

**THE EFFECTIVENESS OF USING 4C-BASED LEARNING IN STUDENTS'  
NARRATIVE WRITING SKILLS AT JUNIOR HIGH SCHOOL**

**THESIS**



**By**

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**FACULTY OF EDUCATION AND TEACHER TRAINING**

**ISLAM STATE UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG**

**2026**

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**to Compile Undergraduate Thesis English Education Department**



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ISLAM STATE UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG**

**2026**

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# LEGITIMATION SHEET

## THE EFFECTIVENESS OF USING 4C-BASED LEARNING IN NARRATIVE WRITING SKILLS AT JUNIOR HIGH SCHOOL


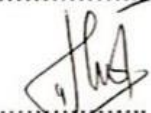

THESIS

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2026 and declared PASS

Accepted as the requirement for the degree of English Language Teaching (S.Pd)  
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Malang, 14 April 2026

Matter : Thesis of Tarisah Nurin Nashirah Permana  
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The Honorable,  
To the Dean of Faculty of Tarbiyah and Teacher Training  
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*Assalamu'alaikum Wr. Wb.*

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Therefore, we believe that the thesis of Tarisah Nurin Nashirah Permana has been approved the advisor for the further approval by the board of examiners.

*Wassalamu'alaikum Wr. Wb.*

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## **APPROVAL**

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Malang, 14 April 20226

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## DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. Should it be found later that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, April 14, 2026

The Researcher



**Tarisah Nurin Nashirah Permana**

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## **MOTTO**

*“Indeed, with me is my Lord; He will guide me.”*

(Ash-Shu’ara: 62)

*From failing, you learn. From success, not so much.*

-Meet The Robinsons

## **DEDICATION**

I dedicate this thesis to my beloved parents: Ibuk, whom I deeply respect and love for her endless patience and tireless dedication to her children; Ayah; my siblings, Afifah, Baihaqi, Tsaabitah, Jauhar, Khairani; and my grandmother, Titi Sunarti. They have all brought color to my life, sharing in both my joys and sorrows. Their sincere prayers have been my guide through every step of this journey.

## ACKNOWLEDGEMENT

All praise is due to Allah SWT for His endless mercy, blessings, and guidance, which have granted the writer the strength, knowledge, and perseverance to complete this thesis. Peace and blessings be upon the Prophet Muhammad SAW, who has guided humanity towards the path of righteousness.

This thesis is submitted in partial fulfillment of the requirements for an undergraduate degree at the English Education Department, UIN Maulana Malik Ibrahim Malang. Throughout this process, the writer has learned the importance of patience, consistency, and sincerity, and expresses sincere gratitude to all who have provided guidance and support.

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si., CAHRM., CRMP., as Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Muhammad Walid, MA., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Maslihatul Bisriyah, M.TESOL., as the head of the Department of The English Education.
4. Farid Munfaati, M.Pd., my supervisor, for her valuable time, guidance, motivation, and support, which have enabled me to complete this thesis.
5. All lecturers in the English Language Education Department, for their valuable knowledge, advice, and experience that have supported me in completing this thesis.
6. Enderwati, M.Pd., the English Teacher at MTsN 2 Mojokerto, who played a significant role in facilitating the data collection process, providing

guidance, assistance, and valuable advice, as well as motivating me throughout the completion of this research.

7. The students of IX F and IX I (Academic Year 2025/2026). Thank you for your cooperation and for being a crucial part of this research journey.
8. My beloved family: Ibuk, Ayah, and my siblings, who have always been my place to return to and rely on, who have never ceased to support, keep me in their prayers, and motivate me throughout every step of my journey.
9. To my beloved Pawon Cempaka family (Budhe Eni, Pakdhe Andi, and Neng Tika), for providing a comfortable home, delicious meals, and endless motivation every day. I also extend my gratitude to the Kepanjen family (Airin, Uti Tin, Tante Arik, Kung Aris and others) for their warmth and support during my visits and throughout this journey.
10. Alya Rihhadatul'asiy, to my best friend of 15 years, for being a wonderful listener and advisor through all my ups and downs. Thank you for your endless motivation, support, and for always keeping me in your prayers, especially during my most challenging moments.
11. Hafizhah Nailah Mumtaz, to my best friend of 11 years, who has stood by me through joys and sorrows. Despite the distance between us, she has never stopped offering her help, support, and prayers.
12. My other dear friends, Salwa, Fatimah, Rofah, Syahidah, Tiara, Hanunah, Azizah, Alya, Rahma, Keisha, and Azka who have given me so much help, and who have shared many memorable moments with me throughout my college years.

13. My ICP 22 friends, my roommates in Room 48 (Nia, Salsa, Kunzita and others) and my TBI 2022 friends whom I cannot mention individually, thank you for your constant support.

14. My beloved tutoring students (Zeline, Raffa, Shalom, Kenzo, Rafael, Javano, Nura, Oliver, and Prisha), who have been part of my journey and have given me so much motivation and encouragement throughout this process.

Finally, the researcher realizes that this thesis is still far from perfect and may contain some limitations. Therefore, constructive suggestions and criticism are highly appreciated for the improvement of this work. It is hoped that this thesis can contribute meaningfully and be beneficial.

Malang, April 10, 2026

**Tarisah Nurin Nashirah Permana**

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## LATIN ARRABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Word

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = Kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ’
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

### B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

### C. Diphthong Vocal

أو = aw

أي = ay

أُو = ū

إِي = ī

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## ABSTRACT

Permana, Tarisah Nurin Nashirah Permana. 2026. The Effectiveness of Using 4C-Based Learning in in Students' Narrative Writing Skills at Junior High School. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

Advisor: Farid Munfaati, M.Pd

**Key Words:** 4C skills, narrative text, writing skills

This study aimed to examine the effectiveness of 4C-based learning (Critical Thinking, Creativity, Collaboration, and Communication) on students' narrative writing ability. This research employed a quantitative method with a quasi-experimental design involving an experimental and a control group. The study was conducted at MTsN 2 Mojokerto, involving class IX F as the experimental group and class IX I as the control group, each consisting of 28 students. Data were collected through pre-tests and post-tests and analyzed using SPSS version 25. Descriptive statistics revealed that the mean score of the experimental group increased from 66.96 to 80.43, while the control group showed a smaller increase from 49.18 to 53.11. As the Shapiro–Wilk normality test indicated that the data were not normally distributed ( $p < 0.05$ ), hypothesis testing was conducted using the Wilcoxon Signed Ranks Test. The results showed significance values of  $p < 0.001$  for the experimental group and  $p = 0.011$  for the control group. Since both values are lower than 0.05, it indicates statistically significant differences in writing scores for both groups, with the experimental group showing more substantial progress. Therefore, it can be concluded that 4C-based learning is more effective than conventional methods in students' narrative writing ability at MTsN 2 Mojokerto.

## ABSTRAK

Permana, Tarisah Nurin Nashirah Permana. 2026. *The Effectiveness of Using 4C Skills in in Students' Narrative Writing Skills at Junior High School*. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Farid Munfaati, M.Pd

**Kata Kunci:** keterampilan 4C, kemampuan menulis, teks naratif

Penelitian ini bertujuan untuk menguji efektivitas pembelajaran berbasis 4C (Critical Thinking, Creativity, Collaboration, dan Communication) terhadap kemampuan menulis teks naratif siswa. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-eksperimental yang melibatkan kelompok eksperimen dan kelompok kontrol. Penelitian dilaksanakan di MTsN 2 Mojokerto dengan melibatkan kelas IX F sebagai kelompok eksperimen dan kelas IX I sebagai kelompok kontrol, masing-masing terdiri dari 28 siswa. Data dikumpulkan melalui pre-test dan post-test serta dianalisis menggunakan SPSS versi 25. Statistik deskriptif menunjukkan bahwa nilai rata-rata kelompok eksperimen meningkat dari 66,96 menjadi 80,43, sedangkan kelompok kontrol mengalami peningkatan yang lebih kecil dari 49,18 menjadi 53,11. Hasil uji normalitas Shapiro–Wilk menunjukkan bahwa data tidak berdistribusi normal ( $p < 0,05$ ), sehingga uji hipotesis dilakukan menggunakan Wilcoxon Signed Ranks Test. Hasil uji menunjukkan nilai signifikansi  $p < 0,001$  untuk kelompok eksperimen dan  $p = 0,011$  untuk kelompok kontrol. Karena kedua nilai lebih kecil dari 0,05, hal ini menunjukkan adanya perbedaan yang signifikan pada hasil menulis kedua kelompok, dengan kelompok eksperimen menunjukkan peningkatan yang lebih besar. Oleh karena itu, dapat disimpulkan bahwa pembelajaran berbasis 4C lebih efektif dibandingkan metode konvensional dalam kemampuan menulis teks naratif siswa di MTsN 2 Mojokerto.

## مستخلص البحث

برمانا، تريسا نورين ناشرة برمانا. ٢٠٢٦. فعالية استخدام مهارات القرن الحادي والعشرين (4C) في قدرة الطلاب على كتابة النصوص السردية بالمدرسة المتوسطة. بحث جامعي، قسم تدريس اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. **المشرفة: فريدة منفعتي، الماجستير**

### الكلمات املفتاحية: مهارات C٤، القدرة على الكتابة، النصوص السردية

تهدف هذه الدراسة إلى فحص فاعلية التعلم القائم على مهارات C٤ (التفكير النقدي، الإبداع، التعاون، والتواصل) في تنمية قدرة الطلاب على كتابة النصوص السردية. استخدمت هذه الدراسة المنهج الكمي بتصميم شبه تجريبي، حيث شملت مجموعة تجريبية ومجموعة ضابطة. أجريت الدراسة في مدرسة MTsN 2 Mojokerto، حيث تم اختيار الصف التاسع (F) كمجموعة تجريبية والصف التاسع (I) كمجموعة ضابطة، ويتكون كل منهما من ٢٨ طالبًا. تم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي، وتم تحليلها باستخدام برنامج SPSS الإصدار ٢٥. أظهرت الإحصاءات الوصفية أن متوسط درجات المجموعة التجريبية ارتفع من ٦٦,٩٦ إلى ٨٠,٤٣، في حين شهدت المجموعة الضابطة زيادة طفيفة من ٤٩,١٨ إلى ٥٣,١١. وأظهرت نتائج اختبار شايبير-ويلك أن البيانات غير موزعة توزيعًا طبيعيًا ( $p < 0.05$ )، لذلك تم استخدام اختبار ويلكوكسون للرتب الموقعة لاختبار الفرضية. وأظهرت النتائج أن قيمة الدلالة كانت  $p < 0.001$  للمجموعة التجريبية و  $p = 0.011$  للمجموعة الضابطة. ونظرًا لأن كلا القيمتين أقل من ٠,٠٥، فهذا يشير إلى وجود فروق ذات دلالة إحصائية في نتائج الكتابة لكلا المجموعتين، مع تحقيق المجموعة التجريبية تقدمًا أكبر. وبناءً على ذلك، يمكن الاستنتاج أن التعلم القائم على مهارات C٤ أكثر فاعلية من الطريقة التقليدية في تنمية قدرة الطلاب على كتابة النصوص السردية في مدرسة MTsN 2 Mojokerto.

# **CHAPTER I**

## **INTRODUCTION**

This chapter includes background of the study, research question, research objective, and research limitation. It concludes with the significance of the research and the definition of key terms.

### **1.1. Background of The Study**

As science and technology continue to grow fast, every part of our lives, including schools, must keep up. In this century, education is key to helping students prepare for global challenges. By learning in a way that relates to the real world, people can grow and help advance technology further. This is why we must keep improving the quality of schools to prepare the next generation. As noted by Septikasari (2018), educational institutions are responsible for teaching students the '4C' skills: creativity, critical thinking, communication, and collaboration.

