

**EXPLORING TEACHERS' EXPERIENCES IN IMPLEMENTING 4CS IN
TEACHING EFL WRITING FOR JUNIOR HIGH SCHOOL STUDENTS**

THESIS

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2026

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2026

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**EXPLORING TEACHERS' EXPERIENCES IN IMPLEMENTING 4CS IN
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LEGITIMATION SHEET

EXPLORING TEACHERS' EXPERIENCES IN IMPLEMENTING 4CS IN TEACHING EFL WRITING FOR JUNIOR HIGH SCHOOL STUDENTS

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and declared PASS.

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Malang, April 22, 2026

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Declare that:

1. This thesis has never 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 acknowledgement, the result of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, April 22, 2026

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MOTTO

“Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan”

(QS. Al-Insyirah: 5-6)

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

(QS. Al-Baqarah: 286)

“No matter how bad the previous page was, your next steps still shape your future. Your job is to be good, not perfect. You only need to be better than yesterday, not better than others.”

DEDICATION

First and foremost, I would like to express my deepest gratitude to Allah SWT, the Source of all knowledge, for His endless blessings, strength, and guidance that have enabled me to complete this long academic journey. Peace and salutations be upon the Prophet Muhammad SAW, whose teachings and wisdom have always inspired and guided me in seeking knowledge and truth.

This thesis is lovingly dedicated to my dearest parents, my father and my mother. Thank you for every sincere prayer, unconditional love, and continuous moral as well as financial support that have strengthened me throughout this process. I would also like to dedicate this work to my friends, who have always stood by my side, offering encouragement, support, and a listening ear during difficult times. My sincere appreciation is extended to my advisor, Mrs. Maslihatul Bisriyah, M.TESOL., for her invaluable guidance, patience, and support in helping me complete this thesis. Lastly, I dedicate this thesis to myself. Thank you for staying strong, for facing every challenge with courage, and for not giving up despite the difficulties. This achievement is a reminder that every effort is worth it.

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This thesis, entitled “Exploring Teachers' Experiences in Implementing 4Cs in Teaching EFL Writing for Junior High School Students”, is submitted as a partial fulfillment of the requirements for obtaining a Bachelor's Degree in English Education (S.Pd) at the Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. The researcher would like to express sincere gratitude to all parties who have provided support, guidance, and contributions throughout the completion of this thesis.

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2. Prof. Dr. H. Muhammad Walid, M.A, as the Dean of Tarbiyah and Teacher Training Faculty.
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9. Hyphoenix (TBI Class of 2022), DEMA FITK 2025, and IMADU Malang 2022, for the valuable experiences and memories shared together.

Finally, the researcher hopes that this thesis will provide benefits for the readers and contribute to the advancement of English education. May Allah SWT bless all those who have supported the completion of this thesis.

Malang, April 22, 2026

The Researcher,



Salsabila Sabil
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LATIN ARABIC TRANSLITERATION GUIDE

The following Arabic-Latin transliteration is guided by the Decrees 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 0543 b/u/1987 as follows:

A. Words

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	=	zj	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

اي = ay

أو = û

اي = î

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ABSTRACT

Sabil, Salsabila, 2026, Exploring Teachers' Experiences in Implementing 4Cs in Teaching EFL Writing for Junior High School Students. Thesis, English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Maslihatul Bisriyah, M.TESOL

Keywords: 4Cs skills, EFL writing, teachers' experiences, strategies, challenges, secondary education

The integration of 21st-century skills, particularly the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity), is important in improving students' writing competence in EFL learning. This study aimed to explore teachers' experiences in implementing the 4Cs skills in teaching EFL writing at junior high school, including the strategies used and the challenges faced during the implementation. This study employed a qualitative approach with a case study design. The data were collected through classroom observations and semi-structured interviews with three English teachers from different junior high schools in Malang. The findings showed that the implementation of the 4Cs skills encouraged students to become more active, engaged, and confident in writing activities. To support the implementation, teachers applied several strategies such as collaborative learning, the use of real-life contexts, visual media, scaffolding, and differentiation. These strategies helped students to generate ideas, organize their writing, and improve their critical thinking and creativity. However, the implementation also faced several challenges, including students' limited vocabulary, difficulties in constructing sentences, differences in students' ability levels, and unequal participation in group work. In conclusion, the implementation of the 4Cs skills contributes positively to students' engagement and learning outcomes in EFL writing, although continuous support and appropriate strategies are still needed to overcome the existing challenges.

ABSTRAK

Sabil, Salsabila, 2026, Exploring Teachers' Experiences in Implementing 4Cs in Teaching EFL Writing for Junior High School Students. Skripsi, Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Maslihatul Bisriyah, M.TESOL

Kata Kunci: Keterampilan 4Cs, menulis EFL, pengalaman guru, strategi, tantangan, pendidikan menengah

Integrasi keterampilan abad ke-21, khususnya 4Cs (*Critical Thinking, Communication, Collaboration, dan Creativity*), penting dalam meningkatkan kemampuan menulis siswa dalam pembelajaran EFL. Penelitian ini bertujuan untuk mengeksplorasi pengalaman guru dalam mengimplementasikan keterampilan 4Cs pada pembelajaran menulis EFL di tingkat sekolah menengah pertama, termasuk strategi yang digunakan serta tantangan yang dihadapi selama proses implementasi. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur dengan tiga guru bahasa Inggris dari sekolah menengah pertama yang berbeda di Malang. Hasil penelitian menunjukkan bahwa implementasi keterampilan 4Cs mendorong siswa menjadi lebih aktif, terlibat, dan percaya diri dalam kegiatan menulis. Untuk mendukung implementasi tersebut, guru menerapkan beberapa strategi seperti pembelajaran kolaboratif, penggunaan konteks kehidupan nyata, media visual, *scaffolding*, dan diferensiasi. Strategi-strategi tersebut membantu siswa menghasilkan ide, mengorganisasi tulisan, serta meningkatkan kemampuan berpikir kritis dan kreativitas. Namun, implementasi tersebut juga menghadapi beberapa tantangan, seperti keterbatasan kosakata siswa, kesulitan dalam menyusun kalimat, perbedaan tingkat kemampuan siswa, serta partisipasi yang tidak merata dalam kerja kelompok. Kesimpulannya, implementasi keterampilan 4Cs memberikan kontribusi positif terhadap keterlibatan dan hasil belajar siswa dalam pembelajaran menulis EFL, meskipun dukungan berkelanjutan dan strategi yang tepat masih diperlukan untuk mengatasi berbagai tantangan yang ada.

ملخص.

سبيل، سلسبيلا، ٢٠٢٦، استكشاف تجارب المعلمين في تطبيق (4Cs) في تدريس الكتابة لغة أجنبية لطلاب المرحلة الإعدادية. أطروحة، دراسات اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية، مالانغ.

المشرفة: مصليح البصرية، الماجستير في تعليم الإنجليزية لمتحدثي اللغات الأخرى

الكلمات المفتاحية: مهارات 4Cs، كتابة اللغة الإنجليزية كلغة أجنبية، خبرة المعلم، استراتيجيات، تحديات، التعليم الثانوي

يعد دمج مهارات القرن الحادي والعشرين، وخاصة الدورات الرابعة (التفكير النقدي، والتواصل، والتعاون، والإبداع)، أمرا مهما في تحسين كفاءة الطلاب في الكتابة في تعلم اللغة الإنجليزية كلغة أجنبية. هدفت هذه الدراسة إلى استكشاف تجارب المعلمين في تطبيق مهارات 4Cs في تدريس الكتابة باللغة الإنجليزية كلغة أجنبية في المرحلة الإعدادية، بما في ذلك الاستراتيجيات المستخدمة والتحديات التي واجهتها أثناء التنفيذ. استخدمت هذه الدراسة نهجا نوعيا مع تصميم دراسة حالة. تم جمع البيانات من خلال ملاحظات صفية ومقابلات شبه منظمة مع ثلاثة معلمي لغة إنجليزية من مدارس إعدادية مختلفة في مالانغ. أظهرت النتائج أن تطبيق مهارات 4Cs شجع الطلاب على أن يصبحوا أكثر نشاطا وانخراطا وثقة في أنشطة الكتابة. لدعم التنفيذ، طبق المعلمون عدة استراتيجيات مثل التعلم التعاوني، واستخدام السياقات الواقعية، والوسائط البصرية، والسقالات، والتمايز. ساعدت هذه الاستراتيجيات الطلاب على توليد الأفكار، وتنظيم كتاباتهم، وتحسين تفكيرهم النقدي وإبداعهم. ومع ذلك، واجه التنفيذ أيضا عدة تحديات، منها محدودية المفردات لدى الطلاب، وصعوبات في بناء الجمل، والاختلافات في مستويات قدرات الطلاب، والمشاركة غير المتكافئة في العمل الجماعي. في الختام، يساهم تطبيق مهارات 4Cs بشكل إيجابي في تفاعل الطلاب ونتائجهم التعليمية في كتابة اللغة الإنجليزية كلغة أجنبية، رغم أن الدعم المستمر والاستراتيجيات المناسبة لا تزال مطلوبة لتجاوز التحديات القائمة.

CHAPTER I

INTRODUCTION

The contents of this chapter have an important role as the initial foundation for this research, consisting of background of the research, research questions, research objectives, significance of the research, research scope and limitations, as well as definition of key terms.

1.1 Background of the Research

In the current era of 21st century education, students are required not only to master academic knowledge but also complex life skills, which are summarized in the concept of 4Cs skills: Critical Thinking, Communication, Collaboration, and Creativity (Rizaldi & Fatimah, 2024). These four skills are the main pillars in facing today's global, technological and social challenges (Rasyid et al., 2025). In the context of learning, the application of 4Cs encourages students to think critically in solving problems, communicate effectively, work together in teams, and generate original creative ideas. Ayoub et al. (2024) stated that in the 21st century, English language teachers recognize that English language teaching and learning has evolved significantly, driven by the need to equip students with relevant skills in a rapidly changing global landscape. Therefore, the 4Cs play an important role in shaping students who are active, reflective, and adaptive to the times.

In the context of education, the 4Cs can be integrated into English language learning to support students' 21st-century competencies (Anggraini et al., 2024). For instance, research conducted by Waly and Ashadi (2024) showed

that Project-Based Learning (PjBL) combined with Information and Communication Technology (ICT) effectively developed students' critical thinking, communication, collaboration, and creativity skills.

The 4Cs concept in learning is relevant to Islamic teachings. Based on Surah Al-Maidah (5): 2 of the Al-Quran, which says:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۗ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۗ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ

شَدِيدُ الْعِقَابِ ۚ

“.....And help one another in righteousness and piety, and do not help one another in sins and transgressions. And fear Allah; indeed, the punishment of Allah is severe”.

This verse emphasizes the importance of positive cooperation, communication, and creativity, which are closely related to the principles of the 4Cs in education. Therefore, the application of the 4Cs in education, particularly English language learning, can be seen as aligned with Islamic values.

In learning English, students are required to develop competence in four core language skills, namely listening, speaking, reading, and writing, which serve as the foundation for effective communication and language proficiency (Burns & Siegel, 2018; Alhaider, 2023). Among these skills, writing is considered one of the most challenging skills for EFL students because it requires students to organize ideas, use appropriate grammar and vocabulary, and express thoughts coherently (Yuliana & Sahayu, 2024). Writing also plays

an important role in helping students communicate ideas systematically and logically.

However, the teaching and learning of EFL writing at the junior high school level still face various challenges. Students often experience difficulties in generating ideas, organizing paragraphs, using grammar accurately, and selecting appropriate vocabulary (Fareed et al., 2016). In addition, students tend to have low motivation and limited critical thinking skills in writing activities (Pupiales Chuquin & Lizaldes E., 2025). From the teachers' perspective, challenges also arise in managing classroom activities, providing effective feedback, integrating technology, and implementing 21st-century learning approaches within limited instructional time (Cheng & Zhang, 2022; Varas et al., 2023). These conditions indicate that writing instruction still requires more meaningful and student-centered learning approaches.

To address these challenges, the integration of the 4Cs skills can be applied in EFL writing instruction. Through the implementation of the 4Cs, students are encouraged to think critically in developing ideas, communicate meaningfully through writing, collaborate with peers during writing activities, and express creativity in constructing written texts (Ekalia et al., 2025). Therefore, the integration of the 4Cs in EFL writing is considered relevant to support students' engagement and writing development in 21st-century learning.

Several previous studies have discussed the integration of the 4Cs in English language learning (Pardede, 2020; Ayoub et al., 2024; Hapsari & Prasetyarini, 2025; Suryani et al., 2025). Most previous studies focused on theoretical

discussions, teachers' perceptions, or the development of teaching materials and learning activities. In addition, many studies were conducted at the higher education level rather than at junior high schools. Studies specifically exploring teachers' actual experiences in implementing the 4Cs in teaching EFL writing at the junior high school level are still limited.

Therefore, this research aims to explore teachers' experiences in implementing the 4Cs in teaching EFL writing for junior high school students, including the strategies used and the challenges faced during the implementation process. The findings of this research are expected to provide practical insights for English teachers in implementing 21st-century skills in writing instruction.

1.2 Research Questions

Based on the background above, the research questions are formulated as follows:

1. How do teachers experience the implementation of the 4Cs skills in teaching EFL writing at junior high schools?
2. What strategies do teachers use to implement the 4Cs skills in teaching EFL writing?
3. What challenges do teachers face in implementing the 4Cs skills in teaching EFL writing?

1.3 Research Objectives

Based on the research questions above, the objective of this study are as follow:

1. To explore teachers' experiences in implementing the 4Cs skills in teaching EFL writing at junior high school.
2. To identify the strategies used by teachers to implement the 4Cs skills in teaching EFL writing.
3. To investigate the challenges faced by teachers in implementing the 4Cs skills in teaching EFL writing.

1.4 Significance of the Research

The results of this study are expected to be useful both theoretically and practically.

1. Theoretically, this research is expected to contribute to the development of literature review on the application of 21st century skills, especially the 4Cs in the context of EFL learning. The findings of this research can enrich academic understanding of how the integration of the 4Cs can support students' writing skills and become a reference for future research that examines similar topics.
2. Practically, this research is expected to provide benefits for junior high school English teachers, especially with regard to formulating strategies of writing learning based on the 4Cs skills. Through such detailed awareness of teachers' perceptions and experiences in implementing the 4Cs, this research can become an inspiration or consideration for developing more innovative and relevant learning activities.

Furthermore, the results of this research are also expected to provide input for policy makers regarding the importance of integrating 21st-century skills into the curriculum, as well as provide insights for teachers in improving teaching practices to enhance the quality of education.

1.5 Scope and Limitations

This research explores junior high school English teachers' experiences in implementing 21st-century skills, namely the 4Cs, which stand for critical thinking, communication, collaboration, and creativity in the context of writing instruction. The subjects of this research are English teachers from junior high schools in Malang, a broader scope than just one school. The primary focus of the research is how teachers interpret, perceive, and apply the 4Cs in their classroom writing practices.

The limitation of the research is that it does not measure students' writing skills quantitatively. The data obtained in this research were qualitative in nature. Participant selection was done by distributing questionnaires to identify teachers whose experiences would be relevant to the research issue. The main data explored teachers' experiences and were obtained through in-depth interviews. This research is also limited to the context of junior high schools within the Malang area; therefore, the results cannot be generalized for all schools but rather serve as a contextual description of how the 4Cs are applied in the teaching of writing.

1.6 Definition of Key Terms

To avoid misunderstandings of the key terms in this research, the researcher defines some of the terms contained in the following headings:

a. Teachers' Experiences

In this research, these are defined as the direct experiences of English teachers themselves in applying the 4Cs skill to writing instruction, including daily teaching practices, strategies adopted, and teachers' reflections regarding the effectiveness of the 4Cs application within the classroom.

b. 4Cs

The 4Cs in this research refers to the four important 21st-century skills, namely, Critical Thinking, Communication, Collaboration, and Creativity. The application of 4Cs in learning English helps students to think more critically in formulating ideas, communicate effectively by writing, collaborate with their peers in group writing activities, and be creative with the expression of their thoughts.

c. Writing skills

In this research, writing skills are defined as students' ability to create structured, logical, and communicative paragraphs in English. These include the ability to organize ideas coherently, use correct grammar, select appropriate vocabulary, and construct meaningful sentences so that the message can be clearly conveyed to the reader.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will explore theories relevant to this research addressing several key terms. These terms include teachers' experience, the concept of 4Cs skills, EFL writing, and previous studies. Each topic will be further elaborated through various subtopics that correspond to the main themes of the research.

2.1 Teachers' Experience

In this part, the author will discuss: (a) the definition of teachers' experience, (b) the role of teachers' experience in language teaching, and (c) the challenges faced by teachers in teaching EFL writing.

2.1.1 Definition of Teachers' Experience

The term experience means the knowledge and skills that one obtains through direct participation in some activity. It refers to mastery in some area of expertise or ability that is acquired over a period by constant practice. In other words, experiences are the knowledge or abilities that one gets from doing a particular job or performing a specific activity over an extended period of time. Experience refers to knowledge, skills, and awareness gained through learning process and direct interaction with the environment. This view is supported by Kolb (2015), who notes that experience is a direct

source of learning through which individuals develop reflective and adaptive skills to handle new situations.

In the educational context, teacher experience includes not only the length of time teaching, but also the quality of interactions and teaching practices undertaken, which contribute to increased professionalism and effectiveness in managing learning (Darling-Hammond et al., 2017). Therefore, teacher experience can be defined as the learning process that a teacher develops throughout their career, both in knowledge and teaching skills. It comes not only from formal activities like training and professional development but also from daily classroom practice and direct interactions with students.

Richards and Farrell (2005) highlighted that the meaning of teacher experience is not just related to length of service but to the quality of knowledge and skills developed through teaching practice. Teacher experience in this research refers to direct involvement of the English teachers themselves in the implementation process of 4Cs, namely Critical Thinking, Communication, Collaboration, and Creativity, within the process of teaching writing.

In this research, teachers' experience was explored rather than focusing only on teaching strategies because experience covers broader aspects of teachers' practices, including their perceptions, classroom interactions, challenges, reflections, and decision-making processes during the implementation of the 4Cs in EFL writing

instruction. Teaching strategies are considered one part of teachers' experiences, since strategies emerge from teachers' practical experiences and classroom situations.

2.1.2 The Role of Teachers' Experience in Language Teaching

Teacher experience is an important feature that influences the quality of learning practices and the achievements of students. In the 21st century, the role of teachers has been extended from knowledge transmission to facilitator, designer of learning experiences, digital literacy facilitator, and mentor in developing students' non-cognitive skills. These extended roles require teachers to integrate traditional pedagogical competencies with technology use, collaboration, and the development of critical and creative thinking skills as stated by Herlinawati et al. (2024). Real-world experience within teacher education is considered crucial in making prospective of teachers ready to face various challenges arising in the practice as noted by Adani (2024). Through such experiences, teachers can enhance their classroom management, apply appropriate learning strategies, and adapt to students' diverse needs.

In the context of modern education, teachers are seen as agents of change who are responsible for equipping students with 21st-century skills in such areas as creativity, problem-solving, collaboration, digital literacy, and cross-cultural communication. Teachers' responsibilities include designing skills-based learning, implementing technology as a pedagogical tool, and developing student-centered

learning approaches. A number of previous studies have shown that continuous professional development is important for teachers to adapt to changing curriculum demands and socio-economic dynamics (Martinez, 2022; Kain et al., 2024).

In language teaching, the teacher maintains a dual role; as language models who provide authentic input and constructive feedback; and as facilitators of the communicative process who create a meaningful language environment. In the context of teaching English as a foreign language (EFL), teachers are required to be sensitive to the social and cultural conditions of their students, select relevant materials, and adapt methods so that students still gain real communication experiences even though their language exposure outside the classroom is limited. Recent literature emphasizes that affective language learning requires a student-centered approach, including the use of project-based learning to enhance motivation and language skills (Ly, 2024; Engida et al., 2024).

Teaching experience significantly contributes to the development of teachers' pedagogical skills, professional intuition, and beliefs regarding the language learning process. Teachers with more experience tend to be more capable of managing classrooms, implementing formative assessments, and adapting instruction to students' needs (Rahimi & Ong, 2023). However, research by Kini and Podolsky (2016) showed that the impact of experience on teaching quality is not always linear. The greatest competency gains tend to

occur early in a teacher's career, while later in life, quality gains depend heavily on teachers' motivation to develop, opportunities for reflection, and involvement in ongoing training programs. Therefore, teaching experience should be accompanied by critical reflection and continuous professional development to improve the quality of language teaching.

Besides influencing technical skills, experience also affects teacher cognition, which in turn impacts method-choice, technology use, and responsiveness of the teacher to student needs. A fair number of qualitative studies have demonstrated how teachers' language learning experience informs their views on learning goals, like a focus on grammar or communication. Therefore, studies of teacher experience need to encompass cognitive (beliefs), affective (motivation and well-being), and contextual (school support and resource availability) dimensions (Low et al., 2019).

Therefore, the importance of teacher experience in language learning process success is obvious. Generally speaking, teachers with long service are more aware of class conditions, students' characteristics, needs and teaching techniques that can be used in classes to reach the goals set within the framework of learning objectives. According to Freeman and Johnson, (1998) teacher experience influences pedagogical content knowledge, classroom management skills, and the ability to adapt teaching methods to the students' diverse backgrounds and abilities. This is also supported by

recent studies which emphasize that experienced teachers are more adaptive in implementing student-centered and technology-integrated learning approaches (Herlinawati et al., 2024; Ly, 2024). In teaching EFL writing, experienced teachers tend to be more skilled at designing learning activities that encourage critical thinking, creativity, and collaboration, which align with the demand of 21st-century learning.

2.1.3 Factors Influencing Teachers' Experience

The teachers' experiences of the learning process involve several factors, including individual, professional, and contextual dimensions. Individual factors involve pedagogical competence, self-confidence, and motivation in the way teachers respond to challenges in the classroom (Handayani et al., 2022). Professional factors involve continuous training and professional development that enable a teacher to expand knowledge and effectively apply 21st-century skills (Darling-Hammond et al., 2017); Kain et al., 2024). Meanwhile, contextual factors such as school support, principal leadership, and resource availability also determine the extent at which teachers will be able to implement innovative learning (Li, 2023).

Additionally, well-being and workload affect the quality of teachers' experiences where high administrative pressure reduces motivation and creativity in teaching (Nwoko et al., 2023). This finding is in line with the research by Hapsari and Prasetyarini (2025) and Pardede (2020) which shows that, although teachers understand

the importance of the 4Cs skills, limited time, facilities, and professional support remain major obstacles in their practice.

2.2 The Concept of 4Cs Skills

2.2.1 The History of 4Cs

The concept of the 4Cs skills was firstly introduced by the Partnership for 21st Century Skills (P21), a consortium established at the beginning of the 21st century in the United States of America, around 2002-2009. P21 is a collaboration between educational institutions, the government, and the industrial sector, with its main objective being to develop new learning models that would prepare graduates to face 21st-century challenges. With this initiative, P21 presented the Framework for 21st Century Learning to position four core competencies: Critical Thinking, Communication, Collaboration, and Creativity as the core of 21st-century skills (Trilling & Fadel, 2009; Partnership for 21st Century learning, 2015).

The framework developed by P21 is used as a guideline by educational institutions in different countries to create curriculum that do not stress the cognitive aspects alone, but rather more on higher-order thinking skills and social skills necessary in contemporary times. According to Trilling and Fadel (2009) in their book “21st Century Skills: Learning for Life in Our Times”, these four competencies stand at the foundation for building adaptive, innovative and communicative abilities against rapid change. What they underscore is that education does not anymore focus on declarative knowledge only, but also on

using knowledge through critical thinking, collaboration, communication, and creativity in solving problems.

The 4Cs framework has subsequently been widely adapted in various countries, including Indonesia, since it is considered relevant to the demands of a 21st-century curriculum that emphasizes skills-based learning. Four-Dimensional Education also emphasized that the 4Cs are the core competencies that support academic and professional achievements in the modern era. Thus, the history of the 4Cs not only reflects the development of global educational theory but also reflects a paradigm shift toward learning that is oriented toward the ability to think creatively and collaborate.

2.2.2 Why 4Cs (Not 6Cs)?

The concept of the 4Cs was chosen since it constitutes the core of the most fundamental and relevant skills applied in the 21st-century within different educational contexts, including language learning. These four skills (Critical Thinking, Communication, Collaboration, and Creativity) are considered to represent the overall competencies needed for students to adapt, think reflectively, and be productive amidst rapid global change. According to Trilling and Fadel (2009), these four elements reinforce each other and provide a foundation for the development of other skills, such as character, leadership, and technological literacy. In other words, the 4Cs are the main pillars that support all other 21st-century skills.

Besides practical reasons, the 4Cs were also chosen because they are closely related to the four language skills; listening, speaking, reading, and writing. For example, critical thinking is needed when analyzing texts or arranging ideas; communication is the foundation for communicating effectively; collaboration takes place in group writing activities or class discussion; and creativity plays a role in producing original and meaningful writing. In this regard, Waly and Ashadi (2024) pointed out that those four skills are an essential foundation for EFL students in developing reflective and innovative writing competencies.

