacher statement showed that teacher also mentioned that the presence of students with learning difficulties in a class influences the activities that take place in the teachinglearning process. Teacher said that if the classroom has students with visual intelligence, the teachers should considers this during planning and uses visual tools during the lesson.

The second, teacher perception toward the incorporation 4C skills in English lesson plan is role of learning media stimulation. As a teacher stated aboutRole of media stimulation is important in incorporating 4C skills in English lesson plan because learning media as stimulation tool in learning activity. Without media teacher will be difficult to explaine the lesson

“Usually i bring pictures that was i take from the library, so that students can easily understand what material i teach that day.”

(T1 , Excerpt 8)

For example in incorporating critical thinking in the lesson plan. After teacher design aproprate activity teacher will start choosing the media that support the activity. It also behave in collaborative skill, communication skill, and creativity skill.

The third, teacher perception toward the incorporation 4C skills in English lesson plan is about selecting material.

“We have to match between learning material and technique, each material always have the theqnique” (T1, Excerpt 9)

Based on the interview, teacher perceive that selcting material is important because to gain the 4C skills ability. Actually, teacher explaine that It is not matter of material because material has been provide in the syllabus but rather the development of material will be arrange as what kind of activity. Selecting material and the role of media is one unit so it has closed relationship. It will be so important to be aware as a teacher. In teaching language, the teachers should have the ability to

develope materials. The teachers believe that materials make the learning process easier to achieve the aims and increase students' knowledge and motivation.

The fourth, teacher perception toward the incorporation 4C skills in English lesson plan is time management. In the incorporating 4C skills in English lesson plan teacher should guessing the time allocation in each activity that content 4C skills. Based on the teacher experience, it will be important because time management in lesson plan determine the activity. In incorporating 4C skills in English lesson sometimes teacher has set the time, but in the aplication always over than the time allocation. Considering those reason.

“I have set the time each activity in lesson plan but in the implementation is always over the time. It makes the activity have not finished but the time is up” (T1 . Excerpt 10)

Teachers' argue that in the time management they always face the unexpected activity outside the lesson. It can be the surprise problem in the class.

B. Discussion

The discussion of this study is presented based on the result of findings and also discusses the review of related theory and analysis of the data of the findings. The researcher focuses on the teachers perception when they are incorporating 4C skills in English lesson plan in SMAN 3 Sidoarjo.

The result of the findings related to the teacher perception in incorporating 4C skills in English lesson plan based on the teacher responses. It concludes that most of the teacher has the positive perception toward the incorporation 4C skills in English lesson plan. It because there are no negative statement of the teacher, based on research finding

1. Teachers perception toward the incorporation of 4C skills in English lesson plan

In the research question, researcher looked for information about teachers perception toward the incorporation 4C skills in English lesson plan. The meaning of perception has been stated in the key term that means understanding of something. Richardson highlights three major sources of teachers perceptions and belief. It can be explained that each teacher has differences on educational

background, on how long they have been teaching, on who is being taught, where they teach, what they teach.⁴⁷ According to Chudler, the perception is the awareness familiarity regarding what we senses.⁴⁸ In fact, most attitudes, behaviors, and adjustments are determined by their perceptions. Based on the finding about the perception of the teacher toward the incorporation of 4C skills in English lesson plan, teacher perception influence the design of lesson plan which is made by the teacher. Such as the education background of the teacher will influence the way how they design the lesson plan. Perception is influenced by some factors such as differences on educational background, on how long they have been teaching, on who is being taught, where they teach, what they teach. There are four teacher perception toward the incorporation 4C skills in English lesson plan based on the research finding that will be discuss here. There are :