In relation to the Islamic perspective, the 4C skills that comprise collaboration, communication, creativity, and critical thinking are considered significant elements that are consistent with the teachings offered by the Qur'an. The significance of possessing communications skills is supported by Surah Al-Hajj Verse 30, collaboration skills are supported by Surah Al-Hujurat Verse 10, critical thinking skills are supported by Surah Al-Hujurat Verse 6, while creativity skills are supported by Surah Hud Verse 37. These values form the basis for character building and competency development in students, including in the context of foreign language learning.

## 1. Communication

Verse:

“...وَأَجْتَنِبُوا قَوْلَ الزُّورِ” ٣٠

*It means: “and shun words of falsehood.” (Al-Hajj:30)*

Meaning: This verse emphasizes the importance of maintaining honesty and truthfulness in communication. In the context of communication skills, Islam teaches that every individual must convey messages honestly, clearly, and responsibly. In language learning, communication skills are not only related to speaking or writing skills, but also to the ethical use of language that does not mislead or harm others.

## 2. Collaboration

Verse:

“إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ ۗ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ” ١٠

*It means: “The believers are but one brotherhood, so make peace between your brothers. And be mindful of Allah so you may be shown mercy.” (Al-Hujurat:10)*

Meaning: This verse emphasizes that fellow humans, especially fellow believers, have strong bonds of brotherhood. This value aligns with collaboration skills, namely the ability to work together, respect each other, and solve problems collectively. In learning, collaboration helps students learn to share ideas, respect differences of opinion, and achieve common goals harmoniously.

### 3. Critical Thinking

Verse:

” يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصِحُّوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ “ ٦

*It means: “O believers, if an evildoer brings you any news, verify ‘it’ so you do not harm people unknowingly, becoming regretful for what you have done.” (Al-Hujurat:6)*

Meaning: This verse explicitly encourages a critical attitude in receiving information. The ability to analyze, verify, and evaluate information before making decisions reflects critical thinking skills. In an educational context, students are trained not to accept information at face value, but to think logically, objectively, and evidence-based.

### 4. Creativity

Verse:

” وَأَصْنَعِ الْفُلْكَ بِأَعْيُنِنَا وَوَحْيِنَا وَلَا تُخَاطِبْنِي فِي الَّذِينَ ظَلَمُوا إِنَّهُمْ مُّغْرَقُونَ “ ٣٧

*It means: “And build the Ark under Our ‘watchful’ Eyes and directions, and do not plead with Me for those who have done wrong, for they will surely be drowned.” (Hud:37)*

Meaning: This verse describes God's command to the Prophet Noah to create an ark as a solution to the situation he faced. This demonstrates the value of creativity, the ability to produce something new and useful based on existing guidance and knowledge. When students are encouraged to be creative, they can produce more innovative and original work. This applies directly to how they approach writing narrative texts in the classroom.

These values form the basis for character building and competency development in students, including the background of learning for second language learners.

Additional language skills, especially English, are one of crucial component of education. English serves as an international language used by many countries for global communication. Its status as a universal language has prompted many countries, including Indonesia, to make English part of their national education curriculum. The Indonesian government has even implemented a mandatory 12-year education policy to ensure equitable access to education up to the high school level (Margiyanti & Maulia, 2023). Maduwu (2016) states that is taught in English as a core subject since elementary school through to university. However, the Indonesian people's ability to use English is still relatively low. Indriyani (2022) reports that only about 8% of the population is able to use English properly and correctly. This has prompted the government to designate English as a compulsory subject, as stipulated in Ministry of Education, Culture, Research, and Technology Regulation Number 12 of 2024.

In an effort to cope with global challenges and enhance students' foreign language potential, educators are required to implement innovative teaching practices, particularly through the integration of 21st-century skills. To support this, teachers need to continuously develop their professional competencies by engaging in training, reading educational literature, and participating in discussions with other educators (Rohmana, 2020). This continuous development enables teachers to effectively apply approaches such as 4C-

based learning in the classroom. According to Mahatma (2024), the development of 4C skills is considered the focus in educational reform in a variety of countries. A curriculum designed to highlight the building of critical thinking, creativity, communication, and collaboration skills is believed to prepare students for facing the dynamics of the 21st century (Dahlan, et al., 2024). In Indonesia, the building of 4C skills has been integrated into the implementation of the Merdeka Curriculum, which is oriented toward student-centered learning and character building (Hattarina, 2022). Thus, the integration of 4C skills in teaching English in schools becomes an important strategy to support the comprehensive capabilities of students.

While developing the ability to speak English fluently, there is an expectation that the individual learns how to perform four key skills. These skills include writing, speaking, listening, and reading. The skill of writing becomes particularly important since it reflects one's ability to convey thoughts and ideas clearly and coherently. Yuningsih et al, (2020) explain that writing skills are closely related to students' academic success. Therefore, this skill needs to be mastered optimally. Learning English at the junior high school level uses a text-based approach in the Merdeka Curriculum, one of which is narrative text. Writing narrative texts is an important ability to be developed in order to comply with the mandate of the Merdeka Curriculum to enhance literacy through the mastery of various kinds of texts.

Research on the application of 4C skills—Critical Thinking, Creativity, Collaboration, and Communication—has been widely conducted in the context of English as a Foreign Language (EFL) learning (Muharam et al., 2025; Tran,

2021; Kapkır, 2024; Barseghyan, 2022; Erdoğan, 2019). Some studies have focused on the implementation of 4C skills at the elementary and secondary school levels (Muharam et al., 2025; Tran, 2021), while others have examined their application in higher education (Kapkır, 2024; Barseghyan, 2022). In addition, several studies emphasize the role of 4C skills in 21st-century English teaching (Erdoğan, 2019).

However, most of these studies discuss 4C skills in broader EFL contexts and primarily focus on their implementation or teachers' perceptions rather than measuring their effectiveness on specific language skills. Therefore, there is still limited research that examines the effectiveness of 4C-based learning on students' narrative writing ability, especially at the junior high school level.

Therefore, this study aims to evaluate the effect of 4C-based learning on narrative writing among junior high school students. Specifically, it explores how students apply critical thinking, creativity, communication, and collaboration in their writing tasks, as well as measures the effectiveness of this approach in students' narrative writing ability.

## **1.2. Research Question**

In line with the background of the problem, the researcher has established research question as follows: Do the students achieve better in learning narrative text using 4C-based learning than those in conventional classroom using lecture method?

## **1.3. Research Objective**

This study aims to measure how effective 4C-based learning are towards students writing skills in narrative text based on the research question.

#### **1.4. Research Limitation**

The research aims to examine the effectiveness of 4C-based learning in shaping students' narrative writing ability. This makes the study important, as it focuses on a specific language skill. The study is limited to ninth-grade students at MTsN 2 Mojokerto who are learning narrative text. This limitation is intended to determine the effectiveness of 4C-based learning in influencing students' narrative writing ability.

#### **1.5. Significance of The Research**

This study intends to benefit its readers. The target audience is the education fraternity and other researchers. This current segment outlines the benefits that the readers can derive from the study.

1. For teachers

This study is expected to provide a practical reference for implementing 4C-based learning in teaching narrative writing. It can help teachers design more interactive and student-centered learning activities by integrating critical thinking, creativity, communication, and collaboration into classroom practice.

2. For other researchers

This study may serve as a reference for future research related to 4C-based learning. Although this study has limitations in focusing only on narrative writing and a specific group of students, it can provide a foundation for further studies that explore the effectiveness of 4C-based learning in different contexts, skills, or research designs.

## **1.6. Definition of Key Terms**

The research provides several key terms to clarify the meanings of important concepts used in the study, with the aim of preventing any potential misunderstandings related to the terms discussed to the following research.

1. 4C-based learning (Critical Thinking, Communication, Creativity, and Collaboration) is a student-centered approach in which students actively participate and work collaboratively to complete tasks or projects. Through this process, students share and discuss ideas within their groups, which encourages critical and creative thinking as well as develops their communication and collaboration skills.
2. Writing is defined as the process of producing written texts that involves planning, organizing, developing, and revising ideas to create coherent and communicative narrative texts. It is considered a productive skill in which students use language in a structured manner, combine linguistic elements, and apply higher-order thinking skills, including 4C skills (critical thinking, creativity, collaboration, and communication).
3. Narrative text in this study refers to stories—both real and imagined—that follow a chronological timeline to engage or teach the reader. It is characterized by its three main parts: orientation, complication, and resolution. Additionally, it typically uses linguistic tools such as action verbs, the past tense, and time markers to organize the story.

## **CHAPTER II**

### **LITERTURE REVIEW**

This chapter presents a relevant theoretical foundation to help researcher answer the research questions. The material covered includes the theoretical framework, 4C skills, writing skills, and narrative text. Furthermore, this chapter examines how the model can be applied through a discussion of previous studies.

#### **2.1 Theoretical Framework**

Learning English at the junior high school level requires not only an understanding of the material but also the ability to produce text independently. Writing narrative text is a particularly complex skill for students, as it requires students to develop ideas, structure a story, use appropriate language structures, and maintain cohesion between sections of the text (Rosyida et al., 2023). However, in practice, many students experience difficulties, such as limited ideas and vocabulary, grammatical errors, and a lack of ability to construct a coherent narrative. This demonstrates that learning to write is not solely about language mastery but also involves thinking processes and supportive learning interactions.

Effective and relevant learning processes are required to meet the demands of the 21st century. In addition to digital literacy, students need to develop essential soft skills, including critical thinking, creativity, communication, and collaboration, commonly referred to as 4C skills. These skills are considered crucial for students to face global challenges and to achieve better life outcomes (Nurhayati et al., 2024). Therefore, these competencies need to be integrated

into the learning process. One way to achieve this is through the implementation of 4C-based learning.

The four 4C skills are interrelated and play a crucial role in supporting students' narrative writing skills. Creativity encourages students to generate interesting ideas, while critical thinking helps them analyze topics, identify conflicts, and construct a coherent storyline. Communication enables students to convey ideas clearly both orally and in writing, while developing interpersonal skills (Morreale et al., 2017). Meanwhile, collaboration provides opportunities for students to exchange ideas, provide feedback, and collaborate to refine and perfect their writing. These skills are mutually supportive, with collaboration influenced by the quality of communication and trust between members, and creativity also involving the process of communicating ideas within a teamwork context (Thornhill-Miller et al., 2023).

Using 4C skills in the classroom makes the learning process more active and meaningful (Realitawati et al., 2024). Because of this, applying these skills is expected to boost how well students write narrative texts. In this research, the 4C skills are treated as the independent variables that affect narrative writing, which is the dependent variable. The idea is that better use of 4C skills will lead to higher quality writing from the students.

## **2.2 Writing Skills**

This section presents an explanation of the definition, purpose, components, and context of EFL related to writing.

### **2.2.1 Definition of Writing**

Writing is often seen as one of the most challenging language skills to master, yet it remains one of the most vital for students to learn. This skill involves coherence of ideas, correctness of grammar, proper vocabulary, and clarity and logic in sending messages. In English learning, writing skills not only function as a way to appraise students' cognitive abilities but also as an expressive medium of thoughts, feelings, and imagination. According to Yuningsih et al. (2020), writing ability is closely related to students' academic success, so that writing ability needs to be mastered optimally. In contrast, writing skills for foreign language learners are a challenge because they must be able to express their ideas using a language they do not yet master. Writing lessons in schools should focus on more than just the final text; they should also encourage creativity, critical thinking, and the ability to express ideas clearly. This approach integrates writing development with 21st-century skills, making students' writing more relevant to modern demands.

### **2.2.2 The Purpose of Writing in English Learning**

Writing plays an important role in how we learn and communicate. Essentially, it serves as a way to express our thoughts and perspectives. By writing, people can pass on information, tell stories, and build arguments in a structured format that is clear to the reader.

In an educational context, writing plays a crucial role in developing students' cognitive and linguistic abilities. It helps them organize their thoughts, structure information logically, and use language accurately.