Therefore, the 4Cs were chosen not only because they are more concise and widely recognized, but also because they are directly connected with the teaching and learning process that involves interaction, reflection, and the expression of ideas.

2.2.3 Explanation of Each “C”

Each element in the 4Cs concept has a distinct meaning and function, but they complement each other in the learning process, particularly English language learning.

a) Critical Thinking

Critical thinking refers to the process under which an individual logically analyzes, evaluates, and synthesizes information to generate decisions or judgment that are sound. According to Facione (2015), critical thinking

involves the ability to interpret, analyze, evaluate, and draw conclusions reflectively from evidence. In the context of EFL writing, critical thinking skills can be applied through activities such as idea evaluation, text structure analysis, argument evaluation, and giving logical reasons to support their opinions.

Activities such as analyzing model texts, evaluating peer writing, and justifying an opinion in argumentative writing can help students develop critical thinking skills. This aligns with the opinion of Annisa et al. (2024), who stated that critical thinking skills can be developed through activities that require students to analyze situations, evaluate ideas, and develop problem-solving strategies relevant to the learning context.

b) Communication

Communication involves the study of students' abilities to express and interpret messages, both in oral and written forms. Trilling and Fadel (2009) stated that communication includes the ability to clearly express ideas, understand the messages from other people, and use various media for communication appropriately. In EFL writing context, communication encompasses not only the ability to write a clear and coherent text but also to provide feedback, respond

to peer comments, and interpret writing instructions accurately.

Communication in EFL writing practice can be implemented through activities such as peer review or collaborative writing, or discussion-based prewriting activities which necessitate students to exchange opinions and understand others' perspectives.

c) Collaboration

Collaboration means to be able to work with others to achieve a common goal. According to Johnson and Johnson (2018), collaboration encompasses positive interdependence, face-to-face interaction, individual accountability, and interpersonal skills. Collaboration in learning the English language allows students to develop mutual respect, share ideas, and feel jointly responsible for completing a task. It can be realized in EFL writing through several activities such as collaborative writing, group brainstorming, peer editing, and group projects that demand active discussion.

d) Creativity

Creativity is associated with the process of generating new ideas, using unique ways to express ideas, and creating solutions deviating from the standard. According to Beghetto and Kaufman (2014), creativity in education involves

students' ability to innovate, imagine new possibilities, and produce original work. Creativity can be reflected in EFL writing, where students choose interesting topics, build storylines, use figurative language, or even produce digital presentations.

Soomro et al. (2025) showed that the use of information technology in language learning helps enhance creativity because students have more opportunities to explore ideas through digital platforms. Creativity in EFL writing practice could be supported by using media such as Canva, Padlet, Storybird, and other platforms to create visual texts, posters, digital stories, or creative portfolios.

2.2.4 The Implementation of 4Cs in Language Learning

The implementation of the 4Cs in language learning, specifically English as a foreign language (EFL), can effectively be implemented through a variety of teaching strategies focusing on the active participation of students. Among these is project-based learning, in which students work in groups to carry out a task that requires them to be creative, to communicate, and to think critically. Annisa, Gultom, and Debora (2024) discussed how employing multimedia technology in contextual oral learning projects enhances students' critical thinking and creativity skills since they have to devise messages and communication strategies relevant for specific situations (cited in Estimurti et al., 2024).

Other strategies, such as group discussions, debates, and presentations, are also widely used by teachers to infuse students with 4Cs skills in the classroom. In the research conducted by Marwa et al. (2024), it was found that English teachers had integrated the 4C skills into student group activities or assignments through various learning activities. This includes creating videos as English learning media; preparation of presentations with PowerPoint; class projects to come up with learning products; and asynchronous class discussions through the Google Classroom platform. It reflects the teachers' intention to develop 21st-century skills through collaborative and technology-based activities.

Another important strategy in implementing the 4Cs in EFL learning is the use of scaffolding techniques. Scaffolding refers to step-by-step guidance provided by teachers to help students accomplish learning tasks gradually and independently (Vygotsky, 1978). In writing instruction, scaffolding can be implemented through guided questions, sentence models, brainstorming activities, and teacher feedback to support students in organizing ideas and developing written texts. Therefore, scaffolding is considered an effective strategy to support students with different levels of language proficiency in implementing the 4Cs skills in EFL writing classrooms.

By implementing the 4Cs into language learning, students will not only gain in mastering the technical features of the language but

also in reflective thinking, collaboration, effective communication, and innovation. With appropriate learning strategies like Task-Based Learning and Project-Based Learning, teachers can facilitate a more meaningful and active learning environment, oriented toward the development of 21st-century skills (Silitubun et al., 2024). This approach reflects constructivist learning theory, which emphasizes that students actively construct knowledge through social interaction and authentic learning experiences.

2.3 EFL Writing

2.3.1 The Nature of Writing in EFL Contexts

Writing is one of the productive skills of language learning where ideas, opinions, and information are expressed in writing in a structured and meaningful way. In the context of the EFL class, writing skills do not involve just mechanically copying words or sentences in English, but also a complex thought process for the purposes of choosing appropriate words, organizing ideas, and using suitable grammar.

According to Harmer (2007), writing is a process that requires planning, writing, and editing so that the message can be conveyed effectively to the reader. Brown (2015) added that in the EFL context, writing is a challenge since students do not use English in everyday life; thus, it needs to be practiced constantly to achieve proficiency. Furthermore, Hyland (2019) defined that writing in

foreign language learning is also a form of written communication representing critical thinking skills and an understanding of the socio-cultural context of the target language.

2.3.2 Components of Writing

Writing skill involves a number of interrelated components. Hyland (2019) listed five key components of writing skills; these are grammar, vocabulary, organization, content, and mechanics. First, grammar encompasses the understanding of sentence structure together with the use of grammatical forms appropriately in communicating meaning clearly. Second, vocabulary involves the capability to select words appropriately in line with the context of the writing. Third, organization means the logical assembly of ideas to ensure that writing flows coherently and is concise. Fourth, content involves what the writer intends to convey in terms of relevance and depth, while mechanics deals with technical issues such as spelling, punctuation, and capitalization.

According to Nation (2009), students' writing is only understandable to their readers by the mastery of these five components. Therefore, it is the teacher's responsibility to emphasize the balance between linguistic and content aspects in the writing learning process.

2.3.3 The Process of Writing

The writing process does not happen instantly in EFL learning. However, this happens not just through a single stage but rather through several interconnected stages. Harmer (2007) explained that a writing process generally consists of four to five main stages: prewriting, drafting, revising, editing, and publishing. Prewriting is the planning stage in which students generate ideas through activities such as brainstorming or mind mapping. Later on, during the drafting stage, these ideas are written down in a preliminary fashion without much concern for perfection of the language structure. Following that, the revising stage proceeds with aims to develop the content, paragraph structure, and coherence between sections of the writing. In this step, the editing stage, students pay attention to linguistic matters such as grammar, spelling, and punctuation. Finally, publishing occurs when the writing is ready for sharing or evaluation.

According to Hyland (2019), the process of writing is recursive in that at any given time, writers may go back to previous stages for the improvement of their writing. Using a process-based approach, EFL students learn that writing is not a product but an ongoing process of thinking and reflecting that gradually develops the ability to write.

2.3.4 Teaching Strategies in EFL Writing

Teaching strategies play an important role in helping students develop their writing skills effectively. In EFL writing instruction, teachers are required to select appropriate strategies that can support students in generating ideas, organizing paragraphs, improving grammar, and expressing ideas clearly. According to Hyland (2019), effective writing instruction should involve interactive and student-centered activities that encourage students to actively participate in the writing process.

Several strategies are commonly used in teaching EFL writing. One of them is collaborative learning, where students work together through peer discussion, peer review, and group writing activities. This strategy helps students exchange ideas, provide feedback, and improve communication skills (Johnson & Johnson, 2018). Another strategy is scaffolding, which refers to the support provided by teachers to guide students gradually during the writing process. Through scaffolding, students receive assistance in brainstorming ideas, organizing paragraphs, and revising drafts (Vygotsky, 1978).

In addition, the use of visual media and technology can support students' creativity and engagement in writing activities. Teachers may use digital platforms such as Canva, Padlet, or Google Docs to facilitate collaborative and interactive writing activities (Soomro et al., 2025). Process-based writing strategies, including prewriting,

drafting, revising, and editing, are also widely applied to help students develop their writing step by step (Harmer, 2007). Therefore, selecting appropriate teaching strategies is essential in creating meaningful EFL writing instruction and supporting the integration of 21st-century skills in the classroom.

2.3.5 Common Challenges in EFL Writing

21st century teachers are faced with various complexities, particularly within the context of learning English as a foreign language (EFL). Research by Septiyanti, Nugraha, and Kurnia (2023) has shown that teachers struggle to understand effective learning methods that can develop the 4C skills (Critical Thinking, Communication, Collaboration, and Creativity), including designing appropriate lesson plans, and are hampered by inadequate facilities and infrastructure. Furthermore, the research "The Integration of 6 Cs of the 21st Century Education into English Skills: Teachers' Challenges and Solutions" revealed that the main obstacles to integrating 21st-century competencies into classroom practice were low student motivation, limited English vocabulary, and time management (Shabrina & Astuti, 2022). Another research by Ramadhanti (2024) noted that there is still a gap in the teachers' competencies regarding the use of technology and active learning methods that would make teaching relevant and responsive to the dynamics of the times.

The teaching profession has become increasingly complex and challenging during the 21st century, with many teachers reporting poorer mental health compared to other professions. This job requires teachers to manage various emotions at different levels. Teaching is considered a demanding, stressful, and challenging profession at all levels of education. The reforms about education conducted by the various governments are also one of the continuous reasons as to why the scale and speed of these reforms often affect the teachers' physical, emotional, and professional well-being. These pressures and demands of work affect the quality of teaching, which can lead to job dissatisfaction, increased emotional exhaustion, and diminished teacher well-being (Nwoko et al., 2023).

The teachers are facing various challenges in teaching English in the contemporary era, such as students' low basic language skills, limited learning resources and facilities, and low learning motivation, which complicate the implementation of communicative and 21st-century skills-based learning methods (Turchi et al., 2020). In EFL writing, common challenges faced by the teachers are difficulty in providing effective feedback, a heavy correction burden, and limited time to practice the repetitive writing process (draft-revise-edit) (Cheng & Zhang, 2022). This results in focusing on grammatical errors rather than developing ideas and text organization. Furthermore, research by Varas et al. (2023) added that other factors such as curriculum demands and lack of professional

training in 21st century skills also present obstacles to integrating these skills into writing instruction.

In the EFL context, students have different difficulties while building good writing skills. These are caused by linguistic and non-linguistic factors. Fareed et al. (2016) confirmed that the most common difficulties experienced by EFL students include grammatical errors, limited vocabulary, and inability to express logically. Furthermore, some students are still influenced by the structure of their first language (L1 interference), often making errors in English sentence construction.

Pupiales Chuquin and Lizaldes E. (2025) also found that secondary school students' writing difficulties are caused by lack of critical thinking skills and low motivation to write. Meanwhile, Moses and Mohamad (2019) added that many EFL teachers still face obstacles in providing effective feedback and guiding students throughout the writing process. Other challenges include limited learning time and the lack of use of technology to support writing practice. Therefore, teachers are expected to implement a process-focused approach and combine it with innovative learning methods to optimally develop students' writing skills.

2.4 Previous Studies

Various studies have been conducted to examine the application of 21st-century skills, particularly the four key skills known as the 4Cs (Critical

Thinking, Communication, Collaboration, and Creativity) in English language learning. One such research was carried out by Pardede (2020), which explored how the 4Cs were incorporated into teaching English in higher education. Based on the literature review, he found that the implementation of the 4Cs significantly contributed to developing students' critical thinking and communication skills. However, the research also established that some teachers are still struggling to incorporate these four skills into their teaching practices, especially writing and speaking.

Another research by Hapsari and Prasetyarini (2025) conducted a research on teachers' perceptions related to the implementation of the 4Cs in Indonesian secondary schools. Using a survey approach, they found that most of the teachers understood the importance of 21st-century skills in learning, but it was not optimally applied in the classroom. Teachers tended to focus more on communication and collaboration, while creativity and critical thinking were not well developed because of the limitation of time and learning resources.

Moreover, Ayoub et al. (2024) conducted research on the perceptions of English teachers in Pakistan regarding the implementation of the 4Cs in higher education. Using in-depth interviews, the research indicated that most teachers had a positive view of the implementation of the 4Cs, though they faced several obstacles, such as a lack of professional training, limited learning resources, and curriculum pressures.

Meanwhile, Soomro et al. (2025) highlighted the implementation of 4Cs skills through the use of information technology. Their research showed that the

use of digital technology can strengthen students' critical thinking, collaboration, and creativity skills by giving more space for interaction and exploration of ideas.

Suryani et al. (2025), within the context of developing teaching materials, generated project-based teaching materials to enhance students' creativity and collaboration during the writing process. Their research demonstrated that project-based can create a more meaningful process of learning and help students engage more in activities on this matter. Similarly, Rasyid et al. (2025) proposed the writing teaching materials based on the 4Cs for elementary school students and concluded that using the teaching materials increased students' critical thinking skills and grammatical accuracy.

The effectiveness of the Project-Based Learning model was also tested in developing 21st-century skills at vocational schools by Jalinus et al. (2023). The results indicated that this model inspired collaboration among students; critical thinking in solving real-life problems encountered in learning could also be ensured with this model. Similar results were also reported in the research by Pentury et al. (2020), who argued that project-based activities bear considerable potential for fostering students' responsibility and encouraging communication skills within an English language learning environment.

From these studies, it can be concluded that the implementation of the 4Cs in learning English has been variously discussed. However, most prior studies have concerned on higher education or the preparation of specific teaching materials and not the teachers' direct experiences in implementing the 4Cs into

the classroom. There are very few studies which have specifically investigated how junior high school teachers of English integrate the skills of the 4Cs into teaching writing skills.

Therefore, this research attempts to fill the gap by exploring junior high school English teachers' actual experiences in implementing the 4Cs in writing instruction. The results obtained from this research are expected to make empirical contributions to developing more effective 21st-century learning strategies and to provide a reference for teachers in optimizing the process of learning English at secondary schools.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in this research, including the research design, setting and participants, research instruments, data collection technique, data analysis, and data validity strategies.

3.1 Research Design

This research utilized a qualitative approach with a multiple-case study design. Qualitative research is used to explore and understand individuals' experiences, perspectives, and social phenomena in natural settings (Creswell & Poth, 2018). This approach was considered appropriate because this research aimed to explore English teachers' experiences in implementing the 4Cs skills in teaching EFL writing at the junior high school level.

This research specifically employed a multiple case study design. According to Yin (2018), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context. A multiple case study allows researchers to explore similarities and differences across several cases to obtain deeper and richer findings. In this research, the cases referred to three English teachers from different junior high schools in Malang who implemented the 4Cs in writing instruction.

Furthermore, Creswell and Poth (2018) stated that a qualitative case study enables researchers to obtain detailed and contextualized descriptions of participants' experiences and teaching practices. Therefore, this design was aligned with the purpose of the research, namely to explore how teachers

implement the 4Cs skills, the strategies used, and the challenges faced during the teaching process.

3.2 Setting and Participants

This research was conducted at three Junior High Schools in Malang that support the integration of 21st-century principles. The setting was chosen because the schools had English teachers who had applied 4Cs-based approaches in their teaching.

The participants of this research were three teachers who were selected through a *purposive sampling* process. The initial selection was based on the results of a short questionnaire used to identify teachers who had implemented the 4Cs in writing instruction. The participants were English teachers actively teaching at junior high schools in Malang who had experience in integrating the 4Cs skills into writing instruction and were willing to participate in the entire research process, including classroom observations, interviews, and providing supporting documentation.

3.3 Research Instrument

According to Creswell (2014), in qualitative research, the researcher acts as the primary instrument who develops, gathers, and analyzes the data. The researcher observed the activities of the participants, interviewed them, and scrutinized relevant documents to comprehend the phenomenon being studied.

Data collection instruments were developed to support or assist the researcher in gathering information from multiple sources systematically. The supporting instruments included:

1. Initial Questionnaire

This questionnaire was used to identify junior high school English teachers who had implemented the 4Cs in writing instruction, results formed the basis for selecting research participants.

The researcher identified teachers who had implemented the 4Cs in their English writing lessons through a Google Forms-based questionnaire with a 5-point Likert scale (1= Strongly Disagree to 5= Strongly Agree). This questionnaire was developed by the researcher and was validated by an expert to ensure its validity, clarity, and relevance to the research objectives. The questionnaire consisted of four sections: (1) teacher data, (2) screening section to ensure participants were relevant to the research criteria, (3) Likert scale items measuring the extent to which teachers implement each component of the 4Cs, and (4) open-ended questions to obtain a general overview of teachers' experiences. The questionnaire results were used to select interview participants using a *purposive sampling* technique. The blueprint of questionnaire, including the indicators, items, scale types, and relation to the research questions, is presented in *Appendix 3*.

2. Observation Guidelines

The observation instrument in this research was an observation checklist, which was used to directly observe teachers' practices in implementing the 4Cs skills in English writing instruction in the classroom. The observation checklist was developed based on the

theoretical framework of the 4Cs proposed by Trilling and Fadel (2009), namely Critical Thinking, Communication, Collaboration, and Creativity, as well as qualitative observation principles suggested by Miles et al. (2014). These theoretical frameworks guided the researcher in determining the observation indicators related to teachers' implementation of the 4Cs in EFL writing instruction. Through these observations, the researcher recorded how teachers implemented various writing learning strategies that reflected these four skills. The complete observation guidelines and indicators used in this research are presented in *Appendix 4*.

During the observations, the researcher also recorded the context of the activities and the interactions between teachers and students along with student responses to the learning. The results of these observations served to confirm or verify the consistency between actual classroom practices and interview results.

3. Interview Questions

Semi-structured interview guideline was used in this research as an interview instrument to explore experiences of teachers in applying the 4Cs at the junior high school level in English writing instruction. This interview guideline was adapted from the qualitative interview principles by Creswell (2014), and was validated by the supervisor to ensure the content corresponds to the research objectives.

The three main areas of inquiry in the interviews were aligned with the research questions: (1) teachers' experiences in implementing the

4Cs, (2) strategies teachers use to integrate the 4Cs into writing activities, and (3) challenges faced by the teachers in the process. Each question was constructed to be open so that the participants can give broad and reflective answers based on their personal experiences. This guideline was flexible, meaning the researcher could adjust the order or add follow-up questions to deepen participants' responses. The complete interview guide was presented in the appendix.

4. Documentation

Documentation included learning materials such as lesson plans, student worksheets, students' writing, and teacher notes related to the application of the 4Cs skills in writing lessons. These documents were used as supporting evidence to strengthen the interview and observation data and to check for consistency between reported practices and existing written evidence. This documentation also formed part of the data triangulation process, as suggested by Miles et al. (2014) to increase the credibility of the research findings.

3.4 Data Collection

In this research, the researcher used four main data collection techniques: questionnaires, observation, interviews, and documentation. The use of these techniques was intended to obtain more in-depth and accurate data regarding teachers' experiences in implementing the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) in teaching English writing at the junior high school level.

3.4.1 Questionnaire

The questionnaire was distributed online via Google Forms to English teachers, who participated in the English MGMP forum for junior high school teachers in Malang City. The questionnaire was only opened for 1 day. The purpose of this questionnaire was to identify teachers who had implemented the 4Cs principles in writing learning activities. The data from this questionnaire were used as a basis for determining participants for further interviews.

3.4.2 Observation

Observations were conducted directly in the classroom to observe how the 4Cs skills were applied in the writing learning process for three English teachers who had been selected through Google Form. Observations were conducted twice for each teacher. Through these observations, the researcher was able to understand the natural behaviour of teachers and students. The results of the observations were recorded on a prepared observation sheet and used as supporting data to strengthen the interview results.

3.4.3 Interviews

In addition to classroom observations, the researcher also conducted semi-structured interviews with selected English teachers to gain deeper insights into their teaching experiences. These interviews included nine questions structured around the four components of 21st-century skills.

Interviews were conducted in Indonesian, and the results were audio-recorded with the participants' consent then transcribed and translated into English for analysis. Each interview lasted approximately 30-45 minutes. The purpose of interviews was to explore teachers' experiences in integrating the 4Cs into writing instruction, strategies used by them, and challenges faced during the entire implementation process.

3.4.4 Documentation

Documentation was conducted to obtain supporting data in the form of lesson plans, students' writing samples, and teaching records. These documents were used to validate and supplement information from interviews and observations and provided triangulation evidence, as suggested by Creswell (2014).

The process of data collection in this research was conducted in several stages systematically. First, the researcher distributed an online questionnaire through Google Forms to English teachers who joined the MGMP forum in Malang City to identify potential participants who had implemented the 4Cs skills in teaching writing. After the questionnaire responses were collected, the researcher selected several teachers using purposive sampling based on the research criteria and questionnaire results.

Furthermore, the selected participants were contacted to confirm their willingness to participate in the research. After obtaining participants' consent, the researcher conducted semi-structured interviews and classroom

observations to explore teachers' experiences, strategies, and challenges in implementing the 4Cs skills. In addition, supporting documents such as lesson plans, students' worksheets, and students' writing samples were collected to strengthen the research data through triangulation.

The specific activities were presented in the following table.

Table 1.4 Data Collection Timeline

Week	Activities	Target	Duration	Notes
1	Distribution of the Google Form questionnaire	24 respondents	1 day	Distributed through MGMP forum
1	Closing the questionnaire and selecting potential participants using purposive sampling	5 teachers selected based on criteria and highest Likert scores	2-3 days	Participants were contacted for interviews and observations
2	Confirming participants and obtaining voluntary agreement	3 teachers agreed to participate	2-3 days	Informed consent was obtained
3-4	Conducting interviews with selected teachers	3 teachers x 30-45 minutes	1-2 weeks (according to schedule)	Interviews were transcribed after each session
5	Conducting classroom observation (Round 1)	3 teachers x 1 observation	1 week	Conducted during writing lessons
6	Conducting classroom observation (Round 2) and collecting documentation (Lesson plans, student work, etc.)	3 teachers x 1 observation	1 week	Lesson plans and student work were collected, and member checking was conducted

3.5 Data Analysis

Data analysis was a process that comprised several steps or stages of analyzing data that had been collected for the purpose of drawing conclusions. In this study, the researcher applied qualitative data analysis procedures based on an interactive analysis model, which was developed by Miles, Huberman, and Saldana (2014), and consists of four main stages:

3.5.1 Data Reduction

Data reduction was the next step taken by the researcher after collecting all the data. This stage involved selecting, focusing, simplifying, and organizing the raw data gathered through interviews, observations, and documentation. This process helped the researcher analyze and draw conclusions from the findings. During this process, the researcher reviewed all the data and then selected information relevant to the research focus. Data related to teachers' experiences, strategies, and challenges in implementing the 4Cs in EFL writing, as well as their efforts to overcome these challenges, were retained and explored in depth. Furthermore, through coding, the researcher grouped the data into several main categories, namely experiences, strategies, and challenges. Data that were irrelevant to the research focus were eliminated to provide a more focused analysis. After the filtering and grouping processes were completed, the researcher summarized the reduced data and then abstracted them to develop more meaningful interpretations.

Data reduction and transformation were carried out continuously throughout the research until sufficient data were obtained to answer the research questions. After the data were organized systematically and met the needs of the analysis, the researcher translated them from Indonesian into English, consistent with the language used in the research report.

3.5.2 Data Display

Data display referred to an organized way of presenting information so that the researcher could draw conclusions or make decisions. In this study, the researcher presented the findings in the form of narrative and descriptive texts. According to Miles et al. (2014), one of the most common forms of data display in qualitative research is descriptive text. They further state that an effective data analysis model is one that ensures the validity and credibility of qualitative findings.

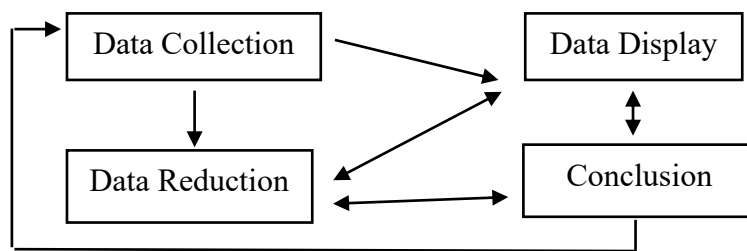
3.5.3 Conclusion Drawing

Drawing conclusions in Miles and Huberman's data analysis theory was considered part of the confirmation process. The conclusion corresponded with the researcher's activities in the field, and both needed to be verified continuously. Verification was carried out carefully through thorough discussions and peer reviews to achieve shared understanding. Moreover, verification could also be conducted by comparing findings with different data sources. In

simple terms, meaning emerged from data that had been verified for their validity.

The final conclusions were not obtained instantly but through a series of data analysis steps, including data reduction, data display, and conclusion drawing, which were conducted repeatedly. These processes continued until credible, consistent, and verifiable conclusions were reached, ensuring that the validity of the research findings could be justified.

The three stages of data analysis proposed by Miles and Huberman are illustrated in the following chart:



Stages of Qualitative Data Analysis (Miles and Huberman)

Based on this theory, the researcher organized and reduced the collected data after gathering information from observation, interviews, and documentation according to the research focus. After categorizing the data, the researcher then analyzed them using relevant theories and supported the analysis with findings from previous studies. The data were presented in the form of findings and discussions (data display). From this presentation, the researcher formulated the final research results.