a. Understanding the students condition

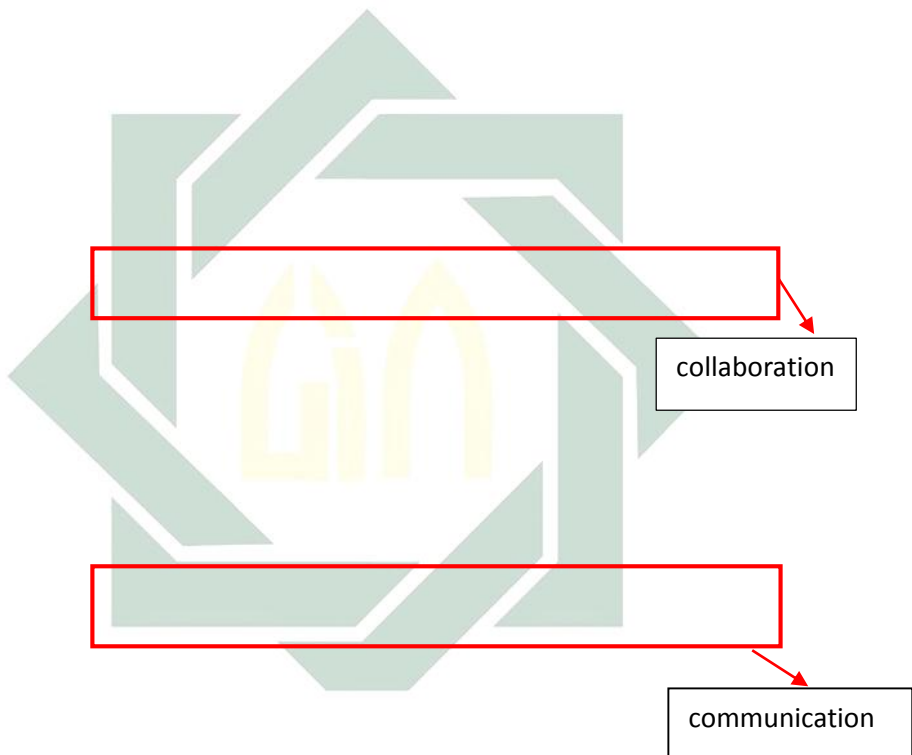
The result of the study indicated that teacher understand the students condition before incorporate 4C skills in English lesson plan. It is important because it related to enhance the coherence activity in the class. Harmer stated before we start to make lesson plan teachers should know the students, knowing the students is a must. As a teacher, we have to do the pre-planning to know the student's need.⁴⁹ Understanding the students condition include the differences students ability such as lack of opportunity and lack of confidence. It because each student in the class has different characteristic with another students in another class. Teacher explain another reason why it will be important because understanding the students condition also connect with preparation of activities, determination of learning material, and learning media. So as a teacher we have to do some observation in the beginning.

Have you got your Bank account

Pertemuan I

H	Langkah – langkah Pembelajaran
	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam, kemudian salah seorang peserta didik memimpin berdoa sesuai dengan agama dan kepercayaan masing-masing. 2. Pendidik menyapa peserta didik dengan bertanya "Bagaimana kabar Anda semua pada hari ini ? sudah siapkah belajar? Apa bekal Anda untuk pembelajaran hari ini ? , Siapa saja yang tidak bisa hadir pada hari ini ? mengapa tidak hadir ? dsb. 3. Guru menyampaikan tujuan pembelajaran dan garis besar cakupan materi serta kegiatan pembelajaran mengenai macam macam bentuk formulir dan cara

47]
48]
49]



Figur 4.7 an analysis of lesson plan

Figur 4.7 shows the activities in the lesson plan that incorporates 4C skills, there are communication and collaboration. In communication, practice for students in written and oral communication in classroom can be incorporated into the regular curriculum.⁵⁰ For example, the teacher asks the students to make a short written like story in oral communication. The teacher corrects their grammatical and also the teacher asks students to tell their story. As with oral communication, teacher gifted students need models of how to effectively communicate their deep thinking in writing.⁵¹ Some types of writing that students may learn to produce are journal entries, formal essays, reviews, opinion pieces, narratives, and summaries.⁵² While education has always emphasized fluent reading, correct speech, and clear writing, there is evidence that students are not mastering these most basic skills.⁵³ So, the student teachers should integrate communication skill to improve students ability in speaking, writing, and to build students confidence. The teacher use creative ways in grouping students.