Writing encourages students to reflect on their knowledge, deepen their understanding of a topic, and communicate ideas effectively. However, writing is also considered a complex skill, as students often experience difficulties in various stages of the writing process, such as generating ideas, organizing content, and revising their work due to limitations in vocabulary, grammar, and coherence (Bisriyah, 2024). In fact, learning writing skills by drawing on references from various texts, including combining complementary information or interpreting conceptually difficult material, is a challenging skill and requires in-depth attention, even for native speakers (Grabe & Zhang, 2013).

Furthermore, writing activities also serve as a means of evaluation. Through various writing assignments, teachers can assess students' understanding, creativity, and use of language skills, while also observing their strengths and weaknesses to provide more appropriate feedback. Overall, writing is not only a communication tool but also supports the learning process, strengthens critical thinking skills, and helps students develop academic competencies and practical skills needed in real life.

### **2.2.3 Components of Writing**

Pratiwi et al. (2023) categorize writing skills into five main pillars: content, organization, vocabulary, grammar, and mechanics. 'Content' refers to the depth and clarity of the message, while 'organization' ensures the text is logically structured. Furthermore, 'vocabulary' focuses on the range of words used, 'grammar' involves linguistic accuracy, and 'mechanics' address the technical side, such as spelling and punctuation

marks. These five components form the basis for assessing students' writing skills.

#### **2.2.4 Writing in EFL Context**

For foreign language learners, writing is often a challenge because they are required to express their ideas in a language they have not yet fully mastered. According to Negari (2011), writing is a difficult skill, especially for learners who use a second language or foreign language in an academic context, because they often do not have a sufficient understanding of how to develop ideas in writing. In the context of English language learning in Indonesia, writing skills are often used as an indicator of students' academic ability, but they are also one of the most difficult skills to achieve. Therefore, writing instruction in schools needs to focus not only on the final product in the form of written text, but also on critical thinking, creativity, and the ability to communicate ideas effectively.

#### **2.2.5 Writing Process**

Writing is process of involving several interrelated stages. The process-based approach views writing as a gradual development, from generating ideas to producing a final piece of writing ready for publication (Sulastri, 2020). While a product-based approach emphasizes the final text, the process approach focuses on the development of writing skills. This is particularly relevant for MTs students, as it provides a systematic framework for learning. Rather than demanding perfection from the start, this approach guides students through various phases, specifically pre-writing, drafting, revising, editing, and publishing.

The stage of pre-writing is the initial stage that aims to help students find and improve ideas before starting to write. At this stage, pre-writing can be understood as the discovery stage in the writing process, where students begin to understand and internalize the topic to be written so that their ideas become more focused (Rohman, 1965). At the level of junior high school, this activity can be done through brainstorming, creating vocabulary lists, creating concept maps (mind mapping), answering guiding questions, or discussing images related to the topic. This stage is important because many students experience difficulty in starting to write due to limited ideas and vocabulary. Through pre-writing activities, students can determine the topic, formulate the main idea, and gather relevant vocabulary so that they are better prepared to enter the writing stage.

After that, students enter the drafting stage, which involves putting their ideas into written form for the first time (Johnson, 2008). At this stage, students focus on conveying their ideas without overly worrying about grammatical or spelling errors. The main emphasis is on developing ideas according to the predetermined topic. For students drafts typically take the form of simple paragraphs consisting of one main sentence (topic sentence) and several supporting sentences. Language errors at this stage are considered a natural part of the writing process because the main goal is to develop ideas fluently.

The next stage is revising, which involves reviewing the content of the writing to improve and develop ideas. At this stage, students can add

unclear information, delete irrelevant sections, or restructure sentences to make them more coherent and logical. After completing the first draft, students generally revise and edit, either independently or through peer feedback (Maolida & Mustika, 2018). Revisions focus on the content and organization of the writing, not on grammatical errors. In junior high school, revisions can be made through feedback from teachers or peers using simple guidelines.

Once the content of the writing is deemed satisfactory, students undertake the editing stage. At this stage, attention is directed to linguistic aspects such as grammar, spelling, capitalization, and punctuation. Unlike revision, which focuses on content, editing emphasizes accuracy. Teachers can assist students by providing correction symbols or simple checklists to facilitate the editing process. Through the revision and editing process, students demonstrate improvements in writing structure, word choice, and content coherence (Maolida & Mustika, 2018).

The final stage is publishing, which involves presenting the final written work to readers. Publication is not limited to printing the work in a formal format such as a journal, but also includes conveying the work to other parties, such as teachers, friends, or the learning environment (Williams, 2003 cited in Abas & Abd Aziz, 2018). At the MTs level, publication can be done simply, for example by reading the work in front of the class, posting the work on a display board, or submitting it as a final assignment. This stage is important for increasing student motivation and self-

confidence because they feel that their writing is valued and has a communicative purpose.

## **2.3 Narrative Text**

This section provides a detailed overview of narrative writing, covering its definition, objectives, and generic structure. Additionally, the researcher discusses its linguistic features and the criteria used for assessment.

### **2.3.1 The Definition of Narrative Text**

Text that presents series of events in a structured manner to entertain, inspire, or convey a moral lesson for the reader is narrative text. In general, narrative texts take the form of imaginative or fictional stories, although in some cases they can also be based on real or factual events (Sulistyo, 2013). Lubis (2016) adds that in learning narrative texts, students are trained to express ideas both from everyday experiences and from fictional imagination. Narrative texts are generally set in the past and are used in language learning because it can help students develop writing creatively and improve critical thinking skills through the development of plot, characters, and story settings.

### **2.3.2 The Generic Structure of Narrative Text**

To build a cohesive story, narrative texts follow a specific arrangement that involves an orientation, a complication, a resolution, and a final reorientation. This structure ensures the narrative is logical and engaging for the reader.

1. Orientation

This section introduces the story, including the characters, time, and place where the events take place. The aim is to create an initial atmosphere that attracts readers and helps them understand the context of the story.

2. Complication

This section describes the series of events and conflicts experienced by the main characters. Complications add tension and make the plot more engaging, as the characters must overcome various obstacles to achieve their goals.

3. Resolution

This section explains how the character resolves the problems or conflicts that arose earlier. A good narrative should provide a satisfying ending for the reader.

4. Reorientation

This section usually contains a reaffirmation or summary of the story, as well as conveying the moral message or values that can be learned from the story.

### **2.3.3 The Language Features of Narrative Text**

In addition to structure, narrative text has distinctive linguistic characteristics. According to Derwianka in Nugraha (2020), the linguistic characteristics of narrative text include the use of specific participants such as characters in a story, adverbs of time, past tense verbs, the dominant use of action verbs, and temporal conjunctions that indicate chronological

order. In addition, narrative texts usually use the past tense and contain relational and mental processes that describe feelings, thoughts, or relationships between characters. Narratives also have several other linguistic features, such as the use of descriptive language to enrich and develop the story by creating vivid images in the reader's mind. The narrator in a narrative text can use the first person (I, we) or third person (he, she, they) point of view according to the needs of the story.

*Table 2.3 The Example of Narrative Text*

Title	House of the Three Pigs
Orientation	In a small village, there lived three pigs who opted to build their own homes. The first pig created a home made of straw, which is quite easy but fragile. The second pig establishes a home made of wood, which provides a degree of strength but is still fragile. The third pig chose a sturdy rock, ensuring the three's safety from the snorts of the big bad wolf, guaranteeing their safety forever.
Complication	One day, a wolf came and tried to break into the first pig's house. He said, "Open the door, or I'll blow your house down!" He easily tore down the straw house, and the first pig escaped to his brother's wooden house. Not long after, the wolf also came to the wooden house and said, "I'll definitely tear this house down too!" The two pigs were frightened and

	ran to the third house, which was made of stone. The wolf tried again and again, but the stone house remained strong.
Resolution and Reorientation	Finally, the wolf gave up and left, saying, "I'll never get into that stone house!" while the three pigs remained safe in their stone house. From this experience, they learned that hard work and diligently building something will provide protection and security. The three pigs lived peacefully, always helping each other in the face of challenges.

With these characteristics, narrative text not only serves as a means of entertainment, but also take part in improving students' writing skills, expanding their vocabulary, and training them to compose coherent, creative, and meaningful texts.

## **2.4 4C Skills**

The researcher presents a number of explanations regarding the definition, advantages, and application of 4C skills in writing teaching activities within this chapter.

### **2.4.1 Definition of 4C Skill**

In the modern era, schools must prepare students for more difficult global hurdles. To guide this, the Partnership for 21st Century Learning (P21) originally identified 18 essential skills (Kids, 2019). However, since that list was quite long and complex, Roekel (2012) condensed them into four main competencies, now commonly called the 4C skills: critical thinking, communication, collaboration, and creativity.

Critical thinking skills are basic skills that are essential when it comes to problem solving. This is because critical thinking skills are essential for a student to recognize the root cause of a problem and come up with a solution. Critical thinking skills can be acquired in more than one subject. In this regard, teachers play a crucial role in designing learning that helps students practice and improve their critical thinking skills (Zubaidah, 2018).

Collaboration can be defined as the active involvement of students in a coordinated effort to achieve common goals and solve problems collectively (Hidayati et al., 2021). Collaboration occurs when two or more individuals work together to achieve mutually beneficial outcomes. Collaboration not only strengthens academic learning outcomes, but also fosters leadership and mutual respect among students.

Creativity skills are the ability to use new and original methods to solve problems, generate ideas, and generate innovation. Students with these skills are able to view a problem from multiple perspectives and find previously unthinkable solutions.

Communication skills refer to the skills that people use to communicate ideas, knowledge, or information from one person to another, either verbally or in written form. These skills help a person express themselves clearly and effectively so that the message is well understood by the listener or reader (NEA in Zubaidah, 2018).

Various researchers emphasize that the 4C skills are needed skills for students to face the problems of the modern era (Erdogan, 2019; Halverson, 2018; Pardede, 2020; Ratminingsih, 2024).

#### **2.4.2 Advantage of 4C Skill**

According to Tran (2021), English lessons need to include diverse activities and meaningful experiences that encourage students to think deeply. This approach does more than just help students express their ideas clearly through speech or writing; it also teaches them to grasp complex viewpoints, use modern technology, and collaborate creatively with their peers. Consequently, it is vital for educators to recognize the importance of 21st-century competencies, and the curriculum should be updated to reflect these modern requirements.

Implementing 4C skills in writing offers significant advantages for students. Critical thinking allows them to evaluate data and find effective solutions, while creativity encourages the production of original and innovative ideas. Furthermore, communication skills help them express their opinions persuasively, and collaboration teaches them how to cooperate in diverse teams to reach shared objectives. Ultimately, these four competencies do more than just improve grades; they equip students to be resilient, self-reliant, and ready for real-world challenges.

#### **2.4.3 The Use of 4C Skills In Teaching Writing**

The application of 4C skills plays an important role in helping students understand the various materials presented in the Merdeka Curriculum (Ratminingsih et al, 2021). In particular, these skills are very useful in

learning to write narrative texts, because students are not only required to understand the structure and content of the text, but also to express their ideas creatively. In this process, communication and collaboration are key for students to discuss, exchange opinions, and provide feedback on each other's writing. Meanwhile, critical thinking skills are needed to analyze ideas, storylines, and messages to be conveyed, while creativity is needed to produce original, interesting, and meaningful stories. Thus, the application of 4C skills not only helps students master narrative texts in accordance with curriculum requirements but also equips them with essential skills that can be applied in various academic situations and everyday life.

#### **2.4.4 The Role of 4C Skills in Narrative Writing**

In the 21st century, the development of writing abilities is closely linked to the mastery of the 4C skills: critical thinking, creativity, communication, and collaboration. These competencies are essential not just for creating written work, but also for fostering higher-order thinking. Specifically in narrative writing, the 4C skills play a major role in enhancing both the overall quality and the organization of a student's story. This is evident in students' improved ability to develop main ideas and organize their writing more systematically through the application of 21st-century learning skills, particularly through collaborative activities and group work (Ramasamy et al., 2023).