3.6 Data Validity

Data validity in this research was conducted to ensure the credibility, trustworthiness, and accuracy of the research findings. To ensure data validity, several checking techniques were required based on specific criteria. According to Lincoln and Guba (1985), there are four main criteria in testing data validity namely credibility, transferability, dependability, and confirmability. In this research, the researcher applied triangulation as a technique for checking data validity.

Triangulation is a data validation technique that uses multiple sources or methods to assess the accuracy of the data obtained (Carter et al., 2014). In this research, triangulation was conducted by comparing the interview data with the classroom observation results and by comparing the observation findings with relevant supporting documents, such as lesson plans, students' worksheets, and teaching materials. Through this process, the researcher was able to verify the consistency and credibility of the data from different sources.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides an analysis of the data collected through questionnaire, observations, and interviews regarding exploring teachers' experiences in implementing 4Cs in teaching EFL writing for junior high school students. Therefore, this chapter consist of two main sections: the research finding and the research discussion.

4.1 Research Findings

This section presents the findings of the research based on the data obtained from questionnaires, classroom observations, interviews, and documentation. The findings are organized according to the research questions, including teachers' experiences, strategies used in implementing the 4Cs skills, and challenges faced during the implementation process.

4.1.1 Questionnaire Finding

In this research, the initial data collection was conducted through the distribution of a questionnaire using Google Form to English teachers in Malang City. The questionnaire was distributed through the MGMP forum on February 9th, 2026 at SMPN 7 Malang. The distribution process was conducted in one day and successfully obtained 24 respondents.



Figure 4. 1 Distribution of Questionnaire through MGMP Forum

The results of the questionnaire are presented in the form of a Likert scale table to provide an overview of teachers' responses regarding the implementation of the 4Cs skills in teaching EFL writing. These results serve as a preliminary data to support the selection of the main participants and to show the overall responses of the respondents.

Based on the questionnaire results, it can be seen that the majority of teachers showed positive responses toward the implementation of the 4Cs skills in teaching EFL writing. This is indicated by the dominance of responses in the "Agree" and "Strongly Agree" categories across most of the items. In particular, items related to critical thinking, communication, collaboration, and creativity generally received high levels of agreement from the respondents. Although some items show neutral and slight disagreement responses, the overall results suggest that teachers have favorable perceptions and are familiar with implementing the 4Cs skills in their teaching practices.

Furthermore, no respondents selected “Strongly Disagree” in any of the items, which indicates the absence of strongly negative perceptions toward the implementation of the 4Cs skills. This strengthens the conclusion that teachers generally support the integration of the 4Cs in teaching EFL writing.

Based on the results of the questionnaire, the researcher then selected participants by considering the suitability of the criteria and the respondents’ willingness to be involved in the subsequent stages of the research. The selection of participants was carried out through voluntary participation, only teachers who were willing to be observed and interviewed further were chosen as the main participants. From this process, three teachers were selected as the participants of this research. The following are the details of the participants:

Table 4. 1 The Details of the Participants

No.	Participant	Gender	Length of teaching experience	School Name
1.	T1	Female	1-5 years	SMP Islam Malang
2.	T2	Female	>10 years	SMPN 2 Malang
3.	T3	Female	>10 years	SMPN 21 Malang

4.1.2 Teachers’ Experiences in Implementing the 4Cs Skills in Teaching EFL Writing at Junior High School

Based on the interviews and observations data, it was found that the integration of the 4Cs skills encouraged students to become more active and engaged in writing activities. All three teachers agreed

that the use of collaboration, communication, and creative tasks made students more involved in the learning process.

T1 stated that students became more active when they were involved in group discussions and presentations.

“...they collaborated during discussions and communicated when presenting the results of the discussion. I usually added a group presentation at the end...”

Similarly, T2 mentioned that students showed enthusiasm when they were asked to share their personal experiences and work collaboratively with their peers.

“... For descriptive texts, I also apply a collaborative approach...”

“...when I ask students to collaborate, they feel happy because they can communicate and work together with their friends. In the group, they also divide roles based on their abilities...”

T3 also emphasized that students were more engaged when they worked in groups and presented their writing results.

“...they work in groups based on their experiences. After that, they work individually based on their own experiences, and lastly they present their work...”

This finding is also supported by classroom observation, which showed that students actively participated in discussions, shared ideas, and presented their work. This indicates that the

implementation of the 4Cs skills plays an important role in increasing students' classroom engagement.



Figure 4. 2 Students presenting their writing work in front of the class



Figure 4. 3 Teacher facilitating writing instruction using visual presentation

Another common experience reported by the teachers is that the 4Cs skills help students develop their ideas before writing. The teachers implemented activities such as brainstorming, analyzing pictures, and discussing topics to stimulate students' critical thinking.

T1 explained that students were asked to analyze pictures and construct story plots before writing, which helped them think critically:

“...they were asked to observe the pictures to construct the plot of a story... this activity trained students to think critically...”



Figure 4. 4 Visual media used to stimulate students' ideas in writing activities

T2 also supported this by connecting writing tasks with students' real-life experiences:

“...students are asked to tell their own experiences... they explore what they have experienced and share it with their friends...”



Figure 4. 5 Student engaging in group discussion during writing activities

Meanwhile, T3 described that students worked collaboratively in planning their writing before completing individual tasks:

“...first work in groups when planning a piece of writing, after that they work individually...”



Figure 4. 6 Students working individually after group planning in writing tasks

These findings indicate that the integration of the 4Cs skills, especially critical thinking and collaboration, helps students generate and organize ideas more effectively before starting the writing process.

In addition, the teachers found that collaboration plays an important role in enhancing students' confidence. All teachers highlighted that collaboration plays a significant role in improving students' confidence. Students were given opportunities to work in groups, exchange ideas, and support each other during writing activities. T3 stated:

“...students collaborate first with their friends before working individually... and then they present their work...”

Similarly, T1 and T2 also emphasized the importance of group discussions and peer interaction in helping students feel more confident and less anxious when writing in English.



Figure 4. 7 Students participating in group discussions to build confidence in writing



Figure 4. 8 Students collaborating in groups to share ideas during writing activities

Observation data also showed that students were more confident when working in groups, as they could ask their peers for help and share ideas freely. This suggests that collaboration not only supports

learning but also builds students' confidence in expressing their ideas in written form.

Furthermore, the implementation of the 4Cs skills makes the learning process more meaningful and contextual. Another important experience shared by the teachers is that the use of the 4Cs skills makes writing activities more meaningful and relevant to students' lives.

T2 explained that she often related writing topics to students' real-life experiences:

"...the text can be connected to students' daily lives and their surroundings..."



Figure 4. 9 Visual media used to connect writing topics to students' real-life experiences

T1 also used visual media such as pictures and stories almost the same as T3. These approaches made the learning process more engaging and meaningful for students.

"..., they use pictures as media, making it easier for students to understand the story and express their ideas..." -T1

“...For recount text, I use pictures that are arranged randomly first. Then the students arrange them...”-T3

Based on classroom observation, students were able to relate their writing to real contexts, such as describing places or sharing personal experiences. This indicates that the 4Cs skills help create a more contextual and meaningful learning environment.

4.1.3 Strategies Used by Teachers to Implement the 4Cs Skills in Teaching EFL Writing

a) Collaborative Learning

This section describes the strategies used by teachers in implementing the 4Cs skills in teaching EFL writing based on the data obtained from interviews and classroom observations. The findings show that the teachers applied various strategies to promote critical thinking, communication, collaboration, and creativity in the writing classroom.

One of the most commonly used strategies is the use of group discussions and collaborative learning activities. All teachers emphasized the importance of involving students in group work before individual writing tasks. Through collaboration, students were able to exchange ideas, discuss topics, and support each other in developing their writing.

T1 explained that she frequently used group discussions and student worksheets to guide students' thinking process:

"...I usually use group discussions... and provide guiding questions in the worksheet so students can think critically before writing..."

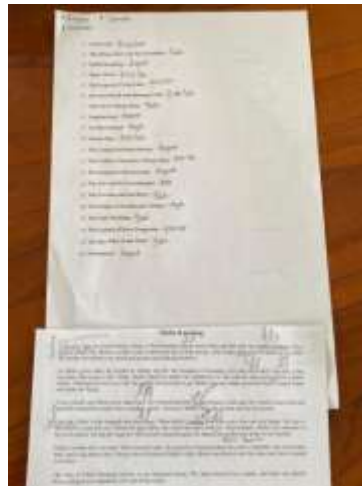


Figure 4. 10 Example of differentiated worksheet for analyzing text type and intrinsic elements



Figure 4. 11 Example of differentiated worksheet for analyzing linguistic features of the text

Similarly, T3 also implemented collaborative strategies by asking students to work in groups when planning their writing before completing individual tasks. These findings are supported by

classroom observations, which showed that students actively interacted with their peers during group discussions.



Figure 4. 12 Implementation of collaborative learning through pair work activities



Figure 4. 13 Students' interaction during pair work in pre-writing activities

b) Using Real-life Context

Another strategy used by the teachers is the use of real-life contexts and meaningful topics to stimulate students' ideas. T2, in particular, emphasized connecting writing tasks

with students' daily experiences to make learning more relevant and engaging.

“...students are asked to tell their own experiences... and relate the topic to their daily lives...”

This strategy helps students generate ideas more easily and makes the writing process more meaningful. It also encourages students to express their personal thoughts and experiences in their writing.



Figure 4. 14 The use of vlog as a learning media for describing public places

c) Using Media

Furthermore, the use of media such as pictures, videos, and visual prompts was also identified as an effective strategy in implementing the 4Cs skills. T1 and T3 mentioned that visual media could help students understand the context and stimulate their creativity in writing. T3 stated:

“...students are given pictures that are arranged randomly, then they arrange them and create a piece of writing...”

Through this activity, students are encouraged to think critically when organizing the pictures, collaborate with their peers, and creatively develop their writing based on the given prompts.

d) Scaffolding Technique

In addition, teachers also used scaffolding techniques to support students with different levels of ability. T2 explained that she applied step-by-step guidance and differentiated instruction to help students gradually develop their writing skills.

“...the process is done step by step, starting from constructing simple sentences...”

This strategy allows students to build their confidence and improve their writing skills progressively, especially for those with lower proficiency.

e) Differentiated Instruction

In addition, teachers also applied differentiation strategies to address students' diverse levels of ability in writing. The teachers realized that students have different levels of vocabulary mastery and writing skills, which

require different approaches in teaching. T2 explained that she applied differentiation in both content and process by providing step-by-step guidance and adjusting the materials based on students' needs:

“...I apply differentiation in both content and product... for students who are still struggling, I use videos with subtitles and translations...”



Figure 4. 15 Example of differentiated student worksheet (LKPD 1)

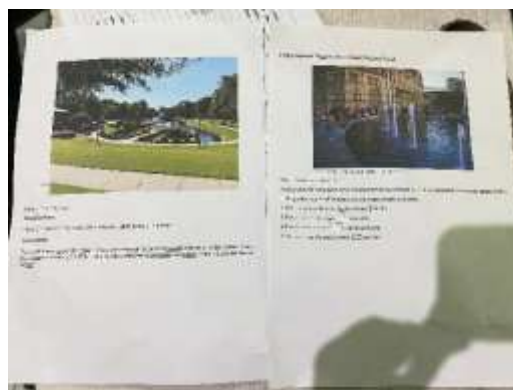


Figure 4. 16 Example of differentiated student worksheet (LKPD 2)

Similarly, T3 implemented differentiated grouping by mixing students with different ability levels in one group, allowing them to support each other during collaborative activities. T1 also applied grouping strategies to ensure that less proficient students could learn from their peers. These findings indicate that differentiation is an important strategy in helping teachers manage heterogeneous classrooms and support students in implementing the 4Cs skills effectively, particularly in developing writing skills.

Overall, the findings indicate that teachers employed a combination of collaborative learning, contextual teaching, the use of media, scaffolding strategies, and differentiated instruction to effectively implement the 4Cs skills in teaching EFL writing. These strategies not only support students' writing development but also promote active engagement and meaningful learning experiences.

4.1.4 Challenges Faced by Teachers in Implementing the 4Cs Skills in Teaching EFL Writing

Although the teachers implemented various strategies to support the integration of the 4Cs skills in EFL writing instruction, they still encountered several challenges during the teaching and learning process. The following section presents the main challenges faced by the teachers.

a) Students' Different Levels of Language Proficiency

Based on the data obtained from interviews and classroom observations. The findings reveal that although the implementation of the 4Cs skills provides many benefits, teachers still encounter several difficulties during the teaching process.

One of the main challenges faced by all teachers is students' limited vocabulary and difficulties in constructing sentences. This problem affects students' ability to express their ideas in writing and participate actively in learning activities. T1 stated that students still struggle with vocabulary and sentence structure:

“My challenges are limited vocabulary, and also the students' sentence structure...”

Similarly, T2 explained that students' different levels of English proficiency make it difficult for them to produce writing at the same level. Some students still have difficulty forming basic sentences, which makes them feel confused when asked to write a complete text:

“...students have different levels of ability... some of them are still struggling to form simple sentences...”

T3 also mentioned that students lack vocabulary, which becomes a major obstacle in developing their writing. These

findings indicate that language proficiency remains a significant challenge in implementing the 4Cs skills in writing instruction.

b) Students' Unequal Participation

Another challenge faced by teachers is the unequal participation of students in collaborative activities. Although group work is an important part of the 4Cs implementation, not all students actively contribute during discussions. Some students tend to be passive and rely on their peers.

T1 stated that not all students are active in group discussions, which affects the effectiveness of collaboration. This is also supported by classroom observation, where some students were less involved and depended on their group members. This suggests that collaboration does not always run effectively without proper guidance from the teacher.

c) Difficulties in Developing Students' Ideas

In addition, teachers also face challenges in fostering students' creativity. T3 explained that while students can follow structured tasks such as arranging pictures, they often find it difficult when asked to create their own ideas independently:

"...when it comes to creating creativity, they might find it a bit difficult..."

This shows that developing creativity requires more practice and support, especially for students who are not used to expressing their own ideas in writing.

d) Requiring More Time and Additional Guidance

Furthermore, limited time and the need for extra guidance also become challenges in implementing the 4Cs skills. Teachers need more time to guide students step by step, especially when applying collaborative activities, peer feedback, and creative tasks. As mentioned in the questionnaire results, teachers need to provide additional support to ensure that all students can follow the learning process effectively.

Overall, the findings indicate that the main challenges in implementing the 4Cs skills include students' limited vocabulary, differences in ability levels, unequal participation in group work, difficulties in developing creativity, and the need for additional time and guidance. These challenges highlight the importance of appropriate strategies and teacher support to successfully implement the 4Cs skills in teaching EFL writing.

4.2 Research Discussion

This section discusses the findings of the research by relating them to relevant theories and previous studies. The discussion is organized based on the

research questions, including teachers' experiences, strategies, and challenges in implementing the 4Cs skills in teaching EFL writing.

4.2.1 Teachers' Experiences in Implementing the 4Cs Skills in Teaching EFL Writing at Junior High School

The participants revealed that the implementation of the 4Cs skills encouraged students to become more active and engaged in writing activities. Students actively participated in discussions, shared their ideas, and presented their work in front of the class. These findings are in line with the concept of 21st-century learning, which emphasizes student-centered learning and active participation. According to Trilling and Fadel (2009), the 4Cs skills play a crucial role in preparing students to actively engage in learning and develop essential competencies for the modern era. This result is also consistent with Hapsari and Prasetyarini (2025), who found that the implementation of 4Cs skills can enhance student engagement in classroom activities. Similarly, Pardede (2020) found that the implementation of the 4Cs contributes to the development of students' critical thinking and communication skills.

Furthermore, the findings showed that the use of collaboration enhanced students' confidence in writing. When students worked in groups, they were more confident in expressing their ideas and less afraid of making mistakes. This result supports the theory of social constructivism proposed by Vygotsky (1978),

which highlights the importance of social interaction in learning. Through collaboration, students were able to exchange ideas and construct knowledge together.

In addition, the findings indicated that the implementation of the 4Cs skills helped students generate and organize their ideas before writing. Activities such as brainstorming, group discussion, and analyzing visual media enabled students to think critically and structure their ideas. This suggests that students were able to develop higher-order thinking skills during the writing process. This supports the concept of critical thinking proposed by Facione (2015), which involves analyzing, evaluating, and synthesizing information.

Moreover, the findings also showed that integrating real-life contexts into writing activities made learning more meaningful and engaging. Students became more motivated when the topics were related to their daily experiences. This result is supported by Ausubel et al. (1978), who stated that learning becomes more effective when new knowledge is connected to learners' prior knowledge and real-life experiences.

4.2.2 Strategies Used by Teachers to Implement the 4Cs Skills in Teaching EFL Writing

The findings showed that teachers applied various strategies to implement the 4Cs skills in teaching EFL writing, such as collaborative learning, the use of real-life contexts, visual media,

scaffolding, and differentiation. These strategies are closely related to the principles of 21st-century learning, which emphasize active learning and student engagement.

One of the most commonly used strategies implemented by T1 and T3 was group discussions and collaborative learning activities. This result supports the theory of collaborative learning proposed by Johnson and Johnson (2018), which suggests that students learn more effectively when they interact with others. It is also supported by Marwa et al. (2024), who found that group-based activities effectively promote communication and collaboration in EFL classrooms. Similarly, Suryani et al. (2025) found that project-based learning can enhance students' creativity and collaboration during the writing process, indicating that collaborative and student-centered strategies play an important role in developing 4Cs skills. In addition, Pentury et al. (2020) argued that collaborative activities can foster students' responsibility and improve communication skills. This is further supported by Jalinus et al. (2023), who found that project-based learning promotes collaboration and critical thinking in solving real-life problems. These studies collectively highlight that collaborative and student-centered approaches play a crucial role in promoting the development of 4Cs skills in writing activities. This finding is also supported by Istifadah et al. (2024), who found that collaborative and problem-solving activities in English classrooms can foster students' critical thinking,

communication, and cooperation skills. Their study also emphasized that group discussions and interactive learning activities help students become more actively engaged in the learning process.

In addition, T2 used real-life contexts to make writing activities more meaningful and relevant to students' daily lives. By connecting writing topics with students' daily experiences, students became more motivated and were able to express their ideas more easily. This strategy suggests that linking learning materials to students' real-life experiences can enhance students' motivation and understanding (Waly & Ashadi, 2024).

The use of visual media such as pictures and videos also played a significant role in supporting students' creativity and critical thinking. Visual media can stimulate students' imagination and help them generate ideas for writing. This result is supported by Soomro et al. (2025), who highlighted that the use of digital media can enhance students' creativity and provide more opportunities for idea exploration.

Furthermore, T2 applied scaffolding strategies to support students with different levels of ability by providing step-by-step guidance to help students gradually develop their writing skills. This finding is consistent with the concept of scaffolding proposed by Wood et al. (1976), which emphasizes temporary teacher support to help learners accomplish tasks that they may not be able to complete

independently. Through this strategy, students were gradually guided to organize ideas and construct sentences more confidently during the writing process. It is also supported by Rasyid et al. (2025), who found that teaching materials based on the 4Cs can improve students' critical thinking and writing accuracy.

In addition, differentiation strategies were also used to address students' diverse needs. Teachers adjusted the content, process, and grouping based on students' abilities, allowing them to participate more effectively in learning activities. This supports the concept of differentiated instruction proposed by Tomlinson (2001), which aims to accommodate students' differences and create inclusive learning environments.

4.2.3 Challenges Faced by Teachers to Implement the 4Cs Skills in Teaching EFL Writing

The findings revealed that teachers faced several challenges in implementing the 4Cs skills in teaching EFL writing, including students' limited vocabulary, differences in ability levels, unequal participation in group work, and difficulties in developing creativity. This result is in line with Qurrotu and Yuniar (2025), who reported that junior high school students often face difficulties in writing due to limited vocabulary and low motivation. These findings differ partly from the study conducted by Ayoub et al. (2024), which found that the main challenges in implementing the 4Cs were related to

limited learning resources, lack of professional training, and curriculum pressures. In contrast, the present study highlights that students' language proficiency, particularly limited vocabulary and difficulties in constructing sentences, becomes the primary challenge.

This difference may be influenced by the context of the study. Ayoub et al. (2024) conducted their research in higher education, where students are generally more independent and have better language proficiency. Therefore, the challenges tend to be more related to external factors such as resources and institutional support. Meanwhile, this study was conducted at the junior high school level, where students are still developing their basic language skills. As a result, internal factors, such as limited vocabulary and varying levels of ability, become more dominant challenges in the teaching and learning process.

Students' limited vocabulary and difficulties in constructing sentences became the main obstacles in writing. This finding is consistent with Fareed et al. (2016), who found that limited vocabulary and grammatical difficulties are common problems faced by EFL students in writing. This result is in line with Rohmana and Jiangimahastu (2019), who found that junior high school students commonly experience difficulties in constructing well-formed sentences due to grammatical and lexical problems. Their

study also revealed that students often make errors in word choice and sentence structure.

Another challenge is the differences in students' ability levels. Some students were able to write independently, while others still needed guidance. This condition made it difficult for teachers to apply the same strategies to all students. This supports the idea that heterogeneous classrooms require flexible teaching approaches, as suggested by Turchi et al. (2020).

In addition, unequal participation in collaborative activities also became a challenge. Although collaboration is an important aspect of the 4Cs skills, not all students actively participated in group work. Some students tended to be passive and relied on their peers. This suggests that collaboration needs to be carefully managed to ensure equal participation among students.

Furthermore, students also faced difficulties in developing creativity, especially when they were asked to generate their own ideas. This indicates that creativity requires continuous practice and guidance. This result is supported by Soomro et al. (2025), who emphasized that creativity requires appropriate support and learning opportunities. According to Robinson (2011), creativity can be developed through supportive learning environments that encourage students to explore and express their ideas.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher summarizes the main findings presented in the previous chapter and draws conclusions related to the research objectives. This study focuses on exploring teachers' experiences, strategies, and challenges in implementing the 4Cs skills in teaching EFL writing. In addition, several practical suggestions are provided for teachers and future researchers to improve the teaching and learning process.

5.1 Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the implementation of the 4Cs skills (Critical Thinking, Communication, Collaboration, and Creativity) in teaching EFL writing at junior high school provides meaningful contributions to the teaching and learning process.

First, in terms of teachers' experiences, the findings show that the integration of the 4Cs skills encourages students to become more active and engaged in writing activities. Students participate in discussions, share ideas, and present their work more confidently. In addition, the implementation of the 4Cs skills helps students develop their ideas before writing through activities such as brainstorming, group discussions, and the use of visual media. It also makes the learning process more meaningful as students are able to relate writing topics to their real-life experiences.

Second, regarding teachers' strategies, the findings reveal that teachers apply various strategies to implement the 4Cs skills in the classroom. These strategies include collaborative learning through group work, the use of real-life contexts, the use of visual media, scaffolding, and differentiation. These approaches help students to actively participate in learning, develop their ideas, and improve their writing skills according to their individual abilities.

Third, in terms of challenges, the study found that teachers face several difficulties in implementing the 4Cs skills. The main challenges include students' limited vocabulary, differences in students' ability levels, unequal participation in group work, and difficulties in developing creativity. In addition, teachers need extra time and guidance to ensure that all students can follow the learning process effectively.

Overall, it can be concluded that although the implementation of the 4Cs skills presents several challenges, it plays an important role in enhancing students' engagement, confidence, and writing performance in EFL classrooms.

5.2 Suggestion

Based on the findings of this study, several suggestions are proposed for the related parties, including teachers and future researchers.

5.2.1 For Teachers

Teachers are suggested to continue implementing the 4Cs skills in teaching EFL writing, as it has been proven to enhance students' engagement and participation. Teachers are encouraged to design more interactive and collaborative learning activities, such as group

discussions and peer feedback, to support students' communication and collaboration skills.

In addition, teachers should provide more support for students with limited vocabulary and different ability levels by applying appropriate strategies such as scaffolding and differentiation. Providing clear instructions, examples, and step-by-step guidance can help students better understand the writing process.

Teachers are also recommended to use various learning media, such as pictures, videos, and digital platforms, to stimulate students' creativity and make the learning process more engaging and meaningful.

5.2.2 For Future Research

Future researchers are suggested to explore the implementation of the 4Cs skills in different contexts, such as different levels of education or different language skills, to gain a broader understanding of its effectiveness.

In addition, future studies can involve more participants to obtain more comprehensive data and findings. Researchers are also encouraged to use different research methods or combine qualitative and quantitative approaches to enrich the results.

Furthermore, future research can focus on specific aspects of the 4Cs skills, such as critical thinking or creativity, to provide a deeper analysis of each component in the teaching and learning process.

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APPENDICES

Appendix 1 Survey Permission Letter



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

Nomor : 626/Un.03.1/TL.01.04/02/2026
Sifat : Penting
Lampiran : -
Hal : Izin Survey

06 Februari 2026

Kepada

Yth. Ketua MGMP Bahasa Inggris SMP Kota Malang
di
Malang

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 : Salsabila Sabil
NIM : 220107110009
Tahun Akademik : Genap - 2025/2026
Judul Proposal : **Exploring Teachers' Experiences in Implementing 4Cs in Teaching EFL Writing for Junior High School Students**

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.