In collaboration, students collaborate with their group in sharing ideas. The teachers prepare students in part of team and create learning activities.⁵⁴ The teacher also monitoring the students to ensure that the students discuss their work together and the teacher gives feedback to the students to develop students' understanding. On the other hand, according to Barbi Honeycutt using a creative way to divide students into a group

⁵⁰American Meteorological Society, *Incorporating Communication Skill Into Teaching*. 2009. 362

⁵¹Linda Winfree, *Teaching Communication Skill to Gifted Students*. Study.com 2018

⁵²Linda Winfree, *Teaching Communication Skill to Gifted Students*. Study.com 2018

⁵³NEA (National Education Association), *Preparing 21st-century students for a global society ...*13

⁵⁴Mary Burns, *Strategies to Deepen Students Collaboration*. 2016

can help reduce student's anxiety, stress, and uncertainty in what may be a new type of learning experience.⁵⁵

It is important to define some activities that related to the condition of the students and the student need. Teachers should know the syllabus, including the activities, language type, subject and content, and practical realities.⁵⁶ The teacher has followed the steps automatically, although they follow several training to make good lesson plan from the government. Jensen explains that the principle of lesson plan should have a sense of coherence and flow. It means that the lesson plan has coherence activity that can continue in the next activity. A good lesson plan exhibits variety. This variety needs to be present. She also said that a good lesson plan is flexible, all of the teachers can apply that lesson plan in a different class.⁵⁷

b. Role of Learning Media Stimulation.

As a teacher stated about Role of media stimulation is important in incorporating 4C skills in English lesson plan because learning media as stimulation tool in learning activity. Without media teacher will be difficult to explain the lesson. K13 latest revision - Guidelines for the preparation of 2017 revised curriculum. The components of the lesson plan refer to *Permendikbud*. Number 22 of 2016, consisting of the identity Learning resources may be books, printed and electronic media, the surrounding nature, or other relevant learning resources, the learning steps are done through preliminary and closing steps, assessment of learning outcomes.⁵⁸ Based on the teacher explanation in the finding has shown that simply providing students with a rich source of information and an interesting problem is not enough to develop a successful 4C skills in English lesson plan. Students need help in understanding the problem, applying the knowledge they already have or are

⁵⁵Barbi Honeycutt, Creative ways to form a group: <http://barbihoneycutt.com/10-creativeways-to-form-groups/>, 2011

⁵⁶Jones,2004 <https://resources.eln.io/3-reasons-lesson-planning/>, accessed on Thursday, 17 May 2018 at 10.21

⁵⁷ Jones,2004 <https://resources.eln.io/3-reasons-lesson-planning/>, accessed on Thursday, 17 May 2018 at 10.21

⁵⁸ The Government regulation number 21.

acquiring, evaluating their designs, explaining failures and revising, if necessary. They usually need some explicit instruction in using resources, finding information, organizing and communicating ideas, setting goals and assessing their progress. Teachers must encourage student self-assessment, the use of evidence, and collaboration for these approaches to work effectively.⁵⁹it can be help by the role of media stimulation.

c. Selecting material.

Based on the interview, teacher perceive that selcting material is important because to gain the 4C skills ability. Actually, teacher explaine that it is not matter of material because material has been provide in the syllabus but rather the development of material will be arrange as what kind of activity. Selecting material and the role of media is one unit so it has closed relationship. It will be so important to be aware as a teacher. The main focus of the lesson plan is to decide what teachers and students will do in the classroom, to get effective instruction, and to increase students' achievement. As Brown clarified that key questions in planning, he indirectly pointed out the material of a lesson plan. They will be contained of things do you want to learn, including the precise instructional objectives, the most appropriate sequence of the topics and the tasks (procedure) those are based on the syllabus than break down the indicators, the most appropriatemethods, and how should the teaching and learning beevaluated.⁶⁰