Critical thinking plays a vital role in enabling students to build a logical and consistent plot. Inggriyani and Fazriyah (2018) state that those with

strong critical thinking abilities can carefully process and summarize information before presenting it responsibly in their writing. When crafting narrative texts, this skill helps students navigate essential structures like orientation, complication, and resolution. Through critical thinking skills, students can determine the sequence of events, develop story conflicts, and construct plausible resolutions. This skill helps students produce more structured and less confusing stories.

Creativity is a crucial element in narrative writing because narrative texts are closely related to imagination and idea development. Similarly, Faidah and Jaya (2025) state that narrative writing activities can train students' creative thinking skills. Through creativity, students are encouraged to create engaging characters, settings, and storylines. In a learning context, creativity helps students develop simple ideas into more vivid and meaningful stories, whether based on personal experiences or fiction.

Collaboration also take a crucial role in improving narrative writing ability. Collaborative skills refer to students' involvement in authentic and purposeful cooperative learning, both individually and as part of a group, to jointly construct new ideas and knowledge (Fianti et al., 2019 as cited in Ramasamy et al., 2023). In practice, collaboration can occur through group discussions, brainstorming activities, or providing peer feedback, allowing students to exchange ideas and correct shortcomings in their writing. This process not only upgrade the quality of writing, but also helps students become more confident in writing.

Meanwhile, communication skills are reflected in students' ability to convey stories clearly and easily understood by readers. Writing narrative texts is not just about recounting events, but also conveying messages effectively. Therefore, students need to be able to choose appropriate vocabulary, construct sentences coherently, and maintain continuity between sections of the text. Similarly, Suraidirman and Harimurti (2025) found that students showed progress in understanding narrative texts, constructing stories coherently, and expressing personal ideas and experiences both orally and in writing with greater confidence. These findings indicate that a narrative-based literacy approach serves not only as a language learning tool but also as a medium for strengthening students' interpersonal communication and self-expression.

Thus, integrating the 4C skills into narrative text learning can support the more comprehensive development of MTs students' writing abilities. Implementing the 4C skills not only improves the quality of the narrative texts produced but also develops thinking skills and 21st-century skills relevant to current learning needs.

#### **2.4.5 4C-Based Learning Approach**

4C-based learning is a student-centered approach that integrates four essential 21st-century skills: critical thinking, communication, collaboration, and creativity into the learning process. This approach encourages students to be actively involved through group work, discussions, and problem-solving activities, so they do not only receive information but also construct their own understanding (Ratminingsih et

al., 2021). Critical thinking is reflected when students search for and analyze relevant information, while communication appears during discussions and presentations where students share ideas and respond to feedback.

In addition, collaboration can be seen when students work together in groups, divide tasks, and support each other in completing activities. Creativity is shown when students develop ideas and turn them into meaningful outputs, such as writing texts or presenting their work in interesting ways. By combining these four skills, 4C-based learning creates a more active and meaningful learning environment and helps students develop both academic abilities and important competencies needed in the 21st century (Ratminingsih et al., 2021).

## **2.5 Previous Study**

Various research studies have discussed the use of 4C skills in English language learning. Erdoğan (2019) emphasizes that the integration of 21st-century skills, including 4C skills, is essential in EFL education. The study highlights the importance of incorporating critical thinking, creativity, communication, and collaboration into classroom activities to meet the demands of modern learning. The findings suggest that teachers should implement interactive and relevant learning strategies to support students' development.

Similarly, Tran (2021) conducted a qualitative study in Vietnam to investigate teachers' perceptions of 4C skills in English teaching. The results show that teachers are highly aware of the importance of 4C skills and actively

try to integrate them into their teaching. However, the study mainly focuses on teachers' perceptions rather than measuring students' learning outcomes.

Furthermore, Barseghyan (2022) used a mixed-methods approach to examine the implementation of 4C skills in English learning in Armenia. The findings indicate that both teachers and students have positive responses toward the use of 4C skills, as students become more active and engaged. However, the study suggests the need for further experimental research to measure the impact of 4C skills on specific language abilities.

In addition, Kapkır (2024) explored the integration of 4C skills in EFL learning using a qualitative approach. The study found that 4C skills were successfully implemented; however, it was limited to a small sample and a single institution. Therefore, further research using a quantitative approach with a larger sample is recommended.

Meanwhile, Muharam et al. (2025) analyzed the implementation of 4C skills in the Merdeka Curriculum using a qualitative method. The findings show that the implementation of 4C skills is influenced by teacher readiness, student motivation, and learning environment. However, the study also highlights limitations in terms of facilities and teachers' understanding.

Based on the previous studies, it can be seen that most research focuses on the general implementation of 4C skills and mainly uses qualitative approaches to explore perceptions and classroom practices.

However, most previous studies focus on the general implementation of 4C skills and predominantly use qualitative approaches to explore perceptions and classroom practices. In addition, limited attention has been given to

specific language skills, particularly writing, and more specifically narrative writing. Therefore, there is a need for quantitative research that examines the effectiveness of 4C-based learning on students' narrative writing ability.

## **CHAPTER III**

### **METHODOLOGY**

This chapter outlines the research methodology used as the basis for conducting the study. The discussion includes research design, research population and sample, variables, research instruments, instrument validity and reliability testing, data collection techniques, data analysis techniques, and hypothesis testing.

#### **3.1 Research Design**

A quantitative method with a quasi-experimental design was applied in this study, involving pre-test and post-test measurements for the experimental and control groups. According to Rukminingsih et al. (2020), this type of design requires participants to be divided into two groups: the experimental group and the control group. Both groups received different treatments. For this reason, the control group did not receive any specific treatment, while the experimental group received instruction using 4C-based learning in the context of narrative text.

Both groups first take a pre-test where students were required to write a narrative text. Therefore, a baseline could be established of writing performance before treatment. Then, both groups undergo two sessions of instruction on the same content as the pre-test. This was done differently for each group: the experimental group received treatment in the form of 4C-based learning, while the control group received conventional instruction. The subjects then took a post-test, which included a narrative writing task. Pre- and post-test results indicated how junior high school students perform on a narrative writing task after the 4C-based learning have been applied.

The effectiveness of the 4C-based learning can be determined when the post-test results of the experimental group exceed both the control group's scores and their own pre-test scores in narrative writing.

A quasi-experimental design was chosen because the research conducted in a school environment, where the researcher cannot randomly assign participants to groups. This design allowed the researcher to objectively compared the results between the experimental and control groups without changing the existing class structure. In addition, this design is suitable for measured changes in students' writing skills before and after the treatment.

The following table illustrates the design of quasi-experimental research presented by Rukminingsih, et al (2020).

*Table 3. 1 The Design of Study*

Sample	Group	Pre-test	Treatment	Post-Test
Non Random	Ex	YE1	X1	YE2
Non Random	Co	YC1	X2	YC2

Here are the details describing the content of the design table provided above:

Ex : Group Experiment

Co : Group Control

YE1 : Group Pre-test Experiment

YC1 : Group Pre-test Control

X1 : Treatment class experiment (using 4C-based learning in learning process)

X2 : Treatment class control (conventional learning)

YE2 : Group Post-test Experiment

YC2: Group Post-test Control

### **3.2 Research population and sample**

Determining sample size and statistical power in quasi-experimental research was very important because it directly affected the validity of the research results. In addition, determining the research population helped in defining the boundaries of the study, provided an overview of the context and environment of the research, and allowed researchers to focus on specific areas in accordance with the defined scope (Hossan & Jaharuddin, 2023). The population in this study consisted of two class in grade IX of MTsN 2 Mojokerto students, who were divided into two groups, namely the experimental group and the control group.

The sample in this study consisted of two classes from IX grade at MtsN 2 Mojokerto, namely class F which was designated as the experimental group, and class I, which designated as the control group, each consisted of 28 students, and they were selected using the technique *simple random sampling*.

### **3.3 Variable**

The study has two types of variables: independent and dependent variables. An independent variable refers to factors that affect the outcome or result of the experiment (Creswell, 2016). The independent variable in this study is the use of 4C—critical thinking, creativity, communication, and collaboration—in the teaching of writing narrative texts.

The dependent variable is a variable that is influenced by the independent variable (Cresswell, 2016). In other words, this variable was the result or consequence that emerged as an impact of the treatment given through the independent variable. In this study, the dependent variable was students'

narrative writing ability, which was measured through pre-test and post-test results to see the extent to which the application of 4C-based learning affected the students' narrative writing ability.

### **3.4 Research Instrument**

Research instruments are tools used to measure phenomena, both natural and social, in a targeted and specific manner (Sugiyono, 2017). The phenomena measured in research are referred to as variables. In this study, the researcher used an instrument in the form of a written test which included a pre-test (conducted before treatment) and a post-test (conducted after treatment). By comparing the scores of the two tests, the level of effectiveness of the using 4C-based learning on students' narrative writing abilities were determined. The material used in this study was narrative text.

In addition, the researcher adapted the Brown Assessment Rubric to the scoring system. The Brown Rubric is an assessment framework used to listen to students' essays through a grouping and scoring process. Brown (2004) classifies responsive and extensive assessment models into three main categories: holistic, key features, and analytical. The reason this study utilized the analysis model is that this model covered five key aspects which included organization, development of logistics for ideas, grammar, punctuation and spelling, and style of expression. Using this analysis model helped to identify areas that require further improvement.

Table 3. 2 Scoring Rubric Writing test (Brown et al, 2004)

Aspect	Description	Score	Weighting
Content (C)	The topic is clear, the details are appropriate also directly related to the core of the discussion, and very well defined.	4	3x
	The topic is quite clear, but some of the details have little to do with the main topic, and well defined.	3	
	The topic is broad and clear, but the details provided are not appropriate or do not support the topic.	2	
	The matter is not clear, and the specifics that are offered do not appear relevant to the conversation.	1	
Organization (O)	The identification is complete and the description is arranged in a good order and uses appropriate conjunctions.	4	2x
	The identification is almost complete, and the explanation is structured with a fairly clear flow and nearly accurate conjunctions.	3	
	The identification is incomplete, and the description still contains several errors in the use of conjunctions.	2	
	The identification is very limited, and there are many errors in the construction of the description and conjunctions.	1	
Grammar (G)	Grammatical errors are very few and do not affect comprehension of the text.	4	2x
	There are a few grammatical errors, but they do not detract from the overall meaning of the text.	3	
	There are quite a few grammatical or sentence structure errors.	2	

	There are many grammatical and structural errors that make it difficult to understand.	1	
Vocabulary (V)	Word choice is appropriate, with appropriate form and effective use in context.	4	1,5x
	There are some errors in word usage or word form, but they are still understandable.	3	
	Some words are used in a confusing way, reducing clarity of meaning.	2	
	Vocabulary is very limited and difficult to understand.	1	
Mechanics (M)	The text is correct in spelling, punctuation, and capitalization.	4	1,5x
	There are occasional minor errors in spelling, punctuation, or capitalization.	3	
	There are a number of spelling, punctuation, or capitalization mistakes.	2	
	There are many spelling, punctuation, and capitalization mistakes throughout the text.	1	

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 100$$

The formula represents a scoring system calculated through a mathematical equation. In this formula, (C, O, G, V, and M) function as numerical variables, each representing a specific score. In this equation, the values of (V and M) are multiplied by (1.5), then added together with the value of (C) multiplied three times, and (O and G) multiplied two times each. The total of all components is then multiplied by 100 and divided by 40. Overall, this formula used as a method for calculating scores, which can be applied to assess performance or results in an assessment context.

### **3.5 Validity of Test Instrument**

Validity refers to the extent to which an instrument measures what it is intended to measure (Kimberlin & Winterstein, 2008). This study applied content validity and construct validity.