Dr. Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 2 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 Faksimile (0341) 552398 Malang
http://fitk.uin-malang.ac.id email : fitk@uin-malang.ac.id

Nomor : 486/Un.03.1/TL.01.04/01/2026
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian
29 Januari 2026

Kepada

Yth. Kepala SMP Islam Malang

di
Malang

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 : Salsabila Sabil
NIM : 220107110009
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2025/2026
Judul Skripsi : Exploring Teachers' Experiences in Implementing 4Cs in Teaching EFL Writing for Junior High School Students
Lama Penelitian : Januari 2026 sampai dengan Maret 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.



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : <http://dikbud.malangkota.go.id> | Email : dikbud@malangkota.go.id
Malang Kode Pos : 65145

REKOMENDASI

Nomor : 000.9.2/230/35.73.401/2026

Menindaklanjuti surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Maulana Malik Ibrahim Malang (UIN) dari tanggal 3 Maret 2026 Nomor : 825/Un.03.1/TL.00.1/03/2026 Perihal : Permohonan izin Penelitian, maka dengan ini Dinas Pendidikan dan Kebudayaan Kota Malang memberi ijin untuk melaksanakan kegiatan dimaksud kepada Saudara :

1. Nama : Salsabila Sabli
2. NIM : 220107110009
3. Jenjang : S1
4. Prodi. / Jurusan : Tadris Bahasa Inggris
5. Tempat Pelaksanaan : SMPN 2 Kota Malang
6. Waktu Pelaksanaan : Maret - Mei 2026
7. Judul : Exploring Teachers Experience in Implementing 4Cs in Teaching EFL Writing for Junior High School Students

Dengan Ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala Bidang Kebudayaan dan Kepala SMPN 2 Kota Malang
 2. Tidak melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul, maksud dan tujuan penelitian
 3. Menjaga perilaku dan menaati tata tertib yang berlaku pada lembaga tersebut di atas,
 4. Menaati ketentuan peraturan perundang-undangan;
 5. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan dan Kebudayaan Kota Malang
 6. Dilaksanakan dengan tetap memperhatikan protokol kesehatan
- Demikian untuk menjadikan periksa.

Malang, 6 Maret 2026
A.n KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN,
Kepala Subbag Umum dan Kepegawaian



DIYAH KUSARINI, S.Si
Penata Tk I III/d
NEP.198009292005012017

Tembusan :
Yb.

1. Bpk. Kepala Dinas Pendidikan dan Kebudayaan Kota Malang (Sebagai Laporan)
2. Sdr. Kepala SMPN 2 Kota Malang
3. Sdr. Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Maulana Malik Ibrahim Malang (UIN)
4. Yang bersangkutan



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : <http://dikbud.malangkota.go.id> | Email : dikbud@malangkota.go.id
Malang Kode Pos : 65145

REKOMENDASI

Nomor : 000.9.2/229/35.73.401/2026

Menindaklanjuti surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Maulana Malik Ibrahim Malang (UIN) dari tanggal 3 Maret 2026 Nomor : 626/Un.03.1/TL.01.04/03/2026 Perihal : Permohonan izin Penelitian, maka dengan ini Dinas Pendidikan dan Kebudayaan Kota Malang memberi ijin untuk melaksanakan kegiatan dimaksud kepada Saudara :

1. Nama : Salsabila Sabil
2. NIM : 220611601426
3. Jenjang : S1
4. Prodi / Jurusan : Tadris Bahasa Inggris
5. Tempat Pelaksanaan : SMPN 21 Kota Malang
6. Waktu Pelaksanaan : Maret - Mei 2026
7. Judul : Exploring Teachers Experience in Implementing 4Cs in Teaching EFL Writing for Junior High School Students

Dengan Ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala Bidang Kebudayaan dan Kepala SMPN 21 Kota Malang
 2. Tidak melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul, maksud dan tujuan penelitian
 3. Menjaga perilaku dan menaati tata tertib yang berlaku pada lembaga tersebut di atas
 4. Menaati ketentuan peraturan perundang-undangan
 5. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan dan Kebudayaan Kota Malang
 6. Dilaksanakan dengan tetap memperhatikan protokol kesehatan
- Demikian untuk menjadikan periksa.

Malang, 6 Maret 2026
A.n KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN,
Kepala Subbag Urus dan Kepegawaian



DYAH KUSARINI, S.Si
Penasih Tk 1 III/d
NIP.198009292005012017

Tembusan :
Yth.

1. Bpk. Kepala Dinas Pendidikan dan Kebudayaan Kota Malang (Sebagai Laporan)
2. Sdr. Kepala SMPN 21 Kota Malang
3. Sdr. Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Maulana Malik Ibrahim Malang (UIN)
4. Yang Berangkutan

Appendix 3 Blueprint of Questionnaire

Section	Indicator	Items	Scale Type	Purpose/ Relation to RQ
Likert Scale Items	Critical Thinking -Encouraging students to analyze texts -Asking reflective or problem-solving questions	1-5	5-point Likert	To explore how teachers implemented critical thinking in writing instruction (RQ1, RQ2).
	Communication -Peer feedback and discussion -Clarity of writing tasks	6-10	5-point Likert	To identify strategies used by teachers to promote communication in writing activities (RQ2).
	Collaboration -Group work in writing (discussion) -Shared responsibility	11-15	5-point Likert	To explore how teachers implemented collaborative learning in writing activities (RQ2).
	Creativity -Flexibility of topic choice -Encouraging originality of ideas -Using digital media (Canva, Padlet, or other tools) to support creative writing tasks	16-20	5-point Likert	To explore how teachers fostered creativity through the use of innovative media in writing activities (RQ2).

Appendix 4 Observation Guidelines

No.	Aspect	Indicator	Observation Focus
1.	Critical Thinking	Teacher stimulates students to analyze ideas, evaluate arguments, and solve problems.	Teacher asks provocative questions and guides students' thinking processes.
2.	Communication	Teacher and students engage in two-way oral and written interactions.	Teacher provides feedback and encourages effective communication.
3.	Collaboration	Teacher facilitates collaboration between students.	Teacher creates group activities and assigns student roles in writing.
4.	Creativity	Teacher fosters new ideas and free expression in writing.	Teacher provides space for students to write imaginatively and uniquely, such as using Canva or other media.

Appendix 5 Research Instruments

Google Form Questionnaire (<https://forms.gle/1JgidiWYx3wHWVJt8>)

Section 1 (Teachers Data)

No.	Item	Response Type
1	Name (<i>Nama</i>)	Short answer
2	Gender (<i>Jenis Kelamin</i>)	Multiple choice: Male/Female
3	Age (<i>Usia</i>)	Multiple choice: <25 years/ 25-35 years/ 36-45 years/ >45 years
4	Length of teaching experience (<i>Lama mengajar bahasa Inggris</i>)	Multiple choice: <1 year/ 1-5 years/ 6-10 years/ >10 years
5	Level of institution (<i>Jenjang tempat mengajar</i>)	Checklist box: Junior High School (SMP/MTs)/ Senior High School (SMA/MA/SMK)
6	School name	Short answer
7	Phone number/email (<i>Nomor telepon/Email</i>)	Short answer

Section 2 (Screening Section)

No.	Item	Response Type	Purpose
6	Do you currently teach writing in English classes? (<i>Apakah Anda saat ini mengajar keterampilan menulis dalam pelajaran bahasa Inggris?</i>)	Yes/No	To ensure relevance to research topic
7	Have you ever implemented 21st-century learning or 4Cs (Critical thinking,	Yes/No	To identify teachers with related teaching experience

	Communication, Collaboration, and Creativity) in your classroom? (<i>Apakah Anda pernah menerapkan pembelajaran abad ke-21 atau pendekatan 4Cs (Berpikir kritis, komunikasi, kolaborasi, dan kreativitas) di kelas Anda?</i>)		
8	Are you willing to participate in further interviews if selected? (<i>Apakah Anda bersedia berpartisipasi dalam wawancara lanjutan jika terpilih sebagai partisipan penelitian?</i>)	Yes/No	To determine participants for the next data collection stage

Section 3 (Likert Scale Items-5 point Likert)

Instruction: Please select your level of agreement with each statement below.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Aspect (4Cs)	Indicator	Item No.	Statement
Critical Thinking	Encouraging analysis and reflection	1-5	1. I encourage student to analyze ideas before writing. (<i>Saya mendorong siswa untuk menganalisis ide sebelum menulis</i>) 2. I ask reflective or problem-solving questions related to writing topics. (<i>Saya memberikan</i>

			<p><i>pertanyaan reflektif atau pemecahan masalah terkait topik menulis)</i></p> <p>3. I guide students to evaluate their own and peers' writing. <i>(Saya membimbing siswa untuk mengevaluasi tulisan mereka sendiri dan tulisan teman)</i></p> <p>4. I emphasize logical reasoning and evidence in writing. <i>(Saya menekankan penggunaan alasan logis dan bukti dalam menulis)</i></p> <p>5. I ask student to draw conclusions based on their written arguments. <i>(Saya meminta siswa untuk menarik kesimpulan berdasarkan argumen yang mereka tulis)</i></p>
Communication	Clarity and feedback in writing	6-10	<p>6. I facilitate peer feedback and discussion on students' drafts. <i>(Saya memfasilitasi kegiatan umpan balik dan diskusi antar siswa terhadap draft tulisan)</i></p> <p>7. I emphasize clarity and coherence in students' written texts. <i>(Saya menekankan kejelasan dan</i></p>

			<p><i>koherensi dalam teks tulisan siswa)</i></p> <p>8. I encourage students to express ideas clearly to different audiences. <i>(Saya mendorong siswa untuk mengekspresikan ide secara jelas kepada berbagai audiens)</i></p> <p>9. I provide feedback that helps students communicate their ideas better. <i>(Saya memberikan umpan balik yang membantu siswa menyampaikan ide dengan lebih baik)</i></p> <p>10. I promote classroom discussions before students start writing. <i>(Saya memfasilitasi diskusi kelas sebelum siswa memulai kegiatan menulis)</i></p>
Collaboration	Teamwork and shared learning	11-15	<p>11. I assign group or pair writing activities to encourage teamwork. <i>(Saya menugaskan kegiatan menulis secara berpasangan atau kelompok untuk mendorong kerja sama)</i></p> <p>12. Students plan, draft, and revise text collaboratively during writing tasks. <i>(Siswa</i></p>

			<p><i>merencanakan, menulis draf, dan merevisi teks secara kolaboratif)</i></p> <p>13. I monitor and support group collaboration during writing tasks. <i>(Saya memantau dan mendukung kolaborasi selama kegiatan menulis berlangsung)</i></p> <p>14. I encourage students to share responsibilities in group writing. <i>(Saya mendorong siswa untuk berbagi tanggung jawab dalam proyek menulis kelompok)</i></p> <p>15. I believe collaboration helps students produce better writing outcomes. <i>(Saya percaya bahwa kolaborasi membantu siswa menghasilkan tulisan yang lebih baik)</i></p>
Creativity	Originality and use of digital media	16-20	<p>16. I give students freedom to choose writing topics. <i>(Saya memberi kebebasan kepada siswa untuk memilih topik tulisan mereka)</i></p> <p>17. I encourage students to use original and imaginative ideas in writing. <i>(Saya mendorong siswa untuk</i></p>

		<p><i>menulis dengan ide yang orisinal dan imajinatif)</i></p> <p>18. I use digital media (Canva, Padlet, blogs, and other digital media) to inspire students' creative writing. <i>(Saya menggunakan media digital (Canva, Padlet, blog, dan media digital lainnya) untuk menginspirasi siswa dalam menulis kreatif)</i></p> <p>19. I assign writing tasks that promote creative thinking. <i>(Saya memberikan tugas menulis yang menantang siswa untuk berpikir kreatif)</i></p> <p>20. I value originality and innovative ideas in assessing writing. <i>(Saya menilai tulisan siswa tidak hanya berdasarkan tata bahasa, tetapi juga pada orisinalitas dan ide yang inovatif)</i></p>
--	--	---

Section 4 (Open-Ended Questions)

No.	Question	Purpose/Relation to RQ
21	<p>How do you usually integrate 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) into your writing lessons?</p> <p><i>(Bagaimana Anda biasanya mengintegrasikan 4Cs (Critical Thinking, Communication,</i></p>	<p>To understand teachers' practical approaches to 4Cs integration (RQ1).</p>

	<i>Collaboration, dan Creativity) dalam pembelajaran menulis di kelas Anda?)</i>	
22	What challenges do you face when implementing 4Cs in teaching writing? <i>(Tantangan apa saja yang Anda hadapi ketika menerapkan 4Cs dalam pembelajaran menulis?)</i>	To identify barriers in the implementation process (RQ3).
23	What strategies or solutions do you use to overcome these challenges? <i>(Strategi atau solusi apa yang Anda gunakan untuk mengatasi tantangan tersebut?)</i>	To explore coping and improvement strategies (RQ3).
24	In your opinion, how does integrating 4Cs impact students' engagement and writing performance? <i>(Menurut Anda, bagaimana penerapan 4Cs memengaruhi keterlibatan dan hasil belajar menulis siswa?)</i>	To identify perceived outcomes of 4Cs-based writing instruction (RQ2, RQ3).

OBSERVATION SHEET (*LEMBAR OBSERVASI*)
Exploring Teachers' Experiences in Implementing 4Cs in Teaching
EFL Writing For Junior High School Students

Date (*Tanggal*) :
 Subject Observed (*Subjek yang diamati*) :
 Location (*Lokasi*) :
 Topic/Lesson (*Topik/Pelajaran*) :

Please give a Check List (√) mark in the column provided according to the researcher's observation. Add notes if needed. (*Berikan tanda centang (√) pada kolom yang tersedia sesuai dengan hasil observasi peneliti. Tambahkan catatan jika diperlukan.*)

Aspects of 4Cs in Teaching EFL Writing <i>(Aspek 4Cs dalam Pembelajaran Menulis Bahasa Inggris)</i>	Indicators / Observable Behaviors <i>(Indikator / Perilaku yang Dapat Diamati)</i>	Observation Result <i>(Hasil Observasi)</i>	Notes <i>(Catatan)</i>
Critical Thinking (Berpikir Kritis)	The teacher provides questions that require students to analyze and evaluate ideas before writing. <i>(Guru memberikan pertanyaan yang mendorong siswa untuk menganalisis dan mengevaluasi ide sebelum menulis)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<p>The teacher guides students to evaluate their own and peers' writing.</p> <p><i>(Guru membimbing siswa untuk mengevaluasi tulisan mereka sendiri dan tulisan teman-teman mereka)</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<p>The teacher emphasizes the use of logical reasoning and supporting evidence in students' writing.</p> <p><i>(Guru menekankan penggunaan penalaran logis dan bukti pendukung dalam tulisan siswa)</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>Communication (Komunikasi)</p>	<p>The teacher facilitates discussion and peer review activities to enhance students' writing ideas.</p> <p><i>(Guru memfasilitasi diskusi dan kegiatan peer review untuk memperkaya ide menulis siswa)</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<p>The teacher encourages students to express ideas clearly in written form.</p> <p><i>(Guru mendorong siswa untuk mengekspresikan</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<i>ide secara jelas dalam bentuk tulisan)</i>		
	The teacher promotes the use of appropriate language and structure to convey meaning effectively <i>(Guru menekankan penggunaan bahasa dan struktur yang tepat agar makna tulisan tersampaikan dengan efektif)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Collaboration (Kolaborasi)	The teacher assigns group or pair writing activities to encourage teamwork. <i>(Guru menugaskan kegiatan menulis secara berpasangan atau kelompok untuk mendorong kerja sama)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Students work together in planning, drafting, or revising a piece of writing. <i>(Siswa bekerja sama dalam merencanakan, menulis draf, atau merevisi hasil tulisan)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	The teacher monitors and supports collaboration during writing tasks.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<i>(Guru memantau dan mendukung kerja sama antar siswa selama kegiatan menulis berlangsung)</i>		
Creativity (Kreativitas)	The teacher gives students opportunities to write with original ideas or personal expression. <i>(Guru memberikan kesempatan kepada siswa untuk menulis dengan ide orisinal dan ekspresi pribadi)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	The teacher uses digital media (e.g., Canva, Padlet, or blogs) to stimulate creative writing activities. <i>(Guru menggunakan media digital (seperti Canva, Padlet, atau blog) untuk menstimulasi kegiatan menulis yang kreatif)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Interview Questions (*Pertanyaan Wawancara*)

The following questions will ask to ask English teacher who implement 4Cs (Critical Thinking, Communication, and Collaboration) in teaching EFL writing. (*Pertanyaan-pertanyaan berikut akan diajukan kepada guru Bahasa Inggris yang menerapkan 4C (Berpikir Kritis, komunikasi, kolaborasi, dan Kreativitas) dalam pengajaran menulis*)

Date (*Tanggal*) :

Location (*Lokasi*) :

Respondent's Information (*Informasi Responden*)

Name (*Nama*) :

Length of Time Teaching English (*Lama Waktu Mengajar Bahasa Inggris*) :

Questions (*Pertanyaan*):

1. What do you know about the concept of 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) in 21st-century learning? (*Apa yang Anda ketahui tentang konsep 4C (Berpikir Kritis, Komunikasi, Kolaborasi, dan Kreativitas) dalam pembelajaran abad ke-21?*)
2. How do you integrate the 4Cs into your English writing lessons? (*Bagaimana Anda mengintegrasikan 4C ke dalam pembelajaran menulis Bahasa Inggris Anda?*)
3. Can you describe your experience in applying the 4Cs during the teaching of writing activities? (*Dapatkah Anda menjelaskan pengalaman Anda dalam menerapkan 4C selama pengajaran kegiatan menulis?*)
4. What strategies or techniques do you usually use to promote critical thinking, communication, collaboration, and creativity among your students when writing? (*Strategi atau teknik apa yang biasanya Anda gunakan untuk mendorong pemikiran kritis, komunikasi, kolaborasi, dan kreativitas di antara siswa Anda saat menulis?*)

5. What challenges do you face when implementing the 4Cs in teaching EFL writing? (*Tantangan apa yang Anda hadapi ketika menerapkan 4C dalam pengajaran menulis EFL?*)
6. How do you overcome those challenges in your daily teaching practice? (*Bagaimana Anda mengatasi tantangan-tantangan tersebut dalam praktik mengajar Anda sehari-hari?*)
7. How do you think the integration of the 4Cs affects students' writing performance and classroom engagement? (*Bagaimana menurut Anda integrasi 4C memengaruhi kinerja menulis dan keterlibatan siswa di kelas?*)
8. In your opinion, what kind of support (from the school, peers, or training) do you need to better implement the 4Cs in teaching writing? (*Menurut Anda, dukungan seperti apa (dari sekolah, teman sebaya, atau pelatihan) yang Anda butuhkan untuk menerapkan 4C dengan lebih baik dalam pengajaran menulis?*)
9. Are there any suggestions or recommendations you would like to share to improve the implementation of 4Cs in English writing instruction? (*Adakah saran atau rekomendasi yang ingin Anda sampaikan untuk meningkatkan penerapan 4C dalam pengajaran menulis Bahasa Inggris?*)

Appendix 6 Letter of Request for Validation



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

Nomor : B-35/Un.03.1/TL.01.04 /01/2026
Lampiran : -
Perihal : Permohonan Menjadi Validator

06 Januari 2026

Kepada Yth.
Dr. Suparmi, M.Pd
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Salsabila Sabil
NIM : 220107110009
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : Exploring Teachers' Experiences in Implementing 4Cs
in Teaching EFL Writing for Junior High School
Students
Dosen Pembimbing : Maslihatul Bisriyah, M. TESOL

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Prof. Dr. Muhammad Walid, M.A.
308232000031002

Appendix 7 Validation Sheet

INSTRUMENT VALIDATION SHEET
Blueprint of Questionnaire, Observation Sheet, and Interview Guide
EXPLORING TEACHERS' EXPERIENCES IN IMPLEMENTING 4CS IN
TEACHING EFL WRITING FOR JUNIOR HIGH SCHOOL STUDENTS

Validator	Dr. Suparmi, M.Pd
NIP	197704112023212004
Expertise	English Education Department
Institution	UIN Maulana Malik Ibrahim Malang
Validation Date	January 22, 2026

A. Introduction

This validation sheet is used to get an assessment from the validator on the research instruments that I use. Every feedback and suggestion are essential for increasing the quality of the research instruments. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this part, please give a score on each item with sign (y) in the following columns below:

- 1 = Very Poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Excellent

2. Comment and suggestion can be entered in the column provided.

C. Assessment Rubric

1. The construction of research instruments

No	Statement	1	2	3	4	5	Feedback/Suggestion
1	The research instruments are relevant to the research objectives.					✓	
2	The indicators and items are formulated clearly and systematically.					✓	

3	The instruments are suitable for English teachers as research participants.					✓	
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2. The language use in the research instruments

No	Statement	1	2	3	4	5	Feedback/Suggestion
1	The instruments use clear, appropriate, and correct language.					✓	
2	The statements and questions are easy to understand.					✓	
3	The wording avoids ambiguity and misinterpretation.					✓	

3. The content validity of the instruments

No	Statement	1	2	3	4	5	Feedback/Suggestion
1	The questionnaire items represent the aspects of 4Cs in teaching EFL writing.					✓	
2	The observation sheet reflects observable teaching practices related to 4Cs.				✓		
3	The interview questions are relevant to exploring teachers' experiences, challenges, and strategies.				✓		

4. The practicality and effectiveness of the instruments

No	Statement	1	2	3	4	5	Feedback/Suggestion
1	The instruments can effectively collect data needed to answer the research questions.				✓		

Appendix 8 Data of Questionnaire Respondents

No	Initial	Gender	Age	Length of Teaching	School Name	Screening Section			Critical Thinking Aspect					Communication Aspect					Collaboration Aspect					Creativity Aspect					Total
						Q1	Q2	Q3	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	
1	LM	Female	25-35 years	1-5 years	SMP Islam Malang	Yes	Yes	Yes	5	4	5	5	4	4	5	5	5	5	5	5	5	5	4	5	5	5	5	96	
2	NH	Female	25-35 years	6-10 years	SMP N 3 Malang	Yes	Yes	Yes	5	4	4	4	4	4	5	3	5	5	5	5	5	5	4	4	5	5	4	90	
3	MAH	Male	36-45 years	>10 years	SMP Negeri 10 Malang	Yes	Yes	Yes	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	3	4	4	77	
4	FF	Female	25-35 years	1-5 years	SMPN 10 Malang	Yes	Yes	Yes	4	4	3	3	3	3	4	3	4	4	3	3	3	3	3	3	3	4	3	3	66
5	EI	Female	36-45 years	>10 years	SMPN 12 Malang	Yes	Yes	Yes	5	5	4	3	4	4	3	3	3	4	4	4	4	4	3	3	3	3	3	72	
6	KFA	Male	25-35 years	1-5 years	SMPN 25 Malang	Yes	Yes	Yes	4	4	2	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	76	
7	TS	Female	> 45 years	>10 years	SMP Negeri 21 Malang	Yes	Yes	Yes	4	2	5	4	4	4	4	4	4	5	5	4	4	5	5	5	4	4	5	5	86

8	A	Male	25-35 years	1-5 years	SMPN 15	Yes	Yes	Yes	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	78		
9	YTM	Female	25-35 years	6-10 years	SMPN 17 Malang	Yes	Yes	Yes	4	4	4	4	4	3	5	4	4	3	4	3	4	4	4	4	4	4	4	78		
10	FW	Female	> 45 years	>10 years	SMP Negeri 26 Malang	Yes	Yes	No	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100		
11	OMF	Female	36-45 years	>10 years	SMPK Mardi Wiyata Malang	Yes	Yes	No	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	5	5	4	4	4	80	
12	INL	Female	25-35 years	6-10 years	SMPN 22 Malang	Yes	Yes	Yes	4	4	4	2	4	2	4	3	4	4	4	4	4	4	4	2	4	4	4	4	73	
13	MS	Female	36-45 years	>10 years	SMP Negeri 14 Malang	Yes	Yes	Yes	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80		
14	NA	Female	25-35 years	6-10 years	SMPN 7 Malang	Yes	Yes	No	5	5	5	4	4	5	5	3	5	4	4	4	4	5	5	4	5	5	5	5	92	
15	CFR	Female	25-35 years	1-5 years	SMP Kartika IV-8 Malang	No	Yes	Yes	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	58	
16	EEI	Female	36-45 years	>10 years	SMP Negeri 2 Malang	Yes	Yes	Yes	5	5	3	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	95

17	RL	Female	25-35 years	1-5 years	SMP Negeri 1 Malang	Yes	Yes	Yes	4	4	3	3	4	4	4	4	5	5	4	3	5	5	4	4	4	5	4	4	82	
18	EW	Female	> 45 years	>10 years	SMP Negeri 23 Malang	Yes	Yes	No	5	4	5	4	4	3	4	4	4	4	5	4	4	5	4	4	4	5	5	4	85	
19	IDP	Male	> 45 years	>10 years	SMP N 6 Malang	Yes	Yes	Yes	4	4	3	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	81	
20	RR	Female	25-35 years	6-10 years	SMP Negeri 21 Malang	Yes	Yes	Yes	5	4	2	3	4	3	3	3	4	4	3	4	4	4	4	4	4	4	3	4	4	73
21	FH	Male	25-35 years	6-10 years	SMPN 13	Yes	Yes	No	4	4	3	3	3	3	4	3	3	5	5	5	5	4	4	4	4	2	3	4	75	
22	MM	Male	25-35 years	6-10 years	SMP PGRI 6 Malang	No	Yes	Yes	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40	
23	AR	Female	25-35 years	1-5 years	SMP Negeri 16 Malang	Yes	Yes	Yes	4	4	4	4	3	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	81	
24	I	Female	> 45 years	>10 years	SMP Negeri 30 Malang	Yes	Yes	Yes	4	5	5	4	4	5	5	4	5	5	5	5	5	5	4	5	4	5	4	5	5	93

Notes:

- Rows highlighted in red indicate respondents who did not meet the research criteria.
- Rows highlighted in light green indicate respondents who met the research criteria but did not participate in the observation and interview stages.
- Rows highlighted in green indicate selected participants who were involved in the observation and interview stages.