Based on the Minister of Education stated some principles of preparation designing lesson plan.⁶¹First, the lesson plan should take individual differences in the lesson of the lesson plan, pay attention in differences of gender, interest, motivation, talent, potential, social skills, emotions, intellectual level, learning styles, special needs, learning speed, norms, values, andenvironment of learners.The second, lesson plan should encourage the active participation of learners The learning process is designed with a focus on the learner to encourage

⁵⁹ Scheilers book ... 42

⁶⁰G. Brown, *Micro Teaching* (London: Methuen and Co. Ltd., 1975), 24.

⁶¹ Ministry of Education and culture regulation number 20

motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning. Third, developing a culture of reading and writing. The learning process is designed to develop a passion for reading, comprehension of various readings, and expression in various forms of writing. Fourth, provide feedback and follow-up, includes the program design of giving positive feedback, reinforcement, enrichment, and remedial. Fifth, the linkages and integrity of the lesson plan should be prepared by taking the interrelations and integration of basic competence, standard competence, learning materials, activities, learning achievement, indicators of competence, assessment, and learning resources in one whole learning experience. The lesson plan is prepared by accommodating learning, cross-alignment subjects, cross-learning aspects, and diverse culture. Sixth, lesson plan should implement information and communication technology that prepared with consideration of implementation of information and communication technology in an integrated manner, systematic, and effective in accordance with the situation and condition.

d. Time management.

In the incorporating 4C skills in English lesson plan teacher should guessing the time allocation in each activity that content 4C skills. Based on the teacher experience, it will be important because time management in lesson plan determine the activity. in incorporating 4C skills in English lesson sometimes teacher has set the time, but in the application always over than the time allocation. Considering those reason. Jon stated The key is time management. A teacher has to time all the activities during the class hours in order to finish the lesson according to the plan. Everything including explanation, examples, and activities have to be timed in a manner that the lesson is not extended for the next class.⁶² so thats why teacher perceive that time management is iportant to be aware in incorporating 4C skills in lesson plan, so that the activity that incorporate in the lesson plan can be efficient.

⁶² Jones, Scarlett 2004. <https://resources.eln.io/3-reasons-lesson-planning/> accessed on Thursday, 17 May 2018 at 10.21

Related to the finding and discussion, in this part also discuss about the similarities and the differences between this research and the previous study. There are 5 previous study conduct by, Asfaw, Widyastono, Anindita, Djuwariyah, and Agnes. Those researcher has similarity in object that was research. The object is lesson plan, and most of the subject from those research is a teacher. Some of the result is different is depend on the factors that cause the research, and the focus of the each researcher.

The first research was conducted by Asfaw, done in 2002 in Kafa Zone. It was conducted by analyzing 25 lesson plans collected from each of 15 teachers teaching English in grade seven, the academic year 2001 in different schools in Ethiopia. The findings of this research showed that most of the lesson plans were not appropriate for successful teaching and learning interaction.⁶³ In this research just conduct in a school and analyze four lesson plans. The focus of the study is different. Asfaw focus on the quality of lesson plan while this research focus on teacher perception in incorporating 4C skills in English lesson plan. The result sure different.

The next research was done by Widyastono in 2011. The research entitled "*Kemampuan Guru Dalam Menyusun Kurikulum Tingkat Satuan Pendidikan*". The researcher wants to get information ability to enact the school-based curriculum. The research was conducted to 150 teachers from Jakarta, Bekasi, Depok, Bogor, and Tangerang. The result of the research indicates that the teachers' ability in writing up the school-based curriculum (syllabus) which encompasses standard competence, basic competence, instructional materials, learning activities, indicators, assessment, time allotment, and learning resource, was quite poor.⁶⁴ That has different with this research, this research does not focus on the quality of the lesson plan but focus on the teacher perception in incorporating 4C skills in English lesson plan.