Content validity was used to ensure that the test materials and scoring rubric were aligned with the learning objectives of narrative writing. Construct validity was applied to ensure that the instrument accurately measured students' writing ability through relevant aspects such as organization, grammar, and vocabulary. To ensure validity, the instrument was reviewed by an English teacher as an expert.

### **3.6 Data Collection Technique**

This study employed a quantitative approach in collecting the data. The process began with a preliminary observation at MTsN 2 Mojokerto to obtain initial information related to students, class conditions, and learning materials. After that, the researcher developed a research instrument in the form of a narrative writing test. Before being used in the main study, the instrument was reviewed by an English teacher to ensure its clarity, relevance, and suitability with the learning objectives through expert judgment.

After the instrument was considered appropriate, it was administered as a pre-test to both the experimental and control groups to measure students' initial ability in writing narrative texts. During the treatment phase, the experimental group was taught using a 4C-based learning approach, which integrates critical thinking, creativity, communication, and collaboration into the learning process. Meanwhile, the control group was taught using conventional teaching

methods. After the treatment, a post-test was administered to both groups to measure students' improvement in narrative writing ability.

The data obtained from the pre-test and post-test were then analyzed using descriptive statistics to describe students' performance. A normality test using the Shapiro–Wilk test was conducted to determine whether the data were normally distributed. Since the data were not normally distributed, the Wilcoxon Signed Ranks Test was used to analyze the differences between pre-test and post-test scores in both groups.

*Table 3.3 Treatment Design of Control Class and Experimental Class*

Meeting	Control	Experimental
1 (first)	Observation.	Observation.
2 (second)	Pre-test writing narrative text about fables.	Pre-test writing narrative text about fables.
3 (third)	Learning to write narrative text using conventional methods.	Learning to write narrative texts integrated with 4C-based learning.
4 (fourth)	Learning to write narrative texts using conventional methods.	Learning to write narrative texts integrated with the 4C-based learning.
5 (fifth)	Post-test writing narrative text about fables.	Post-test writing narrative text about fables.

To determine the effectiveness of the 4C-based learning, the data obtained from the pre-test and post-test were analyzed. First, a normality test using the Shapiro–Wilk test was conducted. Since the data were not normally distributed,

the Wilcoxon Signed Ranks Test was applied using SPSS version 25 to analyze the differences in students' writing performance.

### **3.7 Research Procedure**

This research procedure was carried out in several stages. First, the researcher conducted initial observations to identify students' difficulties in writing narrative texts. Second, a pre-test was conducted on the experimental and control groups to determine students' initial abilities. Next, the treatment stage was implemented, where the experimental group was taught using 4C-based learning (Creativity, Collaborative, Communication, Critical Thinking), while the control group used the lecture method. In the experimental class, students were divided into groups of 4–5 people. In the first meeting, students independently explored narrative text material, such as generic structure and language features, which reflected critical thinking as they analyzed and selected relevant information. Then, each group explained one section of the material to another group, while the other groups listened, asked questions, and discussed, demonstrating communication skills. In the second meeting, students engaged in collaborative narrative text writing activities, where each group wrote an opening sentence, then exchanged papers with another group to continue the writing process into a paragraph. This activity reflected collaboration, as students worked together, shared responsibilities, and built on each other's ideas. At the same time, creativity was shown when students developed storylines and generated ideas to continue the narrative text. This process was repeated until the papers returned to the original groups, then each group added a closing sentence and a title. After that, each group presented the

results of their narrative texts and discussed their strengths and weaknesses, which further strengthened both communication and critical thinking through reflection and evaluation. In the next meeting, a post-test was administered to both groups to measure students' writing abilities after being given the treatment.

### **3.8 Technique Data Analysis**

Data analysis in this study involves processing the students' pre-test and post-test scores using SPSS version 25. Since the data was found to be not normally distributed (based on the normality test), the researcher applied Non-parametric Statistics. The analysis techniques are described as follows:

1. Descriptive Statistics: To find the mean, standard deviation, and frequency distribution of the students' scores.
2. Prerequisite Test (Normality Test): To determine whether the data is normally distributed using the Shapiro-Wilk test.
3. Hypothesis Testing (Wilcoxon Signed Ranks Test): Since the data distribution was non-normal, the researcher used the Wilcoxon Signed Ranks Test to measure the effectiveness of 4C-based learning. This test compares the median scores of the pre-test and post-test to determine if there is a significant difference after the treatment.

### **3.9 Hypothesis Test**

A hypothesis is a tentative statement that describes a logical assumption or estimate regarding a target group. In this study, two types of hypotheses will be formulated: the Null Hypothesis ( $H_0$ ) and the Alternative Hypothesis ( $H_a$ ).

1. Null Hypothesis ( $H_0$ ): The implementation of the 4C-based learning is deemed to have no significant impact on students' narrative writing skills in the classroom.
2. Alternative Hypothesis ( $H_a$ ): The 4C-based learning is estimated to be effective and capable of significantly improving students' narrative writing skills in the classroom.

These two hypotheses serve as the basis for evaluating and determining the extent of the influence of the 4C-based learning on students' narrative writing skills.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses the research results consisting of data descriptions, normality tests, data analysis, hypothesis testing, and discussion.

#### **4.1 Findings**

The research findings include pre-test and post-test analysis, comparison of the results of both, normality test, and hypothesis test.

##### **4.1.1 Data Analysis of Pre-Test**

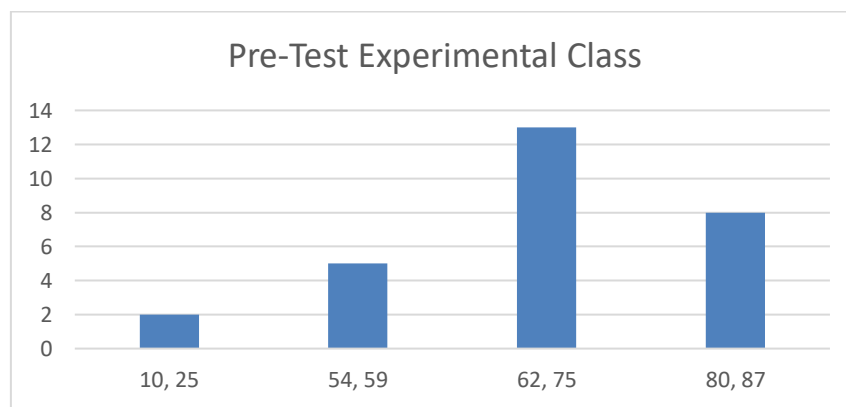
The pre-test for the experimental class was administered on January 8, 2026, while the control class took the pre-test on January 12, 2026. During this stage, the students were instructed to complete the research instrument that had been prepared in advance. The instrument contained instructions directing students to write a three-paragraph narrative text on a fairy tale theme. Students' writing was then recorded on a pre-test sheet provided.

Ninth-grade students of MTsN 2 Mojokerto were selected as the participants of this study. The sample included two classes, each consisting of 28 students. Class IX F was treated as the experimental group, whereas class IX I served as the control group. In the pre-test stage, both groups were required to complete the same instrument following identical instructions.

The difference lay in the learning treatment provided. In the experimental class, narrative text learning involved the application of 4C-based learning, while in the control class, learning was conducted

conventionally. Therefore, the purpose of the pre-test was to determine students' initial ability in writing narrative texts before the treatment and to identify any differences between the two groups. The distribution of pre-test scores for the experimental class is shown in the histogram below.

*Figure 4.1 Diagram Pre-Test Experimental Class*



The histogram graph shows a visual depiction of the distribution of student scores grouped into several specific value ranges along with the frequency of students in each range. Based on the graph, it can be seen that in the value range of 10–25 there are 2 students, in the range of 54–59 there are 5 students, in the range of 62–75 there are 13 students, and in the range of 80–87 there are 8 students. In addition, there are 12 students who obtained a score above 75. Based on these data, it can be concluded that as many as 16 students obtained a score below 75, which is set as the Minimum Completion Criteria (KKM) in this test. This conclusion is obtained based on the data displayed in the histogram graph. To obtain a descriptive data description of the results of the

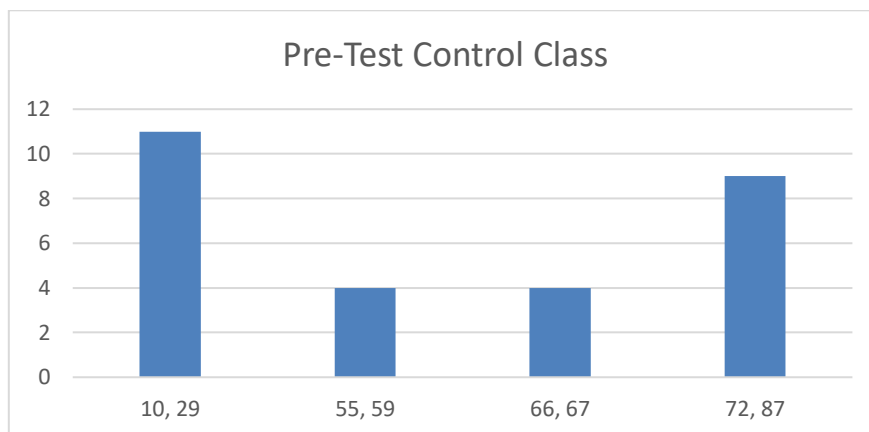
calculation of students' pre-test scores, the data details are presented as follows.

*Table 4.1 Descriptive Statistic of Pre-Test Experimental Class*

Pre-Test Experimental Class	
Mean	66.96
Standard Error	3.300
Median	66.00
Mode	66
Standard Deviation	17.464
Sample Variance	304.999
Kurtosis	3.855
Skewness	-1.628
Range	77
Minimum	10
Maximum	87
Sum	1875
Count	28

Based on Table 4.1, the average pre-test score in the experimental group was 66.96, with a median of 66 and a standard deviation of 17.46. This indicates that the initial abilities of students in the experimental group were at a fairly good level. Furthermore, of the 28 students in grade IX F who served as the experimental class, the lowest score was 10 and the highest was 87, with a maximum score of 100. Based on these data, the standard deviation is smaller than the average, thus concluding that the pre-test data in the experimental group is relatively well distributed and representative.

Figure 4.2 Diagram Pre-Test Control Class



The histogram graph illustrates a visual representation of the distribution of students scores grouped by specific ranges, along with the number of students in each range. The graph reveals that 11 students fell within the 10–29 range, 4 students within the 55–59 range, 4 students within the 66–67 range, and 9 students within the 72–87 range. Furthermore, 6 students scored above 75. Based on these data, it can be concluded that 22 students scored below 75, the Minimum Completion Criteria (KKM) for this test. This conclusion is based on the data displayed in the histogram graph. To provide a descriptive overview of the results of the student pre-test score calculations, the data details are presented below.

Table 4. 2 Descriptive Statistic of Pre-Test Control Class

Pre-Test Experimental Class	
Mean	49.18
Standard Error	5.875
Median	59.00
Mode	10
Standard Deviation	31.088
Sample Variance	966.448
Kurtosis	-1.656

Skewness	-248
Range	77
Minimum	10
Maximum	87
Sum	1377
Count	28

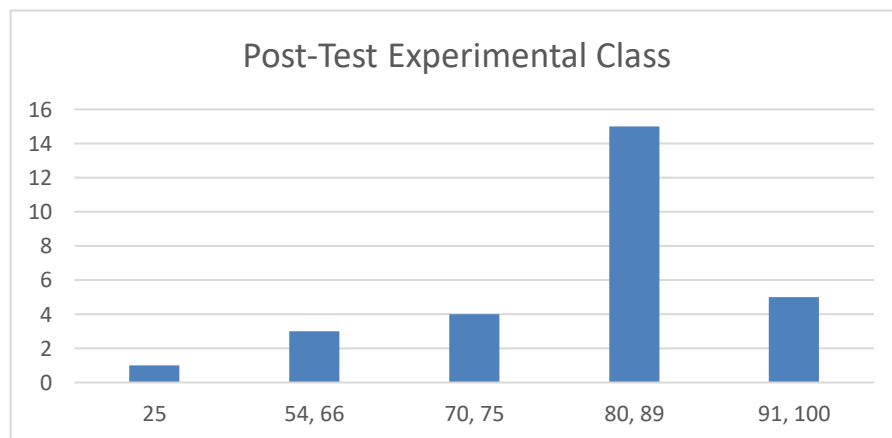
Based on Table 4.2, the average pre-test score in the experimental group was 49.18, with a median of 59 and a standard deviation of 31.088. This indicates that the initial abilities of students in the experimental group were at a fairly good level. Furthermore, of the 28 students in grade IX I who served as the control class, the lowest score was 10 and the highest was 87, with a maximum score of 100. Based on these data, the standard deviation is smaller than the average, thus concluding that the pre-test data in the control group is relatively well distributed and representative.