Appendix 9 Likert Scale Results

No.	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
Critical Thinking Aspect						
1.	I encourage student to analyze ideas before writing	0 (0%)	1 (4,2%)	1 (4,2%)	14 (58,3%)	8 (33,3%)
2.	I ask reflective or problem-solving questions related to writing topics	0 (0%)	2 (8,3%)	1 (4,2%)	16 (66,7%)	5 (20,8%)
3.	I guide students to evaluate their own and peers' writing.	0 (0%)	3 (12,5%)	7 (29,2%)	8 (33,3%)	6 (25%)
4.	I emphasize logical reasoning and evidence in writing	0 (0%)	2 (8,3%)	6 (25%)	13 (54,2%)	3 (12,5%)
5.	I ask student to draw conclusions based on their written arguments	0 (0%)	1 (4,2%)	4 (16,7%)	17 (70,8%)	2 (8,3%)
Communication Aspect						
6.	I facilitate peer feedback and discussion on students' drafts	0 (0%)	3 (12,5%)	8 (33,3%)	10 (41,7%)	3 (12,5%)
7.	I emphasize clarity and coherence in students' written texts	0 (0%)	1 (4,2%)	4 (16,7%)	12 (50%)	7 (29,2%)
8.	I encourage students to express ideas clearly to different audiences	0 (0%)	1 (4,2%)	8 (33,3%)	12 (50%)	3 (12,5%)
9.	I provide feedback that helps students communicate their ideas better	0 (0%)	1 (4,2%)	3 (12,5%)	13 (54,2%)	7 (29,2%)
10.	I promote classroom discussions before students start writing	0 (0%)	1 (4,2%)	3 (12,5%)	12 (50%)	8 (33,3%)
Collaboration Aspect						
11.	I assign group or pair writing activities to encourage teamwork	0 (0%)	1 (4,2%)	3 (12,5%)	12 (50%)	8 (33,3%)
12.	Students plan, draft, and revise text collaboratively during writing tasks	0 (0%)	1 (4,2%)	5 (20,8%)	12 (50%)	6 (25%)

No.	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
13.	I monitor and support group collaboration during writing tasks	0 (0%)	1 (4,2%)	2 (8,3%)	13 (54,2%)	8 (33,3%)
14.	I encourage students to share responsibilities in group writing	0 (0%)	1 (4,2%)	2 (8,3%)	12 (50%)	9 (37,5%)
15.	I believe collaboration helps students produce better writing outcomes	0 (0%)	2 (8,3%)	2 (8,3%)	11 (45,8%)	9 (37,5%)
Creativity Aspect						
16.	I give students freedom to choose writing topics	0 (0%)	3 (12,5%)	2 (8,3%)	13 (54,2%)	6 (25%)
17.	I encourage students to use original and imaginative ideas in writing	0 (0%)	1 (4,2%)	3 (12,5%)	15 (62,5%)	5 (20,8%)
18.	I use digital media (Canva, Padlet, blogs, and other digital media) to inspire students' creative writing	0 (0%)	3 (12,5%)	3 (12,5%)	12 (50%)	6 (25%)
19.	I assign writing tasks that promote creative thinking	0 (0%)	1 (4,2%)	4 (16,7%)	11 (45,8%)	8 (33,3%)
20.	I value originality and innovative ideas in assessing writing	0 (0%)	1 (4,2%)	3 (12,5%)	14 (58,3%)	6 (25%)

Appendix 10 List of Observations

OBSERVATION SHEET (LEMBAR OBSERVASI)
Exploring Teachers' Experiences in Implementing 4Cs in Teaching EFL Writing
For Junior High School Students

Date (Tanggal) : 28 Januari 2026
 Subject Observed (Subjek yang diamati) : Lili Muḥarida, S.S. Gr.
 Location (Lokasi) : SMP Islam Malang
 Topic/Lesson (Topik/Pelajaran) : Narrative text / Bahasa Inggris

Please give a Check List (√) mark in the column provided according to the researcher's observation. Add notes if needed. (Berikan tanda centang (√) pada kolom yang tersedia sesuai dengan hasil observasi peneliti. Tambahkan catatan jika diperlukan.)

Aspects of 4Cs in Teaching EFL Writing (Aspek 4Cs dalam Pembelajaran Menulis Bahasa Inggris)	Indicators / Observable Behaviors (Indikator / Perilaku yang Dapat Diamati)	Observation Result (Hasil Observasi)	Notes (Catatan)
Critical Thinking (Berpikir Kritis)	The teacher provides questions that require students to analyze and evaluate ideas before writing. (Guru memberikan pertanyaan yang mendorong siswa untuk menganalisis dan mengevaluasi ide sebelum menulis)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru memberikan pertanyaan : "apakah kalian pernah tau. Narrative text itu apa ?" "kira-kira apa yang terjadi setelah kejadian ini? apakah ada yang bisa membuat?"
	The teacher guides students to evaluate their own and peers' writing.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru membagi siswa secara berpasangan & berkelompok

	<p>(Guru membimbing siswa untuk mengevaluasi tulisan mereka sendiri dan tulisan teman-teman mereka)</p>		agar siswa dapat saling mengevaluasi lembar kerja yang telah diberikan.
	<p>The teacher emphasizes the use of logical reasoning and supporting evidence in students' writing. (Guru menekankan penggunaan penalaran logis dan bukti pendukung dalam tulisan siswa)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru menanyakan pendapat siswa terlebih dahulu seperti "menurut kalian, kenapa kita harus mempelajari narative? apa moral nilai cerita ini (malin kundara)? lalu siswa menulis ke dalam LKPD.
Communication (Komunikasi)	<p>The teacher facilitates discussion and peer review activities to enhance students' writing ideas. (Guru memfasilitasi diskusi dan kegiatan peer review untuk memperkaya ide menulis siswa)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	di tengah pembelajaran, guru juga menanyakan kepada siswa untuk mereview cerita yang sudah dilihat sebelumnya, dan beberapa siswa maju ke depan.
	<p>The teacher encourages students to express ideas clearly in written form. (Guru mendorong siswa untuk mengekspresikan ide secara jelas dalam bentuk tulisan)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru menyediakan LKPD/worksheet yang berisi soal untuk mengekspresikan ide siswa secara jelas.
	<p>The teacher promotes the use of appropriate language and structure to</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru menjelaskan Language features dalam Narrative Text. (past tense,

	convey meaning effectively (Guru menekankan penggunaan bahasa dan struktur yang tepat agar makna tulisan tersampaikan dengan efektif)		action verb, direct speech .. dengan media PPT, dan menjelaskan struktur sebelum menyuruh siswa menulis (orientation, complication, reorientation, coda). serta Types of Narrative.
Collaboration (Kolaborasi)	The teacher assigns group or pair writing activities to encourage teamwork. (Guru menugaskan kegiatan menulis secara berpasangan atau kelompok untuk mendorong kerja sama)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru meminta siswa menganalisis teks Narrative & menulis ulang dalam LKPD secara berkelompok dan berpasangan.
	Students work together in planning, drafting, or revising a piece of writing. (Siswa bekerja sama dalam merencanakan, menulis draf, atau merevisi hasil tulisan)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Siswa bekerja sama dan berdiskusi saat menulis, mengerjakan LKPD yg diberikan.
	The teacher monitors and supports collaboration during writing tasks. (Guru memantau dan mendukung kerja sama antar siswa selama kegiatan menulis berlangsung)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru memantau dengan keliling di setiap kelompok untuk memastikan apakah masih ada kesulitan atau tidak.

Creativity (Kreativitas)	The teacher gives students opportunities to write with original ideas or personal expression. (Guru memberikan kesempatan kepada siswa untuk menulis dengan ide orisinal dan ekspresi pribadi)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru meminta siswa membuat judul baru berdasarkan teks yang diberikan sesuai dengan kreativitas mereka masing-masing (Lkpd dalam bentuk tabel dan menentukan "studies")
	The teacher uses digital media (e.g., Canva, Padlet, or blogs) to stimulate creative writing activities. (Guru menggunakan media digital seperti Canva, Padlet, atau blog) untuk menstimulasi kegiatan menulis yang kreatif)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru menggunakan media gambar untuk membantu siswa mengingat cerita dan ppt dan canva untuk penyampaian materi. sebelum menugaskan siswa menyusun ulang cerita "malin kundang" dalam tulisan

→ Tantangan saat menerapkan AC :
siswa kurang responsif saat ditanya dan diminta maju ke depan.

OBSERVATION SHEET (LEMBAR OBSERVASI)

**Exploring Teachers' Experiences in Implementing 4Cs in Teaching EFL Writing
For Junior High School Students**

Date (Tanggal) : 6 Maret 2026
 Subject Observed (Subjek yang diamati) : Eñik Evi Indahwati, S.Pd
 Location (Lokasi) : SMP Negeri 2 Malang
 Topic/Lesson (Topik/Pelajaran) : Descriptive text / Bahasa Inggris

Please give a Check List (√) mark in the column provided according to the researcher's observation. Add notes if needed. (Berikan tanda centang (√) pada kolom yang tersedia sesuai dengan hasil observasi peneliti. Tambahkan catatan jika diperlukan.)

Aspects of 4Cs in Teaching EFL Writing (Aspek 4Cs dalam Pembelajaran Menulis Bahasa Inggris)	Indicators / Observable Behaviors (Indikator / Perilaku yang Dapat Diamati)	Observation Result (Hasil Observasi)	Notes (Catatan)
Critical Thinking (Berpikir Kritis)	The teacher provides questions that require students to analyze and evaluate ideas before writing. (Guru memberikan pertanyaan yang mendorong siswa untuk menganalisis dan mengevaluasi ide sebelum menulis)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	-guru menanyakan kepada siswa "apakah kalian dapat menganalisis teks deskriptif sesuai dengan yang sudah dijelaskan?" -guru juga meminta siswa untuk mendeskripsikan tempat favorit mereka.
	The teacher guides students to evaluate their own and peers' writing.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru mengecek hasil kerja siswa di setiap kelompok

	(Guru membimbing siswa untuk mengevaluasi tulisan mereka sendiri dan tulisan teman-teman mereka)		lalu memberikan arahan jika ada yang kurang tepat serta meminta siswa untuk berdiskusi dgn teman.
	The teacher emphasizes the use of logical reasoning and supporting evidence in students' writing. (Guru menekankan penggunaan penalaran logis dan bukti pendukung dalam tulisan siswa)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru menekankan Penalaran siswa dengan analisis teks yang diberi gambar dalam LKPD/worksheet.
Communication (Komunikasi)	The teacher facilitates discussion and peer review activities to enhance students' writing ideas. (Guru memfasilitasi diskusi dan kegiatan peer review untuk memperkaya ide menulis siswa)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	-setelah guru menjelaskan materi "descriptive text", siswa diminta maju kedepan untuk mengidentifikasi adjective dalam sebuah teks. - guru menanyakan kesimpulan dan struktur dari teks.
	The teacher encourages students to express ideas clearly in written form. (Guru mendorong siswa untuk mengekspresikan ide secara jelas dalam bentuk tulisan)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	-guru memberikan sebuah teks di dalam LKPD dan siswa menentukan adjective, structure yang ada di dalam teks deskriptif tersebut.
	The teacher promotes the use of appropriate language and structure to	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru menjelaskan kaidah kebahasaan dalam teks deskriptif yaitu

	convey meaning effectively (Guru menekankan penggunaan bahasa dan struktur yang tepat agar makna tulisan tersampaikan dengan efektif)		Penggunaan kata sifat (adjective) dan menjelaskan struktur teks dengan jelas (identification, description, ...)
Collaboration (Kolaborasi)	The teacher assigns group or pair writing activities to encourage teamwork. (Guru menugaskan kegiatan menulis secara berpasangan atau kelompok untuk mendorong kerja sama)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru menugaskan siswa secara berkelompok (1 orang) untuk mengerjakan LKPD.
	Students work together in planning, drafting, or revising a piece of writing. (Siswa bekerja sama dalam merencanakan, menulis draf, atau merevisi hasil tulisan)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	siswa saling bekerja sama, berdiskusi dgn teman kelompoknya untuk mendeskripsikan tempat (public place) & saling mengoreksi.
	The teacher monitors and supports collaboration during writing tasks. (Guru memantau dan mendukung kerja sama antar siswa selama kegiatan menulis berlangsung)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru berkeliling dan memantau ke setiap kelompok dan membantu siswa jika ada pertanyaan atau materi yang kurang dimengerti.

Creativity (Kreativitas)	The teacher gives students opportunities to write with original ideas or personal expression. <i>(Guru memberikan kesempatan kepada siswa untuk menulis dengan ide orisinal dan ekspresi pribadi)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	guru menyediakan lkpd yang berbeda setiap kelompok agar siswa mudah untuk memahami dan tidak bosan kelompok 1 → teks 1 " 2 → teks 2 (dibuat berwarna) agar bebas berekspresi.
	The teacher uses digital media (e.g., Canva, Padlet, or blogs) to stimulate creative writing activities. <i>(Guru menggunakan media digital seperti Canva, Padlet, atau blog) untuk menstimulasi kegiatan menulis yang kreatif)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	- saat menjelaskan guru menggunakan media ppt. - guru memberikan gambar dan lkpd - guru menampilkan video vlog (public place) after writing. - siswa diberikan tugas rumah secara berkelompok utk mengedit teks dalam vlog.

- Tantangan saat menerapkan ACs :
- siswa masih ada yang berbicara sendiri dan kurang memperhatikan guru saat menjelaskan.

OBSERVATION SHEET (LEMBAR OBSERVASI)

**Exploring Teachers' Experiences in Implementing 4Cs in Teaching EFL Writing
For Junior High School Students**

Date (*Tanggal*) : Maret 2026 .

Subject Observed (*Subjek yang diamati*) : Tutiek Srihayati , M.Pd .

Location (*Lokasi*) : SMP Hegei 21 Malang

Topic/Lesson (*Topik/Pelajaran*) : Telling Time / Bahasa Inggris
(recount text).

Please give a Check List (✓) mark in the column provided according to the researcher's observation. Add notes if needed. (*Berikan tanda centang (✓) pada kolom yang tersedia sesuai dengan hasil observasi peneliti. Tambahkan catatan jika diperlukan.*)

Aspects of 4Cs in Teaching EFL Writing (<i>Aspek 4Cs dalam Pembelajaran Menulis Bahasa Inggris</i>)	Indicators / Observable Behaviors (<i>Indikator / Perilaku yang Dapat Diamati</i>)	Observation Result (<i>Hasil Observasi</i>)	Notes (<i>Catatan</i>)
Critical Thinking (Berpikir Kritis)	The teacher provides questions that require students to analyze and evaluate ideas before writing. (<i>Guru memberikan pertanyaan yang mendorong siswa untuk menganalisis dan mengevaluasi ide sebelum menulis</i>)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	- guru memberikan Pertanyaan dalam LKPD tentang "jam" yang memerlukan analisis sebelum menjawab. - menggunakan strategi seperti jumble pictures untuk menyusun ide sebelum menulis.
	The teacher guides students to evaluate their own and peers' writing.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	tidak ada kegiatan evaluasi tulisan teman atau self-assessment.

	<p>(Guru membimbing siswa untuk mengevaluasi tulisan mereka sendiri dan tulisan teman-teman mereka)</p>		
	<p>The teacher emphasizes the use of logical reasoning and supporting evidence in students' writing.</p> <p>(Guru menekankan penggunaan penalaran logis dan bukti pendukung dalam tulisan siswa)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>guru mengarahkan siswa untuk menyusun ide terlebih dahulu sebelum menulis. example: menyusun gambar menjadi cerita yang logis.</p>
<p>Communication (Komunikasi)</p>	<p>The teacher facilitates discussion and peer review activities to enhance students' writing ideas.</p> <p>(Guru memfasilitasi diskusi dan kegiatan peer review untuk memperkaya ide menulis siswa)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>siswa melakukan diskusi secara berpasangan dengan teman sebangkunya yang dilatih oleh guru.</p>
	<p>The teacher encourages students to express ideas clearly in written form.</p> <p>(Guru mendorong siswa untuk mengekspresikan ide secara jelas dalam bentuk tulisan)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>guru memberikan LKPD dan siswa mengerjakan tugas tertulis yang diberikan.</p>
	<p>The teacher promotes the use of appropriate language and structure to</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>guru memberikan contoh terlebih dahulu sebelum</p>

	<p>convey meaning effectively (Guru menekankan penggunaan bahasa dan struktur yang tepat agar makna tulisan tersampaikan dengan efektif)</p>		<p>siswa menulis, menjelaskan dan memberikan contoh materi "Telling Time".</p>
Collaboration (Kolaborasi)	<p>The teacher assigns group or pair writing activities to encourage teamwork. (Guru menugaskan kegiatan menulis secara berpasangan atau kelompok untuk mendorong kerja sama)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>guru memberikan LKPP secara individu tetapi memperbolehkan diskusi dengan teman. guru biasanya menugaskan secara kelompok dahulu, kemudian secara individu.</p>
	<p>Students work together in planning, drafting, or revising a piece of writing. (Siswa bekerja sama dalam merencanakan, menulis draf, atau merevisi hasil tulisan)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>siswa melakukan perencanaan tulisan secara bersama sebelum menulis mandiri.</p>
	<p>The teacher monitors and supports collaboration during writing tasks. (Guru memantau dan mendukung kerja sama antar siswa selama kegiatan menulis berlangsung)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>guru memantau siswa secara bergantian dan mendukung kerja sama dengan mengelompokkan siswa berdasarkan kemampuannya.</p>

Creativity (Kreativitas)	<p>The teacher gives students opportunities to write with original ideas or personal expression.</p> <p><i>(Guru memberikan kesempatan kepada siswa untuk menulis dengan ide orisinal dan ekspresi pribadi)</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>guru menugaskan siswa menulis berdasarkan pengalaman pribadi (recount text). sehingga mendorong kreativitas. tetapi terkadang siswa masih kesulitan.</p>
	<p>The teacher uses digital media (e.g., Canva, Padlet, or blogs) to stimulate creative writing activities.</p> <p><i>(Guru menggunakan media digital seperti Canva, Padlet, atau blog) untuk menstimulasi kegiatan menulis yang kreatif)</i></p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>guru tidak menggunakan media digital, tetapi lebih memilih menggunakan media gambar dan lembar kerja.</p>

Appendix 11 Transcript of Interviews

TRANSCRIPT OF INTERVIEW

First Participant

Date : February, 4th 2026

Location : SMP Islam Malang

Respondent's Information

Name : LM (Initial Code)

Length of Time Teaching English : 3 years

I : Assalamualaikum warahmatullahi wabarakatuh, Selamat siang Ibu Lilis. Terima kasih sebelumnya atas kesediaan waktu yang telah diberikan. Sebelumnya perkenalkan, saya Salsabila Sabil Mahasiswa Prodi Tadris Bahasa Inggris dari UIN Malik Ibrahim Malang. Saat ini saya sedang menyusun skripsi sebagai salah satu syarat menyelesaikan studi S1 saya. Nah jadi untuk wawancara ini merupakan bagian dari pengumpulan data penelitian saya yang berjudul *Exploring Teacher Experiences in Implementing 4Cs in Teaching EFL Writing for Junior High School Students*. Nah jadi wawancara ini bersifat semi-structured sehingga terdapat beberapa pertanyaan utama, tapi Ibu Lilis juga dipersilahkan untuk menjawab secara bebas dan menambahkan penjelasan sesuai dengan pengalaman atau pandangan dari Ibu Lilis sendiri. Jadi seluruh informasi yang diberikan akan digunakan hanya untuk kepentingan penelitian saja dan keperluan akademik. Jadi apakah Ibu Lilis berkenan jika wawancara ini direkam untuk memudahkan proses analisis data?

(Assalamualaikum warahmatullahi wabarakatuh, Good afternoon, Mrs. Lilis. Thank you in advance for your time. Let me introduce myself. I am Salsabila Sabil, a student of English Language Education Study Program at UIN Malik Ibrahim Malang. I am currently writing my thesis as one of the requirements to complete my undergraduate studies. This interview is part of my research data collection entitled Exploring Teacher Experiences in Implementing 4Cs in Teaching EFL Writing for Junior High School Students. This interview is semi-structured, so there are several main questions, but Mrs. Lilis is also welcome to answer freely and add explanations according to her own experiences or views. All information provided will be used only for research and academic purposes. Would you mind if this interview is recorded to facilitate the data analysis process?)

LM : Ya boleh.

(Yes, you can)

I : Baik, kalau begitu izinkan saya memberikan beberapa pertanyaan kepada Ibu Lilis Yang pertama, sebelumnya saya ingin bertanya Sudah berapa lama waktu Ibu Lilis mengajar Bahasa Inggris di SMP Islam Malang ini?

(Okay, then let me ask Mrs. Lilis a few questions. First, I would like to ask how long has Mrs. Lilis been teaching English at SMP Islam Malang?)

LM : Saya mengajar di SMP Islam Malang sudah 2 tahun, dari tahun 2024 sampai sekarang.

(I have been teaching at SMP Islam Malang for two years, from 2024 to the present)

I : Jadi ini langsung ke pertanyaannya Jadi kan untuk penelitian saya ini berfokus kepada penerapan 4Cs. Dimana 4Cs itu adalah critical thinking, communication, collaboration, dan juga creativity dalam pembelajaran writing. Jadi writing disini bersifat umum, tidak hanya penulisan teks saja Tapi selama itu pelajaran Bahasa Inggris yang ada menulisnya itu termasuk ke dalam pilihan saya Nah untuk pertanyaan pertama Sebelumnya, apa yang Ibu Lilis ketahui tentang konsep 4Cs ini? Yaitu berpikir kritis, komunikasi, kolaborasi, dan kreativitas dalam pembelajaran abad 21 yaitu dimana banyak digunakan di tahun ini.

(So, this gets straight to the question. So, my research focuses on the application of the 4Cs. The 4Cs are critical thinking, communication, collaboration, and creativity in writing lessons. So, writing here is general, not just text writing. But as long as it's English lessons that involve writing, it's included in my electives. So, for the first question, what does Ms. Lilis know about the concept of 4Cs? They are critical thinking, communication, collaboration, and creativity in 21st-century learning, which is widely used this year)

LM : Menurut saya, 4Cs ini dalam pembelajaran abad 21 Merikuti pertama berpikir kritis, kemudian komunikasi, kolaborasi, dan kreativitas. Dan keempat, keterampilan ini penting untuk melatih siswa agar tidak hanya berfokus pada pemahaman materi saja, akan tetapi mereka juga bisa berpikir kritis, kemudian bekerjasama dengan teman, dan menyampaikan ide serta menghasilkan karya yang secara mandiri. Dan dalam pembelajaran writing ini, 4Cs ini sangat membantu terutama untuk siswa lebih aktif dan terlibat dalam proses pembelajaran.

(In my opinion, the 4Cs in 21st-century learning are first, critical thinking, then communication, collaboration, and creativity. And fourth, these skills are important for training students not only to focus on understanding the material, but also to think critically, collaborate with peers, express ideas, and produce work

independently. And in writing lessons, the 4Cs are very helpful, especially for students being more active and involved in the learning process.)

I : Jadi 4Cs ini sangat membantu dalam writing ya ibu?

(So, the 4Cs are very helpful in writing, right?)

LM : Ya betul

(Yes, that's right.)

I : Baik, untuk pertanyaan selanjutnya yaitu bagaimana Bu Lilis mengintegrasikan 4Cs ke dalam pembelajaran menulis di mata pelajaran Bahasa Inggris?

(Okay, so the next question is, how does Mrs. Lilis integrate the 4Cs into writing lessons in English?)

LM : Saya mengintegrasikan dalam 4Cs ini Pada pembelajaran Bahasa Inggris menggunakan cerita, cerita naratif . Ya, cerita-cerita tidak hanya terbatas pada cerita naratif Bisa jadi teks yang lain atau cerita yang lain. Kemudian setelah mereka itu menggunakan LKPD, LKPD ini lembar kerja peserta didik yang dikerjakan secara bisa berkelompok dan bisa juga untuk individu Nah, kemudian setelah itu mereka saya perintahkan untuk menganalisis dan setelah menganalisis mereka saya ajarkan untuk menulis ulang tapi dengan cerita yang berbeda.