The following research was conducted by Djuwariyah Ahmad in 2014 entitled "*Understanding the 2013 Curriculum of English Teaching through the Teacher's and Policymakers Perspective*" She explained the constraints to successful implementation of K-13 was found to root in the

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Abebe Asfaw, Thesis: "*An Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone*" (Addis Ababa: Addis Ababa University, 2002).

⁶⁴ Herry Widyastono, Thesis: "*Kemampuan Guru Dalam Menyusun Tingkat Satuan Pendidikan*" (Jakarta: Badan Penelitian dan Pengembangan Kementerian Pendidikan dan Kebudayaan, 2012).

teacher's fixed mindset and within the implementation. In this research shows the newest of Curriculum 2013 which is incorporating 4C skills in English lesson plan. This research has similarity which is take teacher as subject and their perspective.

In Uruguay, Elena Vdovina conducted the research entitled *"Developing Critical Thinking in the English Language Classroom: A Lesson Plan"*. This study investigates how to incorporate critical thinking in a lesson plan. She explained that incorporate the skill in a lesson plan. This research just focus on Critical thinking but in this research focus on a whole of 4C skills that incorporate in English lesson plan.

The next research conducted By Putri Agnes Ainuningsih entitle *"An Analysis of 4c Skills Incorporation in Students' Teaching Practice of English Teacher Education Department Iain Sunan Ampel Surabaya"* This study aims to know how the student teachers incorporate 4C skills and what are the challenges faced by student teaching practice. Based on the findings and the discussion, the research showed that most student teachers incorporate 4C skill, but they have challenges in incorporating written communication skill, creativity skill through stimulates student's creative thinking to collect question, the use digital material in teaching and critical thinking skill in evaluating students' ideas and critical thinking skill through evaluating, identifying and solving the problem.⁶⁵ The research take students teacher as a subject while this research take teacher as a subject. And she does observation while this research without observation. The result is different because she focus on the challenge in incorporating 4C skills in teaching practice while this research just focus on the teacher perception toward the incorporation 4C skills in English lesson plan.

From those previous studies the most of the result has similarities from the subject of the research most of researcher choose teacher as the subject, based on the Djuwairiya's journal stated that root in the successfully K13 implementation is a teacher. And most of the result of those journals stated that the ability of the teacher in designing English lesson plan is very poor and still has a lot of weaknesses. Nowadays, the components of the lesson plan have been revised by the government which is following the newest curriculum. So this research is important to

⁶⁵ Putri Agnes, Thesis: *"An Analysis of 4c Skills Incorporation in Students' Teaching Practice of English Teacher Education Department Uin Sunan Ampel Surabaya"* (Surabaya: UINSA 2018)

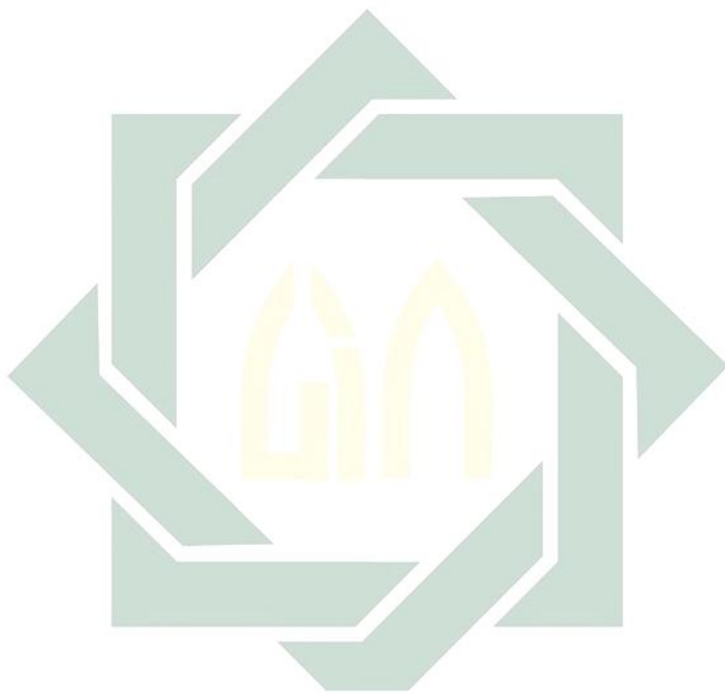
explore the problem faced by the teacher in designing each newest curriculum especially in incorporating 4C skills in the lesson plan.