After obtaining the pre-test scores from both groups, the researcher then administered treatment using the 4C-based learning approach to the experimental group to improve their narrative writing skills. Meanwhile, the control group received conventional learning methods. Once all treatment sessions were completed, the researcher administered a post-test to both groups. This post-test aimed to determine differences in student learning outcomes before and after the treatment was administered to each group.

#### 4.1.2 Data Analysis of Post-Test

The post-test was administered on two separate days: January 19, 2026, for the experimental class and January 20, 2026, for the control class. The post-test was administered after the treatment, which involved learning using the 4C-based learning. In this activity, students from both classes were given a test instrument with the same instructions as the pre-test, but using a different theme. This aimed to determine differences in student scores before and after the treatment. Based on the post-test results, the lowest score was 10 and the highest score was 100. To analyze the data descriptively from the post-test results, the researcher used SPSS version 25 to examine the distribution of student scores. The distribution of student scores can be seen in the following histogram.

*Figure 4.3 Diagram Post-Test Experimental Class*



The histogram graph is a visual representation of the distribution of the scores of the students, who have been grouped in various score intervals. From the graph, it is clear that one student scored within the range of 25, and three students scored within the range of 54-66, four in the 70-75 range, 15 in the 80-89 range, and five in the 91-100 range.

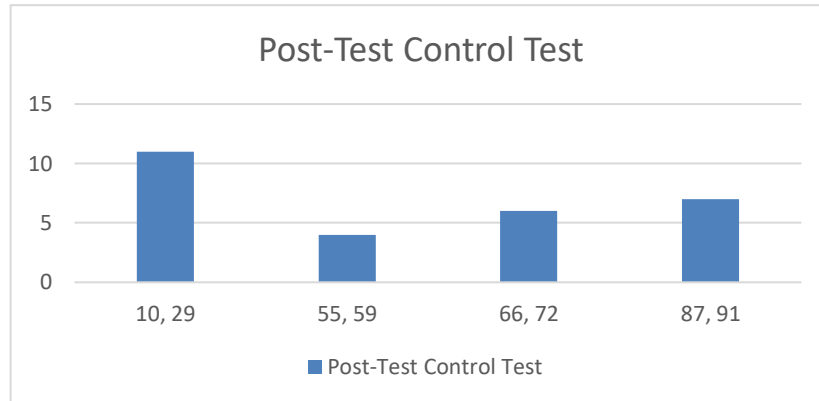
Based on this data, it can be concluded that seven students scored below 75, the Minimum Completion Criteria (KKM) for this test. Meanwhile, 21 students scored above 80, indicating that the majority of students achieved learning outcomes far exceeding the passing grade. To provide a descriptive overview of the results of the student post-test scores, the data details are presented below.

*Table 4.3 Descriptive Statistic of Post-Test Experimental Class*

Pre-Test Experimental Class	
Mean	80.43
Standard Error	2.931
Median	84.00
Mode	10
Standard Deviation	15.507
Sample Variance	240.476
Kurtosis	5.246
Skewness	-2.008
Range	75
Minimum	25
Maximum	100
Sum	2252
Count	28

Based on Table 4.3, the average post-test score in the experimental group was 80.43, with a median of 84 and a standard deviation of 15.507. This indicates that student learning outcomes in the experimental group improved after the treatment. Furthermore, of the 28 students in grade IX F who served as the experimental class, the lowest score was 25 and the highest was 100, with a maximum score of 100. Based on these data, the standard deviation is smaller than the average, thus concluding that the post-test data in the experimental group are well distributed and relatively homogeneous.

Figure 4.4 Diagram Post-Test Control Class



The histogram graph is a visual representation of the scores of the students, who have been partitioned into various intervals, and the number of students in each of the intervals. The graph reveals 11 students in the 10–29 range, 4 students in the 55–59 range, 6 students in the 66–72 range, and 7 students in the 87–91 range. Based on this data, it can be concluded that 21 students scored below 75, the Minimum Completion Criteria (KKM) for this test. To provide a descriptive overview of the students' post-test scores, the data details are presented below.

Table 4.4 Descriptive Statistic of Post-Test Control Class

Pre-Test Control Class	
Mean	53.11
Standard Error	5.468
Median	59
Mode	87
Standard Deviation	28.415
Sample Variance	807.410
Kurtosis	-1.540
Skewness	-137
Range	81
Minimum	10
Maximum	91
Sum	1434
Count	28

Based on Table 4.4, the average post-test score in the control group was 53.11, with a median of 59 and a standard deviation of 28.415. This indicates that student learning outcomes in the control group improved, but the increase was not significant. Furthermore, of the 28 ninth-grade students who served as the control group, the lowest score was 10 and the highest was 91. Based on these data, the standard deviation is smaller than the average, so it can be concluded that the post-test results in the control group were fairly well distributed, although there was still significant variation among students.

#### **4.1.3 Narrative Text Writing Skills Score of Junior High School Students Before and After 4C-Based Learning**

A pre-test was administered before students received the 4C-based learning treatment. The purpose of the pre-test was to determine their initial abilities in writing narrative texts. At this stage, students had already learned about writing narrative texts in previous lessons, so pre-test scores reflected their initial abilities before the application.

A post-test was then administered after students had completed the learning process. In the experimental class, narrative writing was taught using the 4C-based learning, while in the control class, conventional methods were used. The post-test aimed to determine changes in students' writing abilities after the treatment.

Based on a comparison of pre-test and post-test scores, the average pre-test score was 66.96 in the experimental class and 49.18 in the control class. After the treatment, the average post-test score increased to 80.43

in the experimental class and 53.11 in the control class. These results indicate an increase in scores in both classes, but the increase in the experimental class was greater than in the control class. Thus, it can be concluded descriptively that 4C-based learning makes a positive contribution to improving the ability to write narrative texts of junior high school students.

#### 4.1.4 Result of Normality Testing

Before conducting the hypothesis test, the researcher first conducted a normality test to determine whether the pre-test and post-test data in the experimental and control classes were normally distributed. The normality test was conducted as one of the requirements in determining the type of statistical test to be used in the next stage. In this study, the normality test was conducted using the Kolmogorov–Smirnov and Shapiro–Wilk tests using SPSS version 25. The results of the normality test for the pre-test and post-test data in both groups can be seen in the following table.

*Table 4.5 Test of Normality*

<b>Test of Normality</b>						
Result	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test Experimental Class	0.197	28	0.007	0.835	28	0.000
Post test Experimental Class	0.244	28	0.000	0.805	28	0.000
Pre test Control Class	0.218	28	0.002	0.824	28	0.000
Post test Control Class	0.203	28	0.005	0.883	28	0.005

The normality test for the data in this study was conducted using the Kolmogorov–Smirnov and Shapiro–Wilk tests. However, because the sample size for each group was less than 50 students, the Shapiro–Wilk test was used as the primary reference. Based on the results of the normality test, the Shapiro–Wilk significance value for the pre-test and post-test data for the experimental class was 0.000, while the pre-test data for the control class was 0.000 and the post-test data for the control class was 0.005. All significance values were less than 0.05, so it can be concluded that the pre-test and post-test data for the experimental and control classes were not normally distributed. Therefore, further data analysis in this study used nonparametric statistical tests.

#### **4.1.5 Result of Wilcoxon Signed Ranks**

After conducting a normality test, the results showed that the pre-test and post-test data in both the experimental and control classes were not normally distributed. Therefore, to determine the difference in students' narrative writing ability scores before and after the treatment, the researcher used a nonparametric statistical test, the Wilcoxon Signed Ranks Test. This test is used to compare two paired data sets, namely the pre-test and post-test scores in each group. The results of the Wilcoxon test in the experimental and control classes can be seen in the following table and figure.

Table 4.6 Wilcoxon Singed Ranks

		N	Mean Rank	Sum of Ranks
Post Test Experiment – Pre Test Experiment	Negative Ranks	3 <sup>a</sup>	5.83	17.50
	Positive Ranks	19 <sup>b</sup>	12.39	235.50
	Ties	6 <sup>c</sup>		
	Total	28 <sup>d</sup>		
Post Test Control – Pre Test Control	Negative Ranks	0	.00	.00
	Positive Ranks	8 <sup>e</sup>	4.50	36.00
	Ties	19 <sup>f</sup>		
	Total	28		

- a. Post Test Experiment < Pre Test Experiment
- b. Post Test Experiment > Pre Test Experiment
- c. Post Test Experiment = Pre Test Experiment
- d. Post Test Control < Pre Test Control
- e. Post Test Control > Pre Test Control
- f. Post Test Control = Pre Test Control

Figure 4.5 Wilcoxon Singed Ranks

Test Statistics <sup>a</sup>		
	Post Test Experimen - PreTest Experimen	Post Test Kontrol - Pre Test Kontrol
Z	-3.543 <sup>b</sup>	-2.552 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.011

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Based on the results of the Wilcoxon Signed Rank Test, it was found that in the experimental class there were 19 students who experienced an increase in scores, 3 students experienced a decrease in scores, and 6 students had the same score between the pre-test and post-test. The Asymp. Sig. (2-tailed) value in the experimental class was 0.000, which indicated a significant difference between the pre-test and post-test scores. Meanwhile, in the control class there were 8 students who

experienced an increase in scores, no students experienced a decrease in scores, and 19 students had the same score. The Asymp. Sig. (2-tailed) value in the control class was 0.011, which also indicated a significant difference between the pre-test and post-test scores. However, descriptively, the increase in learning outcomes in the experimental class was higher than in the control class.

#### **4.2 Discussion**

Based on the results of this study, researcher found a difference in students' narrative writing skills before and after the treatment, both in the experimental and control classes. However, the improvement in the experimental class was more significant than in the control class. This can be seen from the average post-test score in the experimental class, which increased from 66.96 to 80.43, while in the control class, the increase only increased from 49.18 to 53.11.

This improvement indicates that the 4C-based learning had a greater impact on students' narrative writing skills. Furthermore, the smaller standard deviation value in the post-test for the experimental class compared to the control class also indicates that students' abilities in the experimental class were more evenly distributed after the treatment.

These results were supported by statistical analysis using SPSS version 24, where the Wilcoxon test showed a significance value of 0.000 in the experimental class and 0.011 in the control class. Both values were less than 0.05, indicating a significant difference between the pre-test and post-test scores in each class. Although both classes experienced improvement, the

number of students who improved their scores in the experimental class was significantly higher than in the control class, demonstrating the effectiveness of the treatment.

The significant improvement in the experimental class can be explained by the implementation of 4C-based learning in the learning process. Critical thinking skills help students develop story ideas in a more logical and structured manner. Creativity encourages students to produce more varied and engaging stories. Collaboration allows students to exchange ideas and improve their writing through discussion. Meanwhile, communication helps students convey their ideas more clearly in written form.

Conversely, in the control class, which used conventional learning, improvement still occurred, but was relatively small. This is likely due to the lack of active student involvement in the learning process, which limited opportunities to develop ideas and writing skills.