(I integrate these 4Cs into English lessons using stories, narrative stories. Yes, stories aren't limited to narrative stories. They can be other texts or stories. Then, after they use the Student Worksheet (LKPD), these worksheets are student worksheets that can be done in groups or individually. Then, I instruct them to analyze them, and after analyzing them, I teach them to rewrite them, but with a different story.)

I : Jadi sesuai observasi yang sudah saya lakukan di kelas kemarin Bahwa Bu Lilis memang menerapkan, memberikan LKPD kepada siswa Yang nantinya dikerjakan ada yang berpasangan dan juga ada yang berkelompok Setelah Bu Lilis menjelaskan materinya. Untuk pertanyaan selanjutnya Dapatkah Bu Lilis menjelaskan pengalaman Bu Lilis dalam menerapkan 4Cs ini Selama pengajaran kegiatan menulis?

(So, based on my observations in class yesterday, Mrs. Lilis does implement this, giving students worksheets. Some work in pairs and some in groups after Mrs. Lilis explains the material. For the next question, can Ms. Lilis explain her experience in implementing the 4Cs during teaching writing activities?)

LM : Pada pertemuan sebelumnya Biasanya siswa akan bekerja secara berpasangan Dan kemudian atau berkelompok untuk mengerjakan LKPD. Dan

kemudian mereka diminta untuk mengamati gambar-gambar untuk menyusun alur dari sebuah cerita. Setelah itu kegiatan ini bisa melatih siswa untuk berpikir kritis dalam memahami si cerita. Kemudian kolaborasi ketika mereka sedang berdiskusi. Dan komunikasi saat menyampaikan hasil diskusi, biasanya di akhir saya menambahkan presentasi secara kelompok.

(In the previous meeting, students usually worked in pairs or groups to complete the worksheet (LKPD). They were then asked to observe the pictures to construct the plot of a story. This activity then trained students to think critically in understanding the story. Then, they collaborated during discussions and communicated when presenting the results of the discussion. I usually added a group presentation at the end.)

I : Berarti untuk *collaboration*nya Bu Lilis menggunakan kerja berpasangan atau berkelompok dengan teman sebangku atau teman sekitarnya Terus untuk pertanyaan selanjutnya Strategi atau teknik apa yang biasanya Ibu Lilis gunakan Untuk mendorong pemikiran kritis, komunikasi, kolaborasi, dan kreativitas diantara siswa di saat pebelajaran menulis?

(So, for collaboration, Mrs. Lilis used pair or group work with her deskmate or classmates. So, for the next question, what strategies or techniques does Mrs. Lilis usually use to encourage critical thinking, communication, collaboration, and creativity among students during writing lessons?)

LM : Biasanya saya menggunakan diskusi kelompok ya, Kemudian penggunaan media visual berupa gambar Kemudian bisa juga berupa video Terus dalam pembelajaran ini Saya juga memberikan pertanyaan pemandu di LKPD agar siswa dapat berpikir kritis dan berdiskusi sebelum menuliskan atau menyampaikan cerita kembali

(I usually use group discussions. Then, I use visual media in the form of images. It can also be videos. In this lesson, I also provide guiding questions in the LKPD so students can think critically and discuss before writing or retelling the story.)

I : Berarti mungkin strateginya bisa di *cooperative learning* ya Ibu Karena adanya kerjasama antara satu sama lain. Terus pertanyaan selanjutnya, tantangan apa yang Ibu hadapi ketika merapkan 4Cs ini dalam pengajaran menulis EFL?

(So, perhaps this strategy could be considered cooperative learning, because it involves collaboration. So, my next question: What challenges do you face when implementing the 4Cs in EFL writing lessons?)

LM : Tantangan saya adalah keterbatasan dari vocabulary keterbatasannya, Kemudian juga struktur kalimat siswa Karena tidak semua siswa itu aktif dalam diskusi kelompok Jadi mereka harus berpasangan itu agar melatih siswa untuk kolaborasi dengan teman sekelompoknya

(My challenges are limited vocabulary, and also the students' sentence structure. Not all students are active in group discussions. So they have to pair up to train students to collaborate with their peers.)

I : Jadi kalau dikasih individu itu siswa cenderung lebih tidak bersemangat.

(So, if students are given individual work, they tend to be less enthusiastic.)

LM : Iya, Kalau diskusi dengan kelompok dia bisa bertanya dengan teman sebelahnya.

(Yes. In group discussions, they can ask questions to the person next to them.)

I : Berarti Ibu Lilis menggunakan strategi berkelompok itu supaya siswa lebih bersemangat mengerjakannya

(So, Mrs. Lilis uses group strategies to make students more enthusiastic about working.)

LM : Iya benar, dan kalau bertanya kan lebih enak ke teman biasanya.

(Yes, that's right. And it's usually easier to ask questions to a friend.)

I : Iya, karena takutnya sama gurunya malu atau bagaimana. Untuk pertanyaan selanjutnya Dari tantangan-tantangan tersebut bagaimana Bu Lilis itu mengatasi tantangannya dalam praktik mengajarnya Bu Lilis sehari-hari?

(Yes, because they're afraid of the teacher, embarrassed, or something. For the next question, how does Mrs. Lilis overcome these challenges in her daily teaching practice?)

LM : Untuk mengatasi tantangan tersebut Biasanya saya membuat kelompoknya itu tidak hanya sebatas anak yang pintar kelompok pintar, anak yang gak bisa sama yang gak bisa, memang suatu saat kita harus mempelajari diferensi, kan harus yang pintar sama pintar, yang enggak sama enggak. Tapi kalau disini saya buat kadang juga agar apa kadar yang enggak bisa ini bisa termotivasi untuk teman-temannya.

(To overcome these challenges, I usually create groups that aren't just for smart students, but also for those who can't. We do have to learn differentiation at some point; smart students should be compared to smart students, and not the same as those who can't. But here, I sometimes create groups so that those who can't can motivate their friends.)

I : Jadi dibuat mix gitu ya Satu kelompok terdiri dari siswa yang kemampuannya sedang Yang enggak bisa Jadi bisa saling bertukar pikiran. Terus untuk selanjutnya Bagaimana menurut Ibu Lilis integrasi atau implementasi 4Cs ini mempengaruhi kinerja menulis dan keterlibatan siswa di kelas?

(So, it's a mix, right? One group consists of students with average abilities. Those who can't can exchange ideas. So, how does Mrs. Lilis think the integration or implementation of the 4Cs affects writing performance and student engagement in class?)

LM : hmm...menurut saya integrasi 4Cs ini membuat siswa lebih aktif dan antusias dalam pembelajaran Jadi dengan bekerja secara berpasangan atau berkelompok Mereka menggunakan media gambar, Jadi siswa lebih mudah dalam memahami cerita dan menuangkan ide mereka Sehingga ini berdampak positif pada kemampuan menulis siswa dan keberanian siswa dalam menceritakan kembali sebuah cerita

(Hmm... I think the integration of 4Cs makes students more active and enthusiastic in learning. So, by working in pairs or groups, they use pictures as media, making it easier for students to understand the story and express their ideas. This has a positive impact on students' writing skills and their courage in retelling a story.)

I : Jadi mungkin sisi *creativitynya* Ibu Lilis kemarin menggunakan gambar-gambar yang ditempel di papan tulis itu untuk membantu siswa mengingat kembali ceritanya. Untuk pertanyaan selanjutnya Menurut Ibu Lilis, dukungan seperti apa? Mungkin dari sekolah, teman sebaya, atau pelatihan mungkin yang Ibu Lilis butuhkan Untuk merapakan 4Cs ini dengan lebih baik dalam pembelajaran menulis?

(So, perhaps it's the creative side. Yesterday, Mrs. Lilis used pictures stuck on the whiteboard to help students recall the story. For the next question, what kind of support do you think Ms. Lilis needs? Perhaps from the school, peers, or perhaps training is what you need to better implement the 4Cs in writing lessons?)

LM : Dukungan saya biasanya ada komunitas MGMP Itu sangat membantu saya Karena disitu kan juga bertemu dengan guru-guru bahasa Inggris yang lain Jadi disitu kita tidak hanya terbatas ini saja Tapi bisa tukar sama guru yang lain, Jadi begitu pelatihan dari MGMP itu sangat bermanfaat bagi saya.

(My support usually comes from the MGMP community. That really helps me because there we also meet other English teachers. So, there we are not limited to this, but we can exchange ideas with other teachers. So, the training from MGMP is very beneficial for me.)

I : Berarti Ibu Lilis melalui komunitas MGMP itu

(So, Mrs. Lilis is through the MGMP community.)

LM : MGMP dan pelatihan, nah minggu depan juga saya ada pelatihan juga, nanti ada apa ya, Oh harusnya kayak gini, Jadi dapat ilmu-ilmu baru darisana.

(MGMP and training. Well, I'm also having training next week. What will it be like? Oh, it should be like this. So I'll gain new knowledge from there.)

I : ohh seperti itu, Jadi bantuan dari komunitas dan pelatihan. Untuk pertanyaan terakhir Adakah saran atau rekomendasi yang ingin Bu Lilis sampaikan Untuk meningkatkan implementasi atau penerapan 4Cs Dalam pengajaran menulis bahasa Inggris?

(Oh, like that. So, assistance from the community and training. For the final question, do you have any suggestions or recommendations Mrs. Lilis would like to share to improve the implementation of the 4Cs in teaching English writing?)

LM : Ya menurut saya penggunaan media ini sangat penting dan menarik seperti gambar atau video. Dan anak-anak sekarang itu lebih cenderung Lebih nyantol kalau dia itu pakai video Kemudian juga Mereka harus melalui gambar Jadi mereka punya pikiran Mau menulis apa Jadi setiap siswa nanti kalau sudah dikasih video atau sudah dikasih Gambaran terlebih dahulu Nanti mereka lebih mudah dalam menemukan ide.

(Yes, I think using media like images or videos is very important and engaging. And children today tend to be more engaged when they use videos. They also have to go through the images so they can think about what they want to write. So, if each student is given a video or a picture first, it will be easier for them to find ideas.)

I : Jadi menggunakan bantuan gambar dan video. Dari pertanyaan-pertanyaan yang sudah saya sampaikan Apakah Ibu Lilis ada tambahan untuk saran? Atau sudah cukup?

(So, using images and videos. Based on the questions I've asked, do you have any additional suggestions, Mrs. Lilis? Or are they sufficient?)

LM : Saya rasa sudah cukup

(I think that's enough.)

I : Baik Ibu demikian rangkaian pertanyaan wawancara Yang dapat saya sampaikan, Terima kasih banyak atas kesediaan Bu Lilis Untuk berbagi pengalaman dan juga Pandangan yang sangat bermanfaat bagi penelitian saya Informasi yang Ibu Lilis sampaikan Sangat membantu dalam proses pengumpulan dan analisis Data penelitian skripsi saya Apabila di kemudian hari diperlukan klarifikasi Atau wawancara lanjutan terkait penelitian ini Mohon izin untuk menghubungi Ibu Lilis kembali Demikian wawancara ini saya akhiri Mohon maaf apabila selama proses wawancara Terdapat tutur kata atau pertanyaan yang kurang berkenan Atas perhatian dan kerjasama Ibu Lilis Saya ucapkan terima kasih Assalamualaikum Wt. Wb.

(Okay, that concludes the interview questions. Thank you very much for your willingness, Ms. Lilis, to share your experiences and insights, which have been very beneficial for my research. The information you provided was very helpful in the data collection and analysis process for my thesis research. If clarification or further interviews related to this research are needed in the future, please allow me to contact Ms. Lilis again. This concludes this interview. I apologize if there were any inappropriate words or questions during the interview. Thank you for your attention and cooperation, Ms. Lilis. Assalamualaikum Wr. Wb.)

LM : Iya terima kasih kembali, Waalaikumussalam Wr. Wb.

(Yes, thank you again, Waalaikumussalam Wr. Wb.)

TRANSCRIPT OF INTERVIEW

Second Participant

Date : March, 2nd 2026

Location : SMP Negeri 2 Malang

Respondent's Information

Name : E (Initial Code)

Length of Time Teaching English : 19 years

I : Assalamualaikum warahmatullahi wabarakatuh. Selamat pagi Bu Evi. Terima kasih sebelumnya atas kesediaan waktu yang telah diberikan. Saya Salsabila Sabil, mahasiswa Program Studi Tadris Bahasa Inggris, UIN Maulana Malik Ibrahim Malang. Saat ini saya sedang menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi S1. Wawancara ini merupakan bagian dari pengumpulan data penelitian saya yang bertujuan untuk memperoleh informasi yang lebih mendalam terkait pengalaman guru dalam merapkan 4Cs dalam konteks writing. Jadi untuk wawancara ini bersifat semi-structure, sehingga terdapat beberapa pertanyaan utama, tapi Bu Evi juga dipersilahkan untuk menjawab secara bebas dan menambahkan penjelasan sesuai dengan pengalaman dan pandangan Bu Evi selama ini. Jadi semua informasi yang diberikan hanya akan digunakan untuk kepentingan akademik dan dijaga kerahasiannya. Apakah Ibu berkenan jika wawancara ini direkam untuk memudahkan proses analisis data?

(Assalamu 'alaikum warahmatullahi wabarakatuh. Good morning, Mrs. Evi. Thank you for your time and willingness to participate in this interview. My name is Salsabila Sabil, a student of the English Education Department at UIN Maulana Malik Ibrahim Malang. I am currently conducting my undergraduate thesis as one of the requirements to complete my study. This interview is part of my data collection process, which aims to obtain in-depth information related to teachers' experiences in implementing the 4Cs in the context of writing. This interview is semi-structured, meaning that there are several main questions, but you are also free to elaborate and provide additional explanations based on your experience and perspectives. All information provided will be used solely for academic purposes and will be kept confidential. Would you mind if I record this interview to facilitate the data analysis process?)

E : Iya

(Yes)

I : Baik, jika berkenan maka saya akan memulai dengan pertanyaan pertama. Jadi untuk pertanyaan pertama, apa yang Bu Evi ketahui tentang konsep 4Cs yaitu berpikir kritis, komunikasi, kolaborasi, dan kreativitas dalam pembelajaran abad ke-21?

(Alright, I will begin with the first question. For the first question, what do you know about the concept of 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) in 21st-century learning?)

E : Ya, yang saya pahami selama ini untuk 4Cs itu adalah pembelajaran yang tidak hanya pemahaman, tapi juga aplikasi dan melatih siswa itu untuk berpikir kritis problem solving. Jadi mereka akan kita stimulus untuk bisa memecahkan masalah di sekitar mereka yang berhubungan dengan keseharian mereka dan juga berlatih untuk berkomunikasi dan bekerjasama dengan teman lain, dan juga menuangkan kreativitas sesuai dengan ide dan gagasan mereka.

(Yes, as I understand it, the 4Cs are not just about understanding, but also about applying it, and training students in critical thinking and problem-solving. So, we'll stimulate them to solve problems around them that relate to their daily lives, as well as practicing communication and collaboration with others, as well as expressing their creativity based on their ideas and concepts.)

I : Untuk pertanyaan selanjutnya, bagaimana Bu Evi mengintegrasikan 4Cs ke dalam pembelajaran menulis bahasa Inggris?

(For the next question, how do you integrate the 4Cs into your English writing lessons?)

E : Iya, jadi dalam bahasa Inggris itu kan ada genre-based approach ya, nah di situ ketika ada teks yang bisa dihubungkan dengan keseharian peserta didik dan dihubungkan dengan kehidupan mereka, di sekitar mereka itu, saya hubungkan dengan kehidupan yang ada di sekitar mereka. Jadi misalkan recount teks, nah berarti mereka akan menceritakan tentang pengalaman mereka, entah itu pengalaman yang menyenangkan, menyedihkan, yang memalukan, yang sedih, yang lucu, yang tidak dilupakan. Nah itu mereka akan menggali apa yang mereka alami, dan sharing dengan temannya, dan juga apa sih perasaan kamu setelah mengalami kejadian itu. Kemudian untuk deskriptif teks itu saya juga kolaboratif, jadi mereka saya minta untuk mendeskripsikan tempat yang mereka sukai di sekitar rumah mereka yang ada di Kota Malang. Dan mereka menjelaskan seperti apa sih, mendeskripsikan tempat itu seperti apa, ada apa saja di sana, apa yang bisa kamu lakukan, ide apa namanya pendapat kamu tentang tempat itu seperti apa, yang menarik apa, seperti itu.

(Yes, so in English teaching, there is what we call a genre-based approach. When the text can be connected to students' daily lives and their surroundings, I relate it

to their real-life experiences. For example, in recount texts, students are asked to tell their own experiences, whether they are happy, sad, embarrassing, funny, or unforgettable. They explore what they have experienced, share it with their friends, and also express how they felt after going through those events. For descriptive texts, I also apply a collaborative approach. I ask students to describe places they like around their homes in Malang. They explain what the place is like, what can be found there, what activities can be done, and also share their opinions about the place what makes it interesting, and so on.)

I : Jadi disesuaikan dengan konteks kesehariannya. Untuk pertanyaan selanjutnya, Dapatkah Bu Evi menjelaskan pengalaman Bu Evi dalam merapakan 4Cs selama pengajaran kegiatan menulis?

(So, it is adjusted to students' daily life context. For the next question, Can you describe your experience in applying the 4Cs during the teaching of writing activities?)

E : Iya, untuk kegiatan menulis, itu anak-anak kalau kelas tujuh itu sangat simpel ya, jadi mereka belajar dari kalimat, dari kalimat apa yang dasar, misalkan there is a bla bla bla, there are some blab la, jadi dari kalimat yang simple kemudian mereka membuat bentuk deskriptif misalkan, dengan step-by-step menyebutkan ciri-ciri tempatnya, ciri-ciri bendanya, kemudian pendapat mereka tentang tempat atau benda itu, fungsinya, dan sebagainya.

(Yes, for writing activities, for seventh grade students, it's very simple, so they learn from sentences, from basic sentences, for example, there is a blah blah blah, there are some blab la, so from simple sentences, they then create descriptive forms, for example, by step-by-step mentioning the characteristics of the place, the characteristics of the object, then their opinion about the place or object, its function, and so on.)

I : Untuk selanjutnya, strategi atau teknik apa yang biasanya Bu Evi itu gunakan untuk mendukung penggunaan 4Cs ini, meliputi kreativitas, komunikasi, kolaborasi, dan kreativitas di antara siswa saat menulis?

(Furthermore, what strategies or techniques do you usually use to promote critical thinking, communication, collaboration, and creativity among your students when writing?)

E : Nah biasanya saya beri mereka stimulus ya, seperti mungkin juga tantangan. “Kalau kamu misalkan ada turis yang datang ke sini, apa yang ingin kalian apa namanya unggulkan di daerah kamu?”. Mungkin tempat yang menarik, yang bisa dikunjungi oleh mereka, atau mungkin makanan yang khas dari sini, yang mungkin di sana tidak ada, yang menarik untuk dikenalkan ke orang luar gitu ya. Seperti di sini kan, paling dekat ada kampung warna-warni, ada kampung 3D, dan

sebagainya. Itu kan sering dikunjungi turis. Saya tantang mereka untuk bisa mengenalkan kampung warna-warni, kampung 3D itu ke orang luar. “Gimana caranya kamu?” Berarti kan harus bisa mendeskripsikan dengan jelas. Ada apa saja di sana, apa yang menarik, apa yang bisa dilakukan, nah seperti itu. Dan mereka juga ketika mendeskripsikan itu, pasti ada teknik cara membuat teks deskriptif. Nah itu saya pernah pakai yang pendekatan apa yang itu hamburger style itu. Jadi ada identification, kemudian description, and then dan terakhir itu ada kayak penguatnya di akhirnya.

(Well, usually I give them a stimulus, like maybe a challenge. "If you had tourists coming here, what would you want to highlight in your area?" Maybe an interesting place, something they could visit, or maybe a typical food from here, something that might not be available there, something interesting to introduce to outsiders. Like here, the closest is the colorful village, there's the 3D village, and so on. Those are often visited by tourists. I challenge them to be able to introduce the colorful village, the 3D village to outsiders. "How do you do that?" That means you have to be able to describe it clearly. What's there, what's interesting, what can be done, and so on. And when they describe it, there must be a technique for creating descriptive text. Well, I've used the hamburger style approach. So there's identification, then description, and then, and finally, there's something like reinforcement at the end.)

I : Untuk selanjutnya, tantangan apa yang biasanya Ibu hadapi ketika merapatkan 4Cs ini dalam pembelajaran menulis?

(So, what challenges do you usually face when implementing the 4Cs in teaching EFL writing?)

E : Ya, mungkin karena kemampuan siswa itu beragam ya. Jadi, saya tidak bisa menyamakan mereka harus membuat teks deskriptif yang seperti apa. Tapi, saya sesuaikan dengan kemampuan mereka. Jadi, saya harus membantu siswa yang sangat kurang bahasa Inggrisnya itu dengan berbagai bantuan ya. Jadi, scaffolding-nya lebih banyak. Jadi, mulai dari kosa kata yang bergambar, kemudian kalimat dari yang sangat simple. Mereka bisa membuat kalimat dengan cuma there is a bla bla bla, there are some bla bla bla. Dan ketika apa mereka harus membuat teks itu mungkin mereka akan stres ya. Jadi, saya hanya apa membuat perintah, seperti ini buatlah kalimat yang berisi bla bla bla. Jadi, mungkin apa instruction-nya lebih simple. Kalau mereka disuruh langsung buat teks, mungkin mereka akan “duh gimana teks”. Padahal kalimat saja mungkin mereka masih belum lancar. Jadi, step by step buat kalimat yang berisi bahasa Inggris. Itu buat kalimat jadi lebih banyak dituntut untuk anak-anak yang bahasa Inggrisnya kurang.

(Yes, one of the challenges is that students have different levels of ability. So, I cannot expect them to produce the same kind of descriptive text. Instead, I adjust the tasks based on their abilities. I need to provide more support for students who

have limited English proficiency. This means giving more scaffolding, starting from visual vocabulary, then moving to very simple sentence structures. For example, they may only be able to write sentences like “there is ...” or “there are ...”. When they are asked to write a full text, they might feel stressed. So, I simplify the instructions by asking them to write sentences first. If they are directly asked to write a complete text, they may feel confused, since even forming sentences is still difficult for them. Therefore, the process is done step by step, starting from constructing simple sentences in English. This approach is especially important for students with lower proficiency.)

I : Jadi, untuk tantangannya sendiri, tadi kemampuan siswa yang berbeda-beda.

(So, the main challenge is the different levels of students' abilities.)

E : Iya betul

(Yes, that's right)

I : Untuk itu, jadi bagaimana untuk mengatasi tantangan-tantangan tersebut dalam praktik mengajar bahasa Inggris?

(So, How do you overcome those challenges in your daily teaching practice?)

E : Jadinya, dibuat diferensiasi konten dan juga produknya. Jadi, ketika anak-anak itu kurang bisa menangkap instruksi, pasti LKPD-nya itu step by step-nya berbeda, prosesnya mereka juga kontennya, kayak contoh-contohnya itu juga berbeda. Bisa berupa teks, untuk anak-anak yang sudah paham ya. Nah, untuk yang belum paham bisa jadi, saya beri video yang ada teksnya, ada artinya, jadi mereka bisa membayangkan “oh ini maksudnya seperti itu”.

(So, I apply differentiation in both content and product. When students have difficulty understanding the instructions, the worksheets (LKPD) are designed differently, with different step-by-step guidance, processes, and content, including the examples. For students who already understand, I can provide texts. However, for those who are still struggling, I use videos that include subtitles and translations, so they can better understand and imagine the meaning.)

I : Jadi, tingkatan dari LKPD-nya berbeda-beda, disesuaikan. Kemudian, bagaimana menurut Bu Evi, integrasi 4C ini mempengaruhi kinerja menulis dan keterlibatan sesuai di kelas?

(So, the level of the worksheets is adjusted accordingly. Then, how do you think the integration of the 4Cs affects students' writing performance and classroom engagement?)

E : Iya ketika saya menyuruh anak-anak untuk kolaborasi ya, itu mereka merasa senang ya, karena mereka bisa komunikasi atau kerjasama dengan temannya. Dan di situ mereka membagi apa namanya, peran ya, dalam kelompok itu dengan sesuai kemampuan masing-masing pastinya. Saya kemarin itu sempat menyuruh mereka menulis, tapi bisa dituangkan dalam bentuk video. Jadi, tulisannya itu ada teksnya, dan mereka mengucapkannya, membacanya, kemudian disertai video yang tempat-tempat yang mereka mau deskripsikan. Jadi, mereka senang kalau mereka sambil seperti nge-vlog gitu ya, jadi mereka menunjukkan, disini kampung 3D, kalian bisa ngapain aja disini, “what can you do here?”,” what can you find?”, “itu seperti apa tempatnya?” , “my favorite place is..”, mungkin dia bisa menjelaskan yang menurut dia yang paling menarik disini itu apa.

(Yes, when I ask students to collaborate, they feel happy because they can communicate and work together with their friends. In the group, they also divide roles based on their abilities.