From those discussion there are no negative perception, or individual assement toward the object or information with negative view from the teacher. It opposite with policy, considering the teacher perception in the lesson plan. Jones explains in his website 3 reasons why lesson plans are important. First, before the teacher makes the lesson planning, it is important to know the aims and of course the objectives of the course being taught to students. A teacher should be prepared well not only to teach the students but also to make sure that the learning process is run well until the end of the class.

Second, the goals and objectives are in place, it is important to make sure that the planned lesson is understandable by the students not only in one class but also in another class. The teacher should prepare different explanation methods for the students to understand the topic easily and sometimes the teacher does this method directly in the classroom is based on the situation in the class, sometimes the reality is so different with the expectation. The easy methods that could include fun activities are through real-life examples or creating some situation related to the topic. Moreover, showing videos or play the audio related to the topic may also assist in better understanding. Including activities related to the lesson is helpful for students to remember the topic being taught.

Third, to assessments and check student understanding of the topic in order to check the understanding after the planning and learning activities, it is important that the teacher makes questions in different ways to check the knowledge and understanding of the topic. It is the teacher's decision to check the understanding orally or in writing. For this question answer session, time is required. The questions have to be preplanned. The teacher should be aware of what she planned for the students to learn so that questions can be drafted accordingly. Also, activities can be planned to check the knowledge and understanding of the matter.⁶⁶ It will happend in a whole skill especially in Incorporating 4C skills in English lesson plan.

⁶⁶ Jones, Scarlett 2004, <https://resources.eln.io/3-reasons-lesson-planning/> accessed on Thursday, 17 May 2018 at 10.21



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this study related to the teachers perception toward the incorporation of 4C skills in English lesson plan. This chapter also contains of the suggestions related of this study for student teachers and next researchers.

A. Conclusion

Based on the data on the research finding, there are can be concluded as four teacher perception toward the incorporatin 4C skills in English lesson plan. the perception are . The first perception is understanding the students condition. Understanding the students condition is important because it related to enhance the coherence activity in the class. Understanding the students condition include the differences students ability such as lack of opportunity and lack of confidence. Role of learning media stimulation. As a teacher stated about Role of media stimulation is important in incorporating 4C skills in English lessson plan because learning media as stimulation tool in learning activity. Without media teacher will be difficult to explaine the lesson. Selecting material is important because to gain the 4C skills ability. Actually, teacher explaine that It is not matter of material because material has been provide in the syllabus but rather the development of material will be arrange as what kind of activity. Selecting material and the role of media is one unit so it has closed relationship. It will be so important to be aware as a teacher. Time management. In the incorporating 4C skills in English lesson plan teacher should guessing the time allocation in each activity that content 4C skills. Based on the teacher experience, it will be important because time management in lesson plan determine the activity.

B. Suggestion

After conducting this study related to the teachers perceive toward the incorporation of 4C skills in English lessson plan, the researcher give the significant suggestions which are stated as follow:

1. Teaching Trainer Department

After conducting this research, the researcher suggest that in the designing in English lesson plan should know well in foundation in teaching practice based on the new curriculum

from the government. Better understanding on the role of English lesson plan as the initial step to develop 4C skills and to bring positive attitude toward English lesson plan to teacher candidate in the future.

2. For the next researcher

Next researcher can develop this current study because this study has a lot of weaknesses. The next researcher can investigate 4C skills from other sources or investigate from different aspects. For the other researcher to inspire next study with the same topic. There are many components in the lesson plan which should be analyzed too. Especially based on the newest curriculum that incorporates learning skill 21st century.



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