The findings of the Wilcoxon test demonstrate that the significance values in both the experimental and control classes lead to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ).

Therefore, it can be concluded that 4C-based learning (critical thinking, creativity, collaboration, and communication) is more effective than conventional learning in students' narrative writing ability.

Overall, the analysis shows that the score increase in the experimental class was greater than that in the control class. This indicates that the implementation of 4C-based learning has a more effective impact compared to conventional learning.

Through this approach, students are encouraged to think critically in developing ideas and storylines, enhances creativity in developing conflicts and resolutions, and strengthens communication skills through written expression and collaboration through discussions during the learning process.

These findings are consistent with previous studies. Erdoğan (2019) emphasized the importance of integrating 4C skills in EFL classrooms and recommended that English teachers design more interactive learning activities relevant to 21st-century learners. Similarly, Tran (2021) and Barseghyan (2022) found that teachers have a high awareness of the importance of 4C skills in supporting students' future success. In addition, Kapkır (2024) and Muharam, Mustakim, and BK (2025) reported that the application of 4C skills was effective, supported by teacher understanding, student motivation, and a conducive learning environment, which enabled successful integration of these skills into the learning process.

However, Barseghyan (2022) found that in Armenia, the application of 4C skills tends to focus more on collaboration and communication, which have been well developed, while other aspects have not been fully explored. Therefore, the study recommends that future research employ an experimental approach to measure changes in specific language skills, such as writing or speaking.

In this context, the present study contributes by using a quantitative quasi-experimental design to examine the effectiveness of 4C-based learning on students' narrative writing ability. These findings provide empirical

evidence that the implementation of 4C-based learning is not only conceptually important but also practically effective in the learning process.

Therefore, further studies are recommended to examine the implementation of 4C-based learning in other language skills, including speaking, reading, and listening. Future research is also suggested to involve larger samples, longer treatment durations, and additional variables to enrich the development of English language learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This section discusses several part that aim to summarize the research results and offer recommendation based on the findings and discussions presented in the previous chapters.

#### **5.1 Conclusion**

The results from MTsN 2 Mojokerto indicate that the use of 4C-based learning (Critical Thinking, Creativity, Collaboration, and Communication) is more effective than conventional instruction in students' narrative writing ability. This is shown by comparing class IX F as the experimental group with class IX I as the control group.

The mean score of the experimental group increased from 66.96 in the pre-test to 80.43 in the post-test, while the control group showed a smaller increase from 49.18 to 53.11. This indicates that the experimental group achieved better results than the control group.

Based on the Shapiro–Wilk test, all data sets had significance values below 0.05, indicating that the data were not normally distributed. Therefore, the Wilcoxon Signed Ranks Test, a non-parametric test, was used to test the hypothesis.

The results of the Wilcoxon test show that both groups experienced significant differences between pre-test and post-test scores. The experimental group had a significance value of 0.000, while the control group had 0.011, both of which are below 0.05. However, the experimental group demonstrated more substantial results compared to the control group.

Therefore, it can be concluded that 4C-based learning is more effective than conventional learning in students' narrative writing ability, particularly in the experimental class at MTsN 2 Mojokerto.

## **5.2 Suggestion**

Based on the findings and conclusions of this study, the researcher proposes the following recommendations:

### **1. For Teachers**

English teachers are encouraged to implement 4C-based learning in the teaching process, particularly in narrative writing. This approach can help students develop their critical thinking, creativity, communication, and collaboration skills in composing narrative texts. In addition, 4C-based learning can create a more active learning environment and enhance students' motivation in writing.

### **2. For Future Researchers**

Future researchers are encouraged to extend this study by examining the implementation of 4C-based learning in other English language skills, such as speaking, reading, and listening. In addition, further research may involve larger sample sizes, longer treatment durations, and additional variables to provide more comprehensive contributions to the development of English language learning.

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# APPENDICES

*Appendix 1. Research Permission Letters*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id> email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

Nomor : 5370/Un.03.1/TL.00.1/12/2025 23 Desember 2025  
Sifat : Penting  
Lampiran : -  
Hal : Izin Survey

Kepada  
Yth. Kepala MTsN 2 Mojokerto  
di  
Mojokerto


**Assalamu'alaikum Wr. Wb.**  
Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Tarisah Nurin Nashirah Permana  
NIM : 220107110034  
Tahun Akademik : Ganjil - 2025/2026  
Judul Proposal : **The Effectiveness of Using 4C Skills in Students' Narrative Writing Skills at Junior High School**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

  
Prof. Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://fitk.uin-malang.ac.id, email: fitk@uin-malang.ac.id

Nomor : 565/Un.03.1/TL.01.04/02/2026 3 Februari 2026  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada

Yth. Kepala MTsN 2 Mojokerto

di

Mojokerto

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Tarisah Nurin Nashirah Permana  
NIM : 220107110034  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2025/2026  
Judul Skripsi : **The Effectiveness of Using 4C Skills in Students' Narrative Writing Skills at Junior High School**  
Lama Penelitian : **Februari 2026 sampai dengan April 2026**  
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**



Prof. Dr. Muhammad Walid, MA  
19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN MOJOKERTO  
MADRASAH TSANAWIYAH NEGERI 2

Jalan Raya Sambiroto Nomor 112 Sooko, Mojokerto 61361  
Telepon (0321) 327153 Website: [www.mtsnegeri2mojokerto.sch.id](http://www.mtsnegeri2mojokerto.sch.id)  
E-mail: [mtsnmojokerto@kemenag.go.id](mailto:mtsnmojokerto@kemenag.go.id)

---

**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor :105/ MTs.13.11.02/TL.00/03/2026

Yang bertanda tangan dibawah ini :

Nama : Drs. Misbakhul Arifin  
NIP : 196905022005011001  
Pangkat / Golongan : Pembina / (IV/a)  
Jabatan : Kepala Madrasah  
Satuan Kerja : MTsN 2 Mojokerto

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : TARISAH NURIN NASHIRAH PERMANA  
NIM : 220107110034  
Prodi / Fakultas : Tadris Bahasa Inggris (TBI) / Fakultas Ilmu Tarbiyah dan Keguruan  
Universitas : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah selesai melakukan penelitian di MTsN 2 Mojokerto Jl. Raya Sambiroto 112 Sooko Mojokerto selama 2 s.d. 28 Februari 2026 untuk memperoleh data dalam rangka penyusunan Skripsi yang berjudul:

**The Effectiveness of Using 4C Skills in Students' Narrative Writing Skills  
at Junior High School**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Mojokerto, 2 Maret 2026  
Kepala,



Misbakhul Arifin



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan Balai Besar Sertifikasi Elektronik (BBSrE).

Token : jHLCFwdL

*Appendix 2. Pre-Test sheet*

**Name:**

**Class:**

**PRE-TEST**

➤ **Instructions:**

Write a narrative text based on a fairy tale consisting of three paragraphs. The first paragraph contains the orientation (introducing the characters, time, and place), the second paragraph contains the complication (the problem or conflict), and the third paragraph contains the resolution (how the problem is solved). Use coherent and easy-to-understand language.

*Appendix 3. Post-Test sheet*

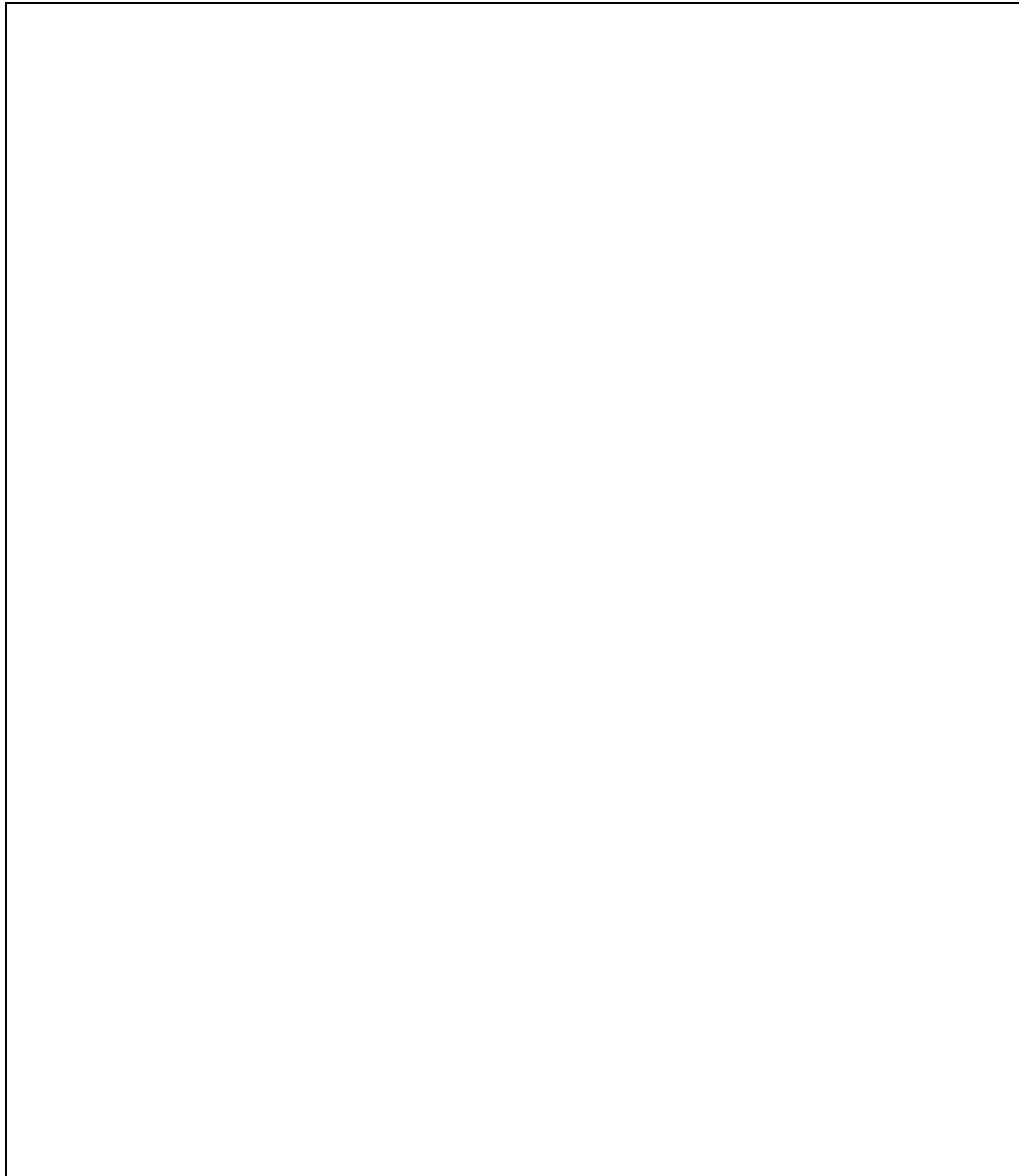
**Name:**

**Class:**

**POST-TEST**

➤ **Instructions:**

Write a narrative text based on a fabel consisting of three paragraphs. The first paragraph contains the orientation (introducing the characters, time, and place), the second paragraph contains the (the problem or conflict), and the third paragraph contains the resolution (how the problem is solved).



## Appendix 4. Students' Answer Sheet

Name: Dzakira Maheswari Al-Uthfi Class: IX-F

**PRE-TEST**

> Instructions:  
Write a narrative text based on a fairy tale consisting of three paragraphs. The first paragraph contains the orientation (introducing the characters, time, and place), the second paragraph contains the complication (the problem or conflict), and the third paragraph contains the resolution (how the problem is solved). Use coherent and easy-to-understand language.

Kancil

Orientation:  
Once upon a time, there was a clever mouse deer named Kancil. He lived in the forest near a kingdom ruled by wise king and queen.