Previously, I asked them to write, but they presented it in the form of a video. Their writing appeared as text, they read it aloud, and it was combined with videos of the places they wanted to describe. They really enjoyed it because it felt like making a vlog. For example, they would say, “This is Kampung 3D. What can you do here?”, “What can you find here?”, “What is this place like?”, or “My favorite place is...”. They explained what they found most interesting about the place.)

I : Jadi, sesuai dengan perkembangan teknologi juga, menggunakan vlog itu. Terus kemudian menurut Bu Evi, dukungan seperti apa, mungkin bisa dari sekolah, atau teman, atau pelatihan yang Bu Evi butuhkan, untuk menerapkan 4Cs dengan lebih baik, dalam pengajaran menulis?

(So, it is also aligned with the use of technology, such as vlogging. In your opinion, what kind of support (from the school, peers, or training) do you need to better implement the 4Cs in teaching writing?)

E : Ya, mungkin kalau pelatihan ya, mungkin banyak yang perlu saya ingin pelajari lagi tentang mengimplementasikan 4Cs ini di writing yang harus siswa peer assessment gitu ya, mungkin kalau disini kelas 7 pertama itu, mungkin disuruh peer assessment mereka masih belum bisa, tapi yang saya terapkan kemarin hanya beri komentar, “gimana isinya menurut kamu?”, apakah sudah sesuai, ada deskripsinya tentang apa saja, apakah sudah lengkap, apakah menarik menurut kamu deskripsinya cuma itu saja, kalau untuk keahasaanya mungkin mereka belum bisa.

(Yes, in terms of training, there are still many things I would like to learn, especially about implementing the 4Cs in writing through peer assessment. However, for seventh-grade students, peer assessment is still quite difficult. So, what I applied was asking them to give simple comments, such as “What do you think about the content?”, whether it is appropriate, what is being described, whether it is

complete, and whether it is interesting. For the language aspect, they are not ready yet.)

I : Jadi disuruh memberikan komentar tentang tempat-tempatnya itu. Adakah saran atau rekomendasi, yang ingin Bu Evi sampaikan, untuk meningkatkan penerapan 4Cs ini, dalam pengajaran menulis bahasa Inggris?

(So, they are asked to give comments on the content. Are there any suggestions or recommendations you would like to share to improve the implementation of 4Cs in English writing instruction?)

E : Kalau saran saya ya pakai teknologi itu tadi, untuk memperkenalkan ini, menulis itu mungkin sulit, kalau untuk anak-anak, mereka mungkin kurang teliti dalam menulis, mungkin cuma bisa kalimat-kalimat simple, untuk descriptive text, recount text, procedure text, kalau di kelas 7 itu ya, kelas 7 cuma descriptive text sama procedure text, itu biasanya harus ada structure-nya, text structure itu memang harus dikenalkan dengan kreatif, artinya harus kreatif, harus memperkenalkannya dengan bagaimana, dan juga contoh-contohnya itu, menggunakan teknologi supaya anak-anak paham, yang dengan gaya belajar kinestetik, dengan belajar visual auditory itu mereka bisa paham dengan penjelasannya. Jadi mungkin sarannya yaitu tadi dikaitkan dengan teknologi dan juga penerapannya itu yang dekat dengan kehidupan mereka, supaya mereka tidak susah membayangkan dan mereka tertarik untuk bisa menulis, dengan stimulus yang menguntang mereka.

(My suggestion is to use technology. Writing can be quite difficult for students, and they tend to only be able to produce simple sentences. For texts such as descriptive, recount, and procedure texts especially in seventh grade, where they mainly learn descriptive and procedure texts, students need to understand the text structure. This structure should be introduced creatively. Teachers need to present it in an engaging way and provide examples using technology so that students can understand better. It should also accommodate different learning styles, such as kinesthetic, visual, and auditory learners. In addition, learning should be connected to students' daily lives so they can relate to it easily, feel interested, and be more motivated to write, supported by engaging stimuli.)

I : Jadi, menulis tidak harus selalu menggunakan kertas saja, tapi bisa menggunakan media yang lebih kreatif dengan menggunakan vlog. Baik Ibu, demikian rangkaian pertanyaan wawancara yang dapat saya sampaikan, terima kasih banyak atas waktu serta kesediaan Bu Evi, untuk berbagi pengalaman, dan juga pandangan, yang sangat bermanfaat bagi penelitian saya, apabila di kemudian hari, mungkin diperlukan klarifikasi atau wawancara lanjutan terkait penelitian ini, saya mohon izin untuk menghubungi Bu Evi kembali. Demikian, wawancara ini saya akhiri, mohon maaf apabila selama proses wawancara terdapat pertanyaan

yang kurang berkenan, atas perhatian dan kerjasamanya, saya ucapkan terima kasih, assalamu'alaikum warahmatullahi wabarakatuh,

(So, writing does not always have to be done on paper, but it can also use more creative media, such as vlogs. Alright, that concludes the interview questions. Thank you very much for your time and willingness to share your experiences and insights, which are very valuable for my research. If in the future I need further clarification or a follow-up interview, I would like to ask your permission to contact you again. I apologize if there were any questions that were not appropriate. Thank you for your attention and cooperation. Wassalamu'alaikum warahmatullahi wabarakatuh.)

E : sama -sama, wa'alaikumsalam

(You're welcome. Wa'alaikumussalam)

TRANSCRIPT OF INTERVIEW

Third Participant

Date : March, 13th 2026

Location : SMP Negeri 21 Malang

Respondent's Information

Name : TS (Initial Code)

Length of Time Teaching English : +20 years

I : Assalamu'alaikum warahmatullahi wabarakatuh. Selamat pagi Ibu, terima kasih sebelumnya atas kesediaan waktu yang telah diberikan.

(Assalamu'alaikum warahmatullahi wabarakatuh. Good morning, Ma'am. Thank you for your time)

TS : Wa'alaikumussalam

(Wa'alaikumussalam)

I : Saya Salsabila Sabil, mahasiswa program studi Tadris Bahasa Inggris UIN Maulana Malik Ibrahim Malang. Saat ini sedang menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi S1. Jadi wawancara ini bersifat semi-structured sehingga terdapat beberapa pertanyaan utama, namun Ibu juga dipersilahkan untuk menjawab secara bebas dan menambahkan penjelasan sesuai dengan pengalaman dan pandangan dari Ibu Tutik sendiri. Jadi seluruh informasi yang diberikan hanya untuk kepentingan akademik saja. Apakah Ibu berkenan jika wawancara ini direkam untuk memudahkan proses analisis data?

(My name is Salsabila Sabil, a student of the English Education Department at UIN Maulana Malik Ibrahim Malang. I am currently conducting my undergraduate thesis. This interview is semi-structured, so there are some main questions, but you are free to elaborate based on your experience and perspective. All information will be used for academic purposes only. May I record this interview?)

TS : Iya monggo

(Yes, please)

I : Jadi langsung saja untuk wawancaranya. Untuk pertanyaan pertama, jadi apa yang Bu Tutik ketahui tentang konsep 4Cs ini yaitu berpikir kritis, komunikasi, kolaborasi, dan kreativitas dalam pembelajaran abad ke-21?

(So, let's go straight to the interview. For the first question, What do you know about the concept of 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) in 21st-century learning?)

TS : Konsep 4Cs ini yang saya ketahui itu memang harus ada dalam pembelajaran. Jadi tidak hanya dalam Bahasa Inggris tapi semua mata pelajaran. Jadi memang harus ada, terutama dalam merancang kegiatan pembelajaran dan mengaplikasikannya di dalam kelas itu memang harus ada ini berpikir kritis, komunikasi, kolaborasi, dan kreativitas.

(The concept of the 4Cs, as far as I know, must be present in learning. So, it is not only in English but in all subjects. So, it really has to be there, especially in designing learning activities and implementing them in the classroom. It must include critical thinking, communication, collaboration, and creativity.)

I : Jadi, untuk pertanyaan selanjutnya, bagaimana Ibu mengintegrasikan 4Cs ini ke dalam pembelajaran menulis bahasa Inggris?

(So, for the next question, how do you integrate the 4Cs into your English writing lessons?)

TS : Fokusnya menulis ya?

(The focus is on writing, right?)

I : Iya

(Yes)

TS : Dalam mengintegrasikan ke dalam pembelajaran, ketika kolaborasi itu siswa dalam merancang satu tulisan mereka dulu berkelompok, setelah itu mereka baru mandiri dalam kolaborasi. Kemudian kreativitas tadi mencipta, komunikasi nanti mereka mempresentasikan hasil dari tulisannya. Kemudian berpikir kritis sama ketika mereka merancang, hampir sama dengan kreativitas.

(In integrating it into learning, for collaboration, students first work in groups when planning a piece of writing, after that they work individually, while creativity is reflected in how they develop their writing, communication is when they present the results of their writing. Then critical thinking is when they are planning, it is closely related to creativity.)

I : Kemudian, dapatkah Ibu menjelaskan pengalaman Ibu selama ini dalam menerapkan 4Cs selama pengajaran kegiatan menulis? Jadi, mungkin apa saja yang digunakan? seperti itu

(Then, can you describe your experience in applying the 4Cs during the teaching of writing activities? So, maybe what are the things you use? Something like that.)

TS : Pengalaman ketika pembelajaran itu, pernah Ibu gunakan ketika menulis itu apa recount teks. Awalnya anak-anak itu kolaborasi dulu dengan temannya sebelum mengerjakan sendiri. Jadi, dia mengerjakan secara kelompok berdasarkan pengalamannya. Setelah itu mereka mengerjakan masing-masing sesuai dengan pengalamannya dia sendiri dan yang terakhir mereka mengkomunikasikan.

(In learning, I have used it when teaching writing, that is recount text. At the beginning, the students collaborate first with their friends before working individually. So, they work in groups based on their experiences. After that, they work individually based on their own experiences, and lastly they present their work.)

I : Kemudian, strategi atau teknik apa yang biasanya Ibu gunakan untuk mendorong pemikiran kritis, komunikasi, kolaborasi, dan kreativitas diantara siswa pada saat menulis?

(Then, what strategies or techniques do you usually use to promote critical thinking, communication, collaboration, and creativity among your students when writing?)

TS : Untuk strategi atau teknik yang biasanya digunakan, biasanya saya menggunakan media ya. Jadi, kalau anak-anak itu kalau hanya disuruh menulis biasanya ini kan bosenin. Jadinya anak-anak diberikan media. Kalau kayak teks recount ini saya menggunakan gambar yang diacak dulu. Nah gambar yang diacak dulu, nanti anak-anak nyusun. Nah, dari nyusun itu dia bisa membuat satu tulisan. Kemudian, mengkomunikasikan. Nah, itu kan masih berpikir kritis ya ketika mereka menyusun itu sudah berpikir kritis. Nah, ketika mereka sudah menyusun gambar itu, mereka akhirnya kreatif dalam membuat satu tulisan berdasarkan gambar.

(For the strategies or techniques that I usually use, I usually use media. So, if students are only asked to write, it is usually boring. So, students are given media. For recount text, I use pictures that are arranged randomly first. Then the students arrange them. From arranging them, they can create a piece of writing. Then, they communicate it. That is already critical thinking, because when they arrange the pictures, they are already thinking critically. And when they have arranged the pictures, they become creative in making a piece of writing based on the pictures.)

I : Dari strategi tersebut, tantangan apa yang Ibu hadapi ketika menerapkan 4Cs ini dalam pengajaran menulis EFL?

(From these strategies, what challenges do you face when implementing the 4Cs in teaching EFL writing?)

TS : Dan tantangannya ketika menyusunnya gampang mungkin anak-anaknya. Tetapi, ketika di “create” kreativitasnya itu mereka yang mungkin agak sedikit kesulitan. Mereka, awal mereka bisa kerjasama dengan temannya, jangan hanya

satu, dua, tapi empat atau lebih sehingga mereka bisa bertanya ke temannya. Ada teman sharing selain bertanya ke gurunya.

(The challenge is that arranging them is easy for the students. However, when it comes to “creating” the creativity, they might find it a bit difficult. At the beginning, they can work together with their friends, not only one or two, but four or more, so they can ask their friends. They have friends to share with, not only asking the teacher.)

I : Jadi, untuk tantangannya mungkin di kreativitasnya itu ya bu?

(So, the challenge is probably creativity, right?)

TS : Iya betul

(Yes, that's right)

I : Jadi, untuk pertanyaan selanjutnya, bagaimana Ibu mengatasi tantangan-tantangan tersebut dalam praktik mengajar Ibu sehari-hari?

(So, for the next question, how do you overcome those challenges in your daily teaching practice?)

TS : Dalam mengatasinya, ketika berkelompok siswa tidak hanya di kelompoknya dengan anak yang tidak bisa. Guru di awal itu kan sudah punya, sudah tahu ya kemampuan siswanya. Nah, anak yang pintar, jangan duduk sama anak yang pintar. Jadi, dalam per kelompok itu mereka dibagi yang pintar, yang sedang, sama yang kurang. Nah, sehingga ada high, middle, and low. Nah, dari situ anak yang low bisa tanya ke yang middle, yang middle bisa tanya ke yang atas, atau sebaliknya, saling ngajarin.

(To overcome it, when grouping students, they are not grouped only with students who cannot do it. The teacher already knows the students' abilities. So, students who are smart should not sit with other smart students. In each group, they are divided into high, middle, and low. So from there, the low can ask the middle, the middle can ask the high, or vice versa, they teach each other.)

I : Jadi dibuat diferensiasi?

(So, it is differentiated?)

TS : Iya betul

(Yes, that's right.)

I : Jadi, bagaimana menurut Ibu integrasi 4Cs ini mempengaruhi kinerja menulis dan keterlibatan siswa di kelas?

(So, how do you think the integration of the 4Cs affects students' writing performance and classroom engagement?)

TS : 4Cs ini bagus ketika diaplikasikan dalam kegiatan menulis. Jadi, anak-anak yaitu tadi seperti yang saya katakan karena mereka berdiferensiasi, mereka bisa terlibat. Pokoknya, ketika ke dalam kelompok itu jangan yang nggak bisa sama dengan nggak bisa, nggak jalan. Jadi, mereka bisa mengkreaitivaskan, bisa saling bertanya, saling membantu.

(The 4Cs are good when applied in writing activities. So, the students, as I said before, because they are differentiated, they can be involved. The point is, in grouping, students who cannot do it should not be grouped with those who also cannot do it, it will not work. So, they can be creative, they can ask each other, and help each other.)

I : Kemudian, menurut Ibu dukungan seperti apa? Mungkin dari sekolah atau teman sebaya atau pelatihan seperti komunitas MGMP yang Ibu butuhkan untuk menerapkan 4Cs ini dengan lebih baik dalam pengajaran menulis?

(Then, In your opinion, what kind of support? (maybe from the school, peers, or training) do you need to better implement the 4Cs in teaching writing?)

TS : Ini gurunya ya?

(For the teacher, right?)

I : Iya

(Yes)

TS : Kalau dukungan dari sekolah, sekolah sangat mendukung. Jadi, kalau ada kegiatan MGMP itu diizinkan. Kemudian, kalau yang ada yang lebih tinggi berbayar itu biasanya dibayari oleh sekolah itu untuk guru-guru sesuai dengan masa pelajarannya. Kemudian, untuk teman sebaya, biasanya sesama guru itu biasanya akan sharing ketika sudah pembelajarannya, bagaimana di kelas? kemudian, bisa dibandingkan dengan kelas lain.

(For support from the school, the school is very supportive. So, if there are MGMP activities, it is allowed. Then, for higher-level training that requires payment, it is usually funded by the school for teachers according to their subject. Then, for colleagues, usually fellow teachers will share after teaching, like how it went in the class, and it can be compared with other classes.)

I : Jadi, sekolah sangat mendukung ya bu? kemudian, untuk pertanyaan terakhir. Adakah saran atau rekomendasi yang Ibu sampaikan Untuk meningkatkan penerapan 4Cs ini dalam pengajaran menulis bahasa Inggris?

(So, the school is very supportive, right ma'am? Then, for the last question. Are there any suggestions or recommendations you would like to share to improve the implementation of 4Cs in English writing instruction?)

TS : Kemudian, rekomendasi yang saya sampaikan, untuk meningkatkan penerapan 4Cs ini dalam pengajaran bahasa Inggris sering diterapkan karena kalau cuma sekali dua kali tidak jalan. Maksudnya, anak-anak akan mandhap. Tapi, kalau sering latihan dan ini diaplikasikan Bagus, dan hasilnya juga bagus. Tapi, sebelumnya ada contoh dulu ya dari gurunya ya? ya, karena anak-anak kalau tidak dicontohkan, tidak bisa. Jadi, ada contoh misalnya *jumbled* wordnya, *jumbled* picturenya diajari dulu anak-anak baru nanti akan jalan. Tapi, meskipun sekarang bilangannya student center gitu ya, gak usah diajari, kadang gak telaten kelaman. Tapi, kalau sudah diajari, anak-anak sudah tahu langsung Oh, sudah jalan.

(Then, my recommendation is that to improve the implementation of the 4Cs in English teaching, it should be applied frequently. Because if it is only once or twice, it will not work. I mean, the students will go down. But if it is practiced often and applied, it is good, and the results are also good. But before that, there should be an example from the teacher. Because if students are not given examples, they cannot do it. So, there should be examples, like jumbled words or jumbled pictures, they are taught first, then the students will be able to do it. Even though now it is said to be student-centered, not taught, sometimes it takes too long. But if they are taught, the students will understand directly, oh, it works.)

I : Jadi, untuk sarannya tadi?

(So, your suggestion is?)

TS : Ya sering digunakan. Dalam pembelajaran. Tidak hanya menulis saja, speaking pun, reading pun tetap dipakai

(Yes, it should be used frequently in learning. Not only in writing, but also in speaking and reading.)

I : Kalau ini untuk berkaitan dengan pengalaman Izin bertanya untuk Bu Tutik sendiri lama mengajar bahasa Inggris sudah berapa tahun?

(Related to your experience, may I ask how long you have been teaching English?)

TS : Saya sudah di atas 20 tahun.

(I have been teaching for more than 20 years.)

I : Baik, mungkin untuk interview-nya cukup pertanyaan ini saja. Terima kasih atas kesediaan dan waktunya.

(Alright, I think that is enough for the interview. Thank you for your willingness and your time.)

TS : Ya, sama-sama.

(Yes, you're welcome.)

I : Baik Ibu, saya akhiri untuk wawancara ini. Wassalamu'alaikum warahmatullahi wabarakatuh.

(Alright, Ma'am, I will end this interview. Wassalamu'alaikum warahmatullahi wabarakatuh.)

TS : Iya, wa'alaikumussalam warahmatullahi wabarakatuh.

(Yes, wa'alaikumussalam warahmatullahi wabarakatuh.)

Appendix 12 Lesson Plans

**MODUL AJAR
“Narrative Text”**

IDENTITAS	
Nama Penyusun	: LILIS MUFARIDA, S.S.Gr.
Sekolah/Instansi	: SMP ISLAM MALANG
Mata Pelajaran	: BAHASA INGGRIS
Fase/Kelas	: D/ VIII
Semester	: GENAP
Alokasi Waktu	: 2 JP (1 x Pertemuan)
IDENTIFIKASI	
KOMPETENSI AWAL	
Peserta didik telah memiliki kosa kata dasar bahasa Inggris dan mengenal beberapa kata kerja serta kata sifat yang umum digunakan. Siswa memahami penggunaan sederhana simple past tense dan mampu menangkap informasi umum dari teks pendek. Selain itu, siswa juga sudah familiar dengan cerita rakyat atau dongeng serta mampu belajar dalam kelompok kecil.	
MATERI PEMBELAJARAN	
<p>1. Jenis Pengetahuan: Bahasa Inggris / Narrative text</p> <p>2. Relevansi dengan kehidupan nyata: Materi narrative text berkaitan erat dengan kehidupan sehari-hari karena digunakan untuk:</p> <ul style="list-style-type: none"> - Narrative text mampu membantu menyampaikan pesan moral dan nilai kehidupan dalam situasi sehari-hari. - Memahami narrative text membuat siswa lebih mudah mengambil pelajaran dan pengalaman dan budaya. - Keterampilan bercerita berguna untuk komunikasi, presentasi, dan berbagai pengalaman pribadi. <p>3. Struktur Materi :</p> <ul style="list-style-type: none"> - Definition of Narrative text - Social function / purpose of Narrative text - Generic structure of Narrative text - Language features of Narrative text - Example of procedure text <p>4. Tingkat kesulitan : Mudah</p> <p>5. Integrasi nilai karakter:</p> <ul style="list-style-type: none"> - Kreatifitas, Kerjasama, kemandirian, kritis, tanggung jawab 	
DIMENSI PROFIL LULUSAN	
<ol style="list-style-type: none"> 1. Beriman dan berakhlak 2. Mandiri; mengelola waktu belajar dengan baik mengikuti alur modul 3. Bernalar kritis; mengidentifikasi informasi rinci, baik bersifat factual maupun konsep dari sebuah Narrative text. 4. Kreatif; membuat cerita yang menarik 5. Gotong royong; melakukan kerjasama yang baik dalam penugasan kolaborasi 6. Kebhinekaan global; mengenal berbagai teks narrative dalam konteks keragaman global. 	

DESAIN PEMBELAJARAN
CAPAIAN PEMBELAJARAN
Peserta didik mampu memahami dan mengaplikasikan narrative text secara lisan dan tulisan sesuai konteks.
LINTAS DISIPLIN ILMU
<ol style="list-style-type: none"> 1. IPS/Sejarah: Narrative text berkaitan dengan legenda dan cerita rakyat yang mencerminkan budaya serta peristiwa masa lalu. 2. Seni Budaya: Siswa dapat mengekspresikan cerita melalui gambar, poster, drama, atau storytelling. 3. PPKn: Cerita mengandung nilai moral seperti kejujuran, tanggung jawab, dan sikap menghargai orang lain.
TUJUAN PEMBELAJARAN
<ol style="list-style-type: none"> 1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks (orientation, complication, resolution), dan unsur kebahasaan narrative text. 2. Siswa mampu memahami isi cerita narrative sederhana secara umum dan rinci. 3. Siswa mampu menyusun narrative text sederhana dan menyajikannya dalam bentuk poster atau storytelling singkat.
TOPIK PEMBELAJARAN
<i>Narrative text "Malin Kundang"</i>
PRAKTIK PEDAGOGIS
<ol style="list-style-type: none"> 1. Model: Blended learning melalui model pembelajaran dengan menggunakan Problem Based Learning (PBL) terintegrasi dengan pembelajaran understanding By Design (UbD) 2. Strategi: Kolaboratif 3. Metode: Ceramah, Diskusi kelompok, Presentasi. 4. Pendekatan: scaffolding
KEMITRAAN PEMBELAJARAN
<ol style="list-style-type: none"> 1. Guru–Siswa: Guru berperan sebagai fasilitator yang membimbing proses eksplorasi, penyusunan, dan presentasi cerita. 2. Siswa–Siswa: Kolaborasi dalam kelompok untuk merancang, menulis, dan menampilkan narrative text. 3. Sekolah–Rumah: Orang tua dapat mendukung dengan mengajak siswa membaca atau menceritakan kembali cerita di rumah.
LINGKUNGAN PEMBELAJARAN
<ol style="list-style-type: none"> 1. Lingkungan kelas yang aman, suportif, dan mendorong siswa berani bercerita serta berpendapat. 2. Suasana kolaboratif dengan pengaturan tempat duduk berkelompok untuk mendukung diskusi dan proyek. 3. Pemanfaatan media belajar (teks cerita, gambar, atau PPT) yang menarik dan kontekstual.

PEMANFAATAN DIGITAL
- Video pembelajaran - Power Point (PPT)
PENGALAMAN BELAJAR
KEGIATAN AWAL (10 Menit)
(Berkesadaran, Bermakna, Menggembirakan) <ol style="list-style-type: none"> 1. Guru memberi senyum, salam, dan sapa sebagai pembuka pelajaran. 2. Peserta didik melaksanakan berdoa bersama, dan dilanjutkan dengan menyanyikan lagu “Indonesia Raya” sebagai wujud rasa nasionalisme dan pembiasaan setiap pagi. 3. Guru mengecek kehadiran peserta didik. 4. Guru menanyakan perasaan siswa untuk membantu kesiapan belajar. Bahasa Guru “Are you happy right now?” 5. Apersepsi guru dapat memulai pembelajaran dengan menanyakan materi pertemuan sebelumnya, dan mengaitkan dengan materi pada hari ini 6. Guru menanyakan kegiatan siswa sehari-hari yang melibatkan langkah-langkah dalam membuat sesuatu. Guru memberikan pertanyaan pemantik Bahasa guru “Why do people like stories?” “What can we learn from a story?” (Menghubungkan pengalaman pribadi dengan konsep pelajaran – bermakna) <ol style="list-style-type: none"> 7. Guru menyampaikan tujuan pembelajaran dan alur pembelajaran yang akan dilaksanakan pada hari ini.
KEGIATAN INTI (60 Menit)
<p>➤ Sintaks 1 : Orientasi Permasalahan pada Peserta Didik (Stimulation)</p> <ol style="list-style-type: none"> 1. Guru memberikan sebuah contoh permasalahan: Siswa memahami masalah dan tujuan pembelajaran. 2. Peserta didik mengamati tayangan video tentang Narrative text. 3. Peserta didik mencatat hal-hal penting 4. Peserta didik bersama guru melakukan tanya jawab berkaitan dengan isi video: “dari video yang kalian amati, apa informasi yang didapatkan?” 5. Peserta didik mengamati materi melalui tayangan PPT dan guru memberikan penjelasan tentang narrative text. 6. Guru memberikan contoh narrative text pada PPT kemudian menganalisis bersama. <p>➤ Sintaks 2 : Mengorganisasikan Peserta Didik dalam Kelompok Belajar (Organizing Students)</p> <ol style="list-style-type: none"> 1. Siswa dibagi kelompok (4-5 siswa) Aktivitas: Setiap kelompok diberikan sebuah cerita narrative text. Siswa diperintahkan untuk menyusun (menulis) narrative text sederhana berdasarkan topik yang sudah disediakan, dengan memperhatikan struktur dan ciri kebahasaan yang benar.