Complication:  
One day, Kancil met a dangerous crocodile while crossing the river. The crocodile wanted to eat him. Kancil used his intelligence to trick the crocodile.

Resolution:  
Kancil escaped safely by jumping on the crocodile's back. A fairy who watched him was proud of his cleverness. Kancil lived happily in the forest.

Name: Dzakira maheswari A. Class: IX F

**POST-TEST**

> Instructions:  
Write a narrative text based on a fabel consisting of three paragraphs. The first paragraph contains the orientation (introducing the characters, time, and place), the second paragraph contains the complication (the problem or conflict), and the third paragraph contains the resolution (how the problem is solved). Use coherent and easy-to-understand language.

The Rabbit and the Turtle

Orientation:  
In a beautiful forest, there lived a rabbit who was known for running fast and a turtle who walked slowly. The rabbit often bragged about himself and looked down on the turtle.

Complication:  
One day, the rabbit challenged the turtle to a race. All the animals in the forest gathered to watch the race. When the race began, the rabbit ran very fast and left the turtle far behind. Feeling sure that he would win, the rabbit stopped and fell asleep under a tree. Meanwhile, the turtle kept walking slowly without stopping.

Resolution:  
When the rabbit woke up, he was shocked to see that the turtle was almost at the finish line. The rabbit ran as fast as he could, but it was too late. The turtle won the race. The rabbit felt ashamed and realized that arrogance can lead to defeat, while perseverance leads to success.

Name: Dzakira M. A		Pre Test	
Aspect	Score	Weighting	Result
Content	1, 2, 3, 4	3C	9
Organization	1, 2, 3, 4	3O	6
Grammar	1, 2, 3, 4	2G	4
Vocabulary	1, 2, 3, 4	2V	3
Mechanics	1, 2, 3, 4	2M	3
		Total	62,5
Conclusion	Under KKM		

Name: Dzakira M. A		Post Test	
Aspect	Score	Weighting	Result
Content	1, 2, 3, 4	4C	12
Organization	1, 2, 3, 4	4O	8
Grammar	1, 2, 3, 4	4G	8
Vocabulary	1, 2, 3, 4	3V	6
Mechanics	1, 2, 3, 4	3M	4,5
		Total	96,25
Conclusion	Above KKM		

## Appendix 5. Lesson Plan

### MODUL AJAR BAHASA INGGRIS

#### MTsN 2 Mojokerto

#### Fase D

##### A. Informasi Umum

Penyusun/Tahun	Tarisah Nurin Nashirah Permana/2026
Kelas/Fase Capaian	IX/Fase D
Elemen/Topik	Menulis-Mempresentasikan/Narrative Text
Alokasi Waktu	153 menit (3 Jam Pelajaran)
Pertemuan Ke-	1,2
Sarana Prasarana	Papan Tulis
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Discovery Learning dengan penguatan keterampilan abad 21/4c (creativity, critical thinking, communication, collaboration)
Mode Pembelajaran	Tatap Muka

##### B. Komponen Inti

###### Tujuan Pembelajaran

1. Peserta didik dapat menggunakan unsur kebahasaan untuk menulis narrative text.
2. Peserta didik dapat menggunakan keterampilan 4C dalam pembelajaran.

###### Pertanyaan Pemantik

1. Have you ever read or heard a story that teaches a lesson? What is it? What can we learn from the stories in our daily life?

###### Persiapan Pembelajaran

1. Pendidik melakukan asesmen diagnostic dalam bentuk menulis paragraf narrative sebelum pembelajaran.
2. Pendidik menyiapkan materi pembelajaran tentang Narrative Text, meliputi pengertian, struktur teks, dan unsur kebahasaan, yang disampaikan melalui papan tulis.

###### Materi Pembelajaran

1. Pengertian dan fungsi sosial Narrative Text
2. Struktur teks Narrative Text (*orientation, complication, resolution*)
3. Unsur kebahasaan Narrative Text (*past tense, action verbs, adverbs of time*)

###### Langkah Pembelajaran

###### Pertemuan 1 (1 JP)

###### Kegiatan Awal (5 menit)

1. Menyiapkan peserta didik untuk mengikuti pembelajaran melalui kegiatan berdoa, pengecekan kehadiran, dan kesiapan sumber belajar.
2. Mengajukan pertanyaan pemantik yang berkaitan dengan Narrative Text (Have you ever read or heard a story that teaches a lesson?)
3. Menyampaikan topik, tujuan, dan agenda pembelajaran yang akan dipelajari pada pertemuan tersebut.

### **Kegiatan Inti (30 menit)**

1. Peserta didik diminta membaca atau mendengarkan sebuah teks narrative pendek yang ditulis di papan tulis/dibacakan oleh guru untuk memahami isi cerita. (5 menit)
2. Peserta didik diajak mengidentifikasi tokoh, latar, dan masalah dalam teks narrative melalui pertanyaan pemantik dari guru. (5 menit)
3. Peserta didik bekerja secara berkelompok untuk mengidentifikasi struktur teks narrative (orientation, complication, resolution) serta menemukan pesan moral cerita. (10 menit)
4. Setiap kelompok menyampaikan hasil diskusi secara lisan, kemudian peserta didik menceritakan kembali cerita secara singkat dengan kata-kata sendiri. (10 menit)

### **Kegiatan Penutup (5 Menit)**

1. Melakukan refleksi pembelajaran
2. Menyampaikan agenda pertemuan berikutnya

### **Pertemuan 2 (2 JP)**

#### **Kegiatan awal (10 menit)**

1. Menyiapkan peserta didik untuk mengikuti pembelajaran melalui kegiatan berdoa, pengecekan kehadiran, dan kesiapan sumber belajar.
2. Mengajukan pertanyaan pemantik yang berkaitan dengan Narrative Text (Do you know how to write a narrative text?)
3. Menyampaikan topik, tujuan, dan agenda pembelajaran yang akan dipelajari pada pertemuan tersebut.

#### **Kegiatan Inti**

1. Guru membagi peserta didik ke dalam beberapa kelompok dan menjelaskan aturan kegiatan penulisan narrative text secara bergilir. (5 menit)
2. Setiap kelompok menulis satu kalimat pembuka narrative text yang dimulai dengan "Once upon a time..." atau "One day..." pada selembar kertas. (5 menit)
3. Kertas cerita diberikan ke kelompok sebelah. Setiap kelompok membaca kalimat sebelumnya lalu menambahkan satu kalimat lanjutan yang sesuai dengan alur cerita. Kegiatan ini dilakukan secara bergilir hingga kertas kembali ke kelompok awal. (20 menit)
4. Setelah kertas kembali ke kelompok asal, peserta didik menuliskan kalimat penutup (resolution) dan judul cerita. (5 menit)
5. Setiap kelompok mempresentasikan hasil cerita mereka serta menyebutkan elemen narrative text yang sudah ada dan yang belum ada (type, purpose, generic structure, language features). (25 menit)

#### **Kegiatan Penutup (10 Menit)**

1. Melakukan refleksi pembelajaran
2. Menyampaikan agenda pertemuan berikutnya

### **Rencana Asesmen**

Penilaian proses kerja kelompok, hasil penulisan narrative text dan presentasi kelompok

### **Pengayaan dan Remedial**

Peserta didik dapat mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab pada buku paket.

### **Refleksi Peserta Didik dan Guru**

1. What sets narrative text apart from other text types?
2. Why is a clear sequence of events important in a narrative text?
3. How can working in a group help improve a narrative story?
4. Do you prefer reading simple narrative texts or more creative and imaginative ones? Why?
5. Why is it important to communicate your ideas clearly when telling or presenting a narrative story?

### **C. Lampiran**

#### **Lembar Aktivitas**

Silakan kerjakan Let's Practise dan Critical Thinking Tasks dari Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 17-20.

#### **Bahan Bacaan Guru dan Peserta Didik**

Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 11 – 20.

#### **Daftar Pustaka**

Zaida, Nur. 2022. Bright and English Course for SMP/MTs Grade VII. Jakarta: PT Penerbit Erlangga

Mengetahui

Malang, 5 Februari 2026

Kepala MTsN 2 Mojokerto  
Dra. Martina Lona Jusita, M.Pd.

Guru mata pelajaran  
Endarwati, M.Pd.

Penyusun  
Tarisah Nurin Nashirah P.

NIP. 19680120 200012 2 002

NIP. 19691207 199203 2 009

NIM. 220107110034

**Appendix 6. Result of Pre-Test**

**Class: IX-F**

<b>No.</b>	<b>Initial Name</b>	<b>Score</b>
1.	ANR	75
2.	APAS	87
3.	AKN	66
4.	AGR	62
5.	ASN	62
6.	ADO	80
7.	CPS	66
8.	DAF	59
9.	DAP	66
10.	DMA	62
11.	FM	75
12.	HZA	66
13.	HNP	82
14.	IN	87
15.	IB	58
16.	IK	62
17.	JNA	83
18.	MSA	59
19.	MAA	59
20.	MAM	66
21.	MSF	25
22.	MKAA	54
23.	NNH	75
24.	PAP	10
25.	PZA	87
26.	RPS	87
27.	RNDS	80
28.	TZM	75

**Class: IX-I**

<b>No.</b>	<b>Initial Name</b>	<b>Score</b>
1	AAH	87
2	AUH	10
3	AWI	10
4	ARM	10
5	ANH	66
6	AAA	87
7	AWW	72
8	ANAZ	72
9	CAA	59

10	CTW	87
11	CDZ	87
12	EPI	29
13	FNFA	59
14	IRR	28
15	MRA	10
16	MRAN	10
17	MZF	87
18	MAM	55
19	MDF	10
20	MFF	67
21	MIA	10
22	MRAT	10
23	MRP	10
24	NIZ	72
25	NCM	55
26	RWAH	84
27	SPD	67
28	WRA	67

***Appendix 7. Result of Post-Test***

**Class: IX-F**

<b>No.</b>	<b>Initial Name</b>	<b>Score</b>
1.	ANR	79
2.	APAS	87
3.	AKN	96
4.	AGR	84
5.	AQS	87
6.	ADO	80
7.	CPS	87
8.	DAF	84
9.	DAP	87
10.	DMA	96
11.	FM	84
12.	HZA	66
13.	HNP	91
14.	IN	70
15.	IQ	83
16.	IK	89
17.	JNA	100
18.	MSA	84
19.	MAA	71
20.	MHI	55
21.	MSF	25

22.	MKAA	54
23.	NNH	84
24.	PAP	75
25.	PZA	87
26.	RPS	84
27.	RNDS	87
28.	TZM	96

**Class: IX-I**

<b>No.</b>	<b>Initial Name</b>	<b>Score</b>
1.	AAH	87
2.	AUH	10
3.	AWI	25
4.	ARM	25
5.	ANH	66
6.	AAA	87
7.	AWW	72
8.	ANAZ	72
9.	CAA	59
10.	CTW	87
11.	CDZ	87
12.	EPI	29
13.	FNFA	59
14.	IRR	28
15.	MRA	10
16.	MRAN	25
17.	MZF	87
18.	MAM	55
19.	MDF	10
20.	MFF	67
21.	MIA	25
22.	MRAT	28
23.	MRP	29
24.	NIZ	72
25.	NCM	55
26.	RWAH	91
27.	SPD	67
28.	WRA	87

*Appendix 8. Documentation*



## *Appendix 9. Curriculum Vitae*

### Curriculum Vitae

Name : Tarisah Nurin Nashirah Permana  
Place, Date of Birth : Mojokerto, 22 September 2003  
Gender : Female  
Religion : Islam  
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Department : English Education  
University : UIN Maulana Malik Ibrahim Malang  
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SDIT Permata Mojokerto (2011-2015)  
SMP Daarul Ukhuwwah Malang (2015-2018)  
SMAN 3 Mojokerto (2018-2021)  
UIN Maulana Malik Ibrahim Malang (2022-Present)



The Researcher,

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