➤ Sintaks 3 : Membimbing Penyelidikan Individu maupun Kelompok

(UbD: Ekxplore – Anayze)

1. Siswa melakukan kegiatan:

- Menyusun narrative text tentang materi yang sudah disediakan.
- Menuliskanya dalam format yang benar (purpose, generic structure and language features)

2. Peserta didik bersama kelompoknya melakukan eksplorasi informasi dan menyusun tugasnya

3. Setiap kelompok mendapat bimbingan, klarifikasi, dan penguatan konsep dari guru dalam pengerjaan tugasnya (Memfasilitasi pemahaman lebih dalam – berkesadaran)

➤ Sintaks 4 : Mengembangkan dan Menyajikan Hasil Karya

1. Setiap kelompok mempresentasikan hasil diskusi kelompoknya

➤ Sintaks 5 : Menganalisis dan Mengevaluasi Proses Pemecahan Masalah

1. Peserta didik mengerjakan asesmen formatif untuk mengetahui pemahaman tentang narrative text.

KEGIATAN AKHIR (10 Menit)

1. Peserta didik dan guru melakukan refleksi pembelajaran hari ini (Membangun kesadaran dan rasa syukur – berkesadaran & mengembirakan)
2. Peserta didik mendapatkan penguatan konsep dan kesimpulan untuk menambah pemahaman
3. Peserta didik mendapat apresiasi atas kerjasama dan kreativitasnya (Menumbuhkan motivasi positif – mengembirakan)
4. Peserta didik dan guru melakukan tindak lanjut dengan tugas sebagai penguatan. (Kontekstual dan aplikatif – bermakna)
5. Kegiatan ditutup dengan doa bersama dan salam

ASESMEN PEMBELAJARAN

Penilaian Sikap / Profil Pelajar Pancasila selama proses mengajar berlangsung, guru mengamati profil pelajar Pancasila pada siswa dalam pembelajaran yang meliputi Beriman, bertakwa kepada Tuhan Yang Maha Esa, Kebhinekaan Global, Mandiri, Bernalar Kritis, Gotong Royong dan Kreatif.

MATERI

NARRATIVE TEXT

Meaning

1.

Narrative text is a text that tells a story or series of events. The story can be real or imaginary and usually includes a problem and a solution.

Purpose / Goal

2.

The purposes of a narrative text are:

- To entertain the reader
- To tell a story
 - To teach a moral lesson (sometimes)

3. Generic Structure

Orientation	Introduces the characters, time, and place
Complication	A problem or conflict happens
Resolution	The problem is solved
(Re-orientation)	Closing of the story (optional)

Language Features

4.

Narrative texts usually use:

- Past tense (lived, went, saw, cried)
- Action verbs (ran, took, opened, helped)
- Time connectors (once upon a time, one day, then, after that, finally)
- Specific characters (Malin Kundang, a mother, a prince)
 - Direct speech ("Forgive me," said Malin)

5. Types of Narrative

Fairy Tale	Cinderella
Fable	The Fox and the Grapes
Legend	Malin Kundang
Myth	Roro Jonggrang
Folktale	Timun Mas

6. Example of Narrative Text

Malin Kundang

Orientation

Once upon a time, in West Sumatra, there lived a poor woman and her son, Malin Kundang. They lived in a small village near the sea.

Complication

One day, Malin decided to go sailing to find a better life. His mother was sad but let him go. Years later, Malin became a rich man and married a beautiful woman.

One day, his ship stopped near his village. His mother heard the news and came to see him. She called out, "Malin, my son!"

But Malin was ashamed of his poor mother. He said, "I don't know you! You are not my mother!"

Resolution

His mother felt heartbroken. She prayed to God to punish Malin. Suddenly, a big storm came. Malin's ship was destroyed, and he turned into stone.

Moral Value:

We must respect and love our parents.

ASESMEN

1. Asesmen Diagnostik
 - Penilaian gaya belajar peserta didik melalui tes tertulis
 - Pemahaman awal peserta didik melalui observasi dan tanya jawab secara langsung
2. Asesmen Formatif
 - Penilaian kognitif, sikap dan keterampilan melalui tes tertulis, observasi dan proyek

KEGIATAN REMEDIAL DAN PENGAYAAN

1. Pengayaan
 - Bagi peserta didik yang sudah memenuhi KKM, diberikan pengayaan berupa penajaman pemahaman materi
2. Remedial
 - Bagi peserta didik yang belum memenuhi KKM, diberikan pembelajaran tambahan sesuai tujuan pembelajaran yang belum tuntas dan diberikan tes tertulis pada akhir pembelajaran

LAMPIRAN

1. Bahan Ajar
2. Media Pembelajaran
3. Lembar Kerja Peserta Didik (LKPD)
4. Instrumen Asesmen

Malang, 25 Januari 2026

Mengetahui
Kepala SMP ISLAM MALANG



PERENCANAAN PEMBELAJARAN MENDALAM

SEKOLAH : SMP NEGERI 2 MALANG
 NAMA GURU : ENIK EVI INDAHWATI, S.Pd
 MATA PELAJARAN : BAHASA INGGRIS
 KELAS / SEMESTER : VII-GENAP
 ALOKASI WAKTU : 2 JP (2X40 MENIT)

IDENTIFIKASI	Kesiapan peserta didik	<ul style="list-style-type: none"> • Pengetahuan Awal: Pemahaman peserta didik tentang <i>Adjective</i> (kata sifat) dan <i>Simple Present Tense</i> • Minat: Preferensi tempat umum favorit dan kecenderungan peran dalam kelompok (pemimpin, koreografer, atau anggota) • Kebutuhan Belajar: Kemampuan berkreasi menggunakan teknologi/menggambar manual
	Materi Pelajaran	<ul style="list-style-type: none"> • Jenis Pengetahuan: <ul style="list-style-type: none"> ◦ <i>Faktnal</i>: Deskripsi tempat umum yang ada di sekitar tempat tinggal peserta didik. ◦ <i>Konseptual</i>: Sifat benda/tempat berdasarkan opini. ◦ <i>Prosedural</i>: Cara mendeskripsikan tempat umum dengan detail dan sesuai fakta. ◦ <i>Metakognitif</i>: Strategi mendeskripsikan tempat dengan menarik. • Relevansi Kehidupan Nyata: Mendeskripsikan tempat umum untuk mengenalkan kota tempat tinggal peserta didik ke dunia dan kemampuan bekerja sama dalam. • Tingkat Kesulitan: Moderat hingga Tinggi (membutuhkan kejelian dan kreativitas). • Integrasi Nilai & Karakter: Ketelitian, percaya diri, toleransi, dan tanggung jawab.
	Dimensi Profil Lulusan (DPL)	<ul style="list-style-type: none"> • Gotong Royong: Kolaborasi dalam menyusun teks <i>descriptive</i> (Tujuan Pembelajaran 1 & 2). • Kreatif: Menghasilkan gagasan orisinal dalam mendeskripsikan sifat tempat/benda (Tujuan Pembelajaran 2). • Mandiri: Regulasi diri dalam menaungkan ide dalam menulis teks <i>descriptive</i> sesuai pembagian dalam kelompok (Tujuan Pembelajaran 1 & 2).

		<ul style="list-style-type: none"> • Bernalar Kritis: Membandingkan 2 gambar tempat umum dengan ciri-ciri masing-masing dan menyampaikan pendapat dengan kritis. (Tujuan Pembelajaran 1 & 3).
DESAIN PEMBELAJARAN	Elemen	<i>Writing-Presenting</i>
	Capaian Pembelajaran Elemen	<p><i>By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.</i></p> <p>Pada akhir Fase D, peserta didik mengkomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.</p>
	Tujuan Pembelajaran	<p>Melalui model <i>Project-Based Learning (PjBL)</i>, peserta didik mampu:</p> <ol style="list-style-type: none"> 1. Menganalisis struktur teks deskriptif (<i>Identification & Description</i>). 2. Menyusun teks deskriptif sederhana tentang tempat umum favorit menggunakan kata sifat (<i>adjectives</i>) yang tepat. 3. Mengkomunikasikan hasil karya secara kolaboratif dengan penuh percaya diri.
	Topik Pembelajaran	<i>My Favourite Public Place</i>
	Kriteria Ketercapaian Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Menganalisis (C4): peserta didik mampu menguraikan struktur teks <i>descriptive</i> dengan logis. 2. Presisi (P3): peserta didik mampu menyusun teks deskripsi tentang tempat umum favorit

		<ul style="list-style-type: none"> menggunakan kata sifat (<i>adjectives</i>) dengan tepat, sesuai struktur teks serta menggunakan ejaan yang benar. 3. Artikulasi (P4): peserta didik mampu mengomunikasikan hasil karya dalam bentuk video blog (vlog) 4. Menghargai (A3): peserta didik mampu memberi penghargaan pada tempat di sekitar tempat tinggalnya dan memperkenalkannya kepada orang lain. 5. Sosial & Emosional: peserta didik mampu menunjukkan perilaku kepemimpinan, kerjasama tim, dan pengambilan keputusan yang adil dalam kelompok.
	Lintas Disiplin Ilmu	IPS : Penjelasan tentang arsitektur lokasi tempat umum Seni Budaya: Pemilihan musik yang sesuai dengan vlog Informatika: Teknik pembuatan dan pengeditan video
	Praktik Pedagogis	<ul style="list-style-type: none"> Model: <i>Project Based Learning</i> (PjBL) Diferensiasi Pembelajaran (Berdasarkan Kesiapan): <ul style="list-style-type: none"> o <i>Konten</i>: Kompleksitas teks contoh disesuaikan (Teks sederhana vs Teks lebih kompleks) o <i>Proses</i>: Kelompok mahir diberikan otonomi penuh menyusun teks dan koreografi, kelompok tengah diberikan <i>template</i> teks descriptive yang tinggal dimodifikasi sedikit, kelompok dasar diberikan kalimat rumpang sederhana dengan pilihan jawaban.
	Kemitraan Pembelajaran	<ul style="list-style-type: none"> Kolaborasi dengan guru Informatika untuk konsultasi teknik membuat dan mengedit video blog (vlog) yang menarik. <i>Peer-teaching</i> (tutor sebaya) dalam satu kelompok. Kolaborasi dengan tokoh masyarakat yang ada di tempat umum yang akan dideskripsikan untuk konsultasi deskripsi tempat secara detail dan tepat.
	Lingkungan Pembelajaran	<ul style="list-style-type: none"> Budaya Belajar: Menciptakan zona "Bebas Menilai Tanpa Menghakimi" (<i>judgment-free zone</i>). Kesalahan membaca/<i>pronunciation</i> dianggap sebagai bagian dari proses belajar melatih kelancaran/<i>fluency</i>.

		<ul style="list-style-type: none"> Ruang Fisik: Tempat umum (<i>public places</i>) yang ada di sekitar tempat tinggal peserta didik. Ruang Virtual (Opsional): Grup WhatsApp kelas untuk berbagi link referensi vlog.
	Pemanfaatan Digital	<ul style="list-style-type: none"> Referensi: Youtube (Vlog deskripsi tempat favorit). Aplikasi: Kamera HP (untuk rekam dan edit video), <i>Spotify/YouTube Music</i> (Playlist), CapCut/Canva untuk mengedit video.
PENGALAMAN BELAJAR	AWAL	
		<ol style="list-style-type: none"> Guru membuka pembelajaran dengan salam, sapa dan mengecek kehadiran peserta didik Guru mengajak peserta didik senam singkat dengan lagu gembira dan gerakan yang memunculkan semangat dan menggerakkan dan mengajak peserta didik lebih siap secara emosional untuk mengikuti kegiatan belajar: https://www.youtube.com/watch?v=QNCr2E5jzm Guru memotivasi semua peserta didik tentang: <ol style="list-style-type: none"> berperan aktif dalam proses pembelajaran, menyampaikan pendapat secara terbuka, keterkaitan usaha dengan hasil yang mungkin dicapai. Guru dan peserta didik melakukan review kesepakatan kelas yang sudah dibuat. Guru menyampaikan tujuan pembelajaran dan bentuk penilaian yang akan dilakukan.
	INTI	
	Memahami (Berkesadaran dan Bermakna)	<ol style="list-style-type: none"> Guru menampilkan gambar tempat umum yang kontras (taman yang bersih vs pasar yang ramai). Peserta didik menebak tempat tersebut dan menyebutkan deskripsi singkat tentang tempat tersebut dalam bentuk kalimat sederhana secara lisan. (<i>Critical Thinking</i>) Discovery: Peserta didik mengamati contoh teks deskriptif tentang "The City Park". Guru memantik diskusi tentang kata sifat apa saja yang muncul. (<i>Critical Thinking</i>)

	<p>3. Peserta didik memisalkan hasil temuan kata sifat di papan tulis.</p> <p>4. Peserta didik mengamati contoh vlog mendeskripsikan tempat favorit.</p> <p>5. Collaboration: Peserta didik dibagi menjadi kelompok sesuai kemampuan. Peserta didik mengamati struktur teks descriptive text (Teks ada 2, teks sederhana dan teks yang lebih kompleks) dan menyampaikan hasil temuanya dengan memisalkan di LKPD (<i>Collaboration & Communication</i>)</p> <p>Mengaplikasi (Berkesadaran, Bermakna, Menggembirakan)</p> <p>1. Collaboration: Peserta didik dibagi menjadi kelompok (berdasarkan minat/level kemampuan). Mereka berbagi pengalaman tentang tempat umum yang paling disukai. (<i>Collaboration & Communication</i>)</p> <p>2. Creation:</p> <p>a. Mendesain Perencanaan Proyek: Setiap kelompok menyusun draf deskripsi sesuai LKPD yang disediakan (ada 3 LKPD, untuk peserta didik dengan kemampuan dasar, menengah dan mahir). Peserta didik diberikan kebebasan memilih media (Poster, Digital Slide, atau Mind Map)</p> <ul style="list-style-type: none"> • Guru menyediakan peran dalam kelompok untuk memastikan semua anggota mendapat peran • Guru mengajukan pertanyaan terbuka untuk menantang proses diskusi dan berpikir kritis • Guru mengajukan pertanyaan terbuka untuk menantang pemahaman <p>b. Menyusun Jadwal Aktivitas</p> <p>Setelah menyusun draft deskripsi suatu tempat, peserta didik dengan kelompoknya menyusun jadwal kegiatan pembuatan vlog secara rinci. Ini termasuk berapa kali pertemuan, waktu dan tempat pelaksanaan pembuatan vlog serta waktu pengeditan hasil vlog.</p> <p>c. Memonitor Kemajuan Proyek</p> <ul style="list-style-type: none"> • Peserta didik menyepakati tempat favorit yang akan dideskripsikan. • Guru berkeliling kelas untuk memberikan bimbingan pada kelompok dalam berdiskusi • Guru memberi dukungan dan kesempatan pada peserta didik yang pasif untuk berperan • Guru memberi umpan balik dengan menyebut spesifik bagian tugas yang dinilai bagus atau perlu perbaikan sehingga dapat digunakan untuk refleksi dan perbaikan • Guru menghubungkan umpan balik dengan tujuan pembelajaran yang hendak dicapai
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	<ul style="list-style-type: none"> • Guru menggunakan pertanyaan untuk membantu peserta didik memunculkan ide perbaikan • Guru membantu peserta didik melakukan refleksi terhadap usaha yang telah dilakukannya • Guru membuka komunikasi untuk pertanyaan dan klarifikasi lebih lanjut serta mendengarkan secara aktif tanggapan peserta didik terhadap umpan balik yang diterimanya • Guru menyediakan waktu mendiskusikan umpan balik selama atau setelah kelas • Guru menyediakan pertanyaan senyap kelas peserta didik berdiskusi • Guru memunculkan pengamatan terhadap usaha panjang peserta didik • Guru melakukan pengamatan terhadap dinamika kelas untuk membantu peserta didik • Guru melakukan intervensi positif yang menghargai kemampuan peserta didik • Guru memunculkan asumsi/sasngmbahan terhadap aktivitas yang dilakukan peserta didik • Guru memberikan pujian terhadap usaha, hasil atau sikap yang ditunjukkan peserta didik • Guru menyampaikan bimbingan terhadap usaha peserta didik di depan kelas <ul style="list-style-type: none"> • Guru memberi pujian terhadap perilaku peserta didik yang sesuai kesepakatan kelas • Guru memberi penguatan positif dengan beragam cara • Guru mengakui suatu perilaku positif secara spesifik dan menjelaskan alasannya <p>3. Gallery Walk: Siswa menempelkan karya atau menunjukkan gawai mereka, lalu memberikan umpan balik (stiker bintang/catatan kecil) ke karya teman.</p> <p>Merefleksi (Berkesadaran dan Bermakna)</p> <ul style="list-style-type: none"> • Ketua kelompok memimpin diskusi: "Kesulitan apa yang ditemukan selama berdiskusi?" • Guru memberikan umpan balik tentang pentingnya komunikasi dan kerja sama dalam mengerjakan tugas bersama. <p>PENUTUP (tuliskan prinsip pembelajaran yang digunakan, misal berkesadaran, bermakna, menggembirakan)</p> <p>1. Guru bersama peserta didik menyimpulkan pembelajaran dan bahwa kemajuan setiap orang berbeda dan yang terpenting adalah proses (proses tidak akan pernah mengkhianati hasil).</p>
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	<p>2. Guru memiliki penilaian yang komprehensif dari peserta didik</p> <p>3. Guru mengajak peserta didik melakukan refleksi dinamika kelas mengacu kesepakatan kelas</p> <p>4. Guru menunjukkan kesediaan mendengarkan pandangan peserta didik tentang dinamika kelas</p> <p>5. Guru bersikap adaptif sehingga bersedia mengubah kesepakatan kelas bila diperlukan</p> <p>6. Guru membantu peserta didik menyadari konsekuensi dari perilaku melanggarnya</p> <p>7. Guru mendengarkan sudut pandang peserta didik terhadap perilaku melanggarnya</p> <p>8. Guru memberikan dukungan pada peserta didik dalam melakukan perbaikan perilakunya</p> <p>9. Guru menyampaikan rencana pertemuan selanjutnya.</p> <p>10. Pelajaran ditutup dengan doa dan salam.</p>	
ASESMEN PEMBELAJARAN	Asesmen pada Awal Pembelajaran	Jawaban singkat tentang deskripsi tempat umum.
	Asesmen pada Proses Pembelajaran	Catatan Anekdota (Jurnal Guru) terkait kolaborasi, kreativitas dan komandiratan
	Asesmen pada Akhir Pembelajaran	Ujuc Kerja (Proyek) Rubrik Penilaian Produk Vlog tentang Tempat Umum

Mengetahui
Kepala Sekolah,

Malang, 2 Maret 2026
Guru Mata Pelajaran,

Ida Wahyuni, M.Pd
NIP. 197001251995122004

Enik Evi Indahwati, S.Pd
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LAMPIRAN-LAMPIRAN

LEMBAR KERJA PESERTA DIDIK

LKPD 1 Diferensiasi (Lembar Kerja Peserta Didik)

Guru menyediakan tiga tingkat bantuan (Scaffolding):

- **Kelompok A (Perlu Bimbingan):** Diberikan *Sentence Starters* (kalimat rumpang) dan daftar kata sifat bantu.
 - Example: "This is a ... (place). It is very ... (adjective)."
- **Kelompok B (Cukup Mahir):** Diberikan *Mind Map* kosong untuk memetakan ide sebelum menulis paragraf utuh.
- **Kelompok C (Sangat Mahir):** Menulis teks deskriptif secara mandiri dengan minimal 2 paragraf dan menggunakan kosakata yang lebih kompleks (e.g., *scenery, breathtaking, crowded*).

LKPD A: Describing Public Places



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Word Bank (Kosa Kata)

Pilihlah kata sifat yang tepat untuk melengkapi kalimat di bawah ini: (**clean** | **crowded** | **beautiful** | **large** | **fresh**)

1. The park is very _____ because there are many people on Sunday.
2. I like the garden because the flowers are _____.
3. The air in the morning is _____ and cool.
4. The museum is very _____, it has three floors.
5. We must keep the public toilet _____ and tidy.

LKPD B

Sentence Starters (Menulis Terbimbing)

Gunakan panduan ini untuk mendeskripsikan tempat favoritmu:

- **Identification:** My favorite public place is _____ (name of place).
- **Description:**
 - It is a _____ (adjective) place.
 - There is/are _____ (what can you see there?).
 - The people there are _____ (adjective).
 - I like it because _____ (reason).

LKPD C

Mind Map Concept

Buatlah bagan sederhana di tengah kertas:

- **Center:** [Nama Tempat]
- **Branch 1:** Appearance (Kelihatannya seperti apa?)
- **Branch 2:** Activities (Apa saja yang bisa kamu lakukan di sana?)
- **Branch 3:** Feeling (Bagaimana perasaanmu saat berada di sana?)

INSTRUMEN DAN RUBRIK ASESMEN

A. Instrumen Penilaian

Write a descriptive text about your favourite place around your town.

B. Rubrik Penilaian Menulis (Writing)

Kriteria	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Perlu Perbaikan)
Structure	Identifikasi & deskripsi sangat jelas.	Identifikasi & deskripsi jelas.	Struktur kurang lengkap.	Tidak ada struktur yang jelas.
Vocabulary	Menggunakan banyak kata sifat yang variatif.	Menggunakan kata sifat yang tepat.	Kosakata terbatas.	Kosakata sangat minim/salah.
Grammar	Tidak ada kesalahan tata bahasa (Simple Present).	Ada sedikit kesalahan namun tidak mengganggu makna.	Banyak kesalahan tata bahasa.	Tata bahasa sangat sulit dipahami.
Creativity	Tampilan karya sangat menarik dan original.	Tampilan menarik.	Tampilan biasa saja.	Tampilan tidak menarik.

C. Lembar Observasi 4C (Peer-Assessment)

Nama Siswa	Critical Thinking	Collaboration	Communication	Creativity
---	(Aktif bertanya)	(Membantu teman)	(Berani bicara)	(Kreativitas)

5. Bahan Bacaan & Pengayaan

- **Materi Utama:** Penggunaan *Adjectives* (beautiful, clean, large, busy, historic) dan *Specific Identification*.
- **Pengayaan:** Siswa diminta membuat video pendek (Vlog) berdurasi 30 detik mendeskripsikan tempat umum di sekitar rumah mereka.

ALAT, BAHAN DAN MEDIA PEMBELAJARAN



Text 1: The City Park (Level Dasar/Sederhana)

Fokus: Struktur dasar dan kata sifat umum.

Identification: I love going to the **City Park**. It is a popular public place in my town.

Description: The park is very large and green. There are many tall trees and beautiful flowers. In the center, there is a clean pond with some fish. Every Sunday, the park is crowded but happy. I like it because the air is fresh.



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Text 2: The Traditional Market (Level Menengah/Tantangan)

Fokus: Kosakata yang lebih bervariasi dan detail deskriptif.

Identification: My favorite public place is the **Traditional Market** near my house. Most people think it is dirty, but I find it very interesting.

Description: The market is a busy and noisy place. You can see many fresh vegetables, colorful fruits, and traditional snacks. The sellers are very friendly and helpful. Although it is a bit narrow and hot, I love the lively atmosphere. It is the best place to see the local culture.

RPM (RENCANA PEMBELAJARAN MENDALAM)
MATA PELAJARAN : BAHASA INGGRIS
CHAPTER 4: MY SCHOOL ACTIVITIES

A. IDENTITAS MODUL

Nama Sekolah	:	SMP Negeri 21 Malang
Nama Penyusun	:	Tutiek Srihayati, M.Pd
Mata Pelajaran	:	Bahasa Inggris
Fase / Kelas /Semester	:	D / VII / Genap
Materi	:	My School Activities
Model Pembelajaran	:	Genre Based Approach
Alokasi Waktu	:	1 Pertemuan
Tahun Pelajaran	:	2025 / 2026

B. IDENTIFIKASI KESIAPAN PESERTA DIDIK

Peserta didik kelas VII umumnya sudah memiliki pemahaman dasar tentang kosakata sehari-hari terkait lingkungan sekolah dan aktivitas umum. Mereka mungkin sudah dapat mengenali beberapa nama ruangan di sekolah, mata pelajaran, dan kegiatan ekstrakurikuler dalam bahasa Indonesia. Keterampilan dasar membaca dan menulis kalimat sederhana dalam bahasa Inggris mungkin sudah dimiliki, meskipun masih terbatas. Pemahaman gramatika seperti penggunaan *simple present tense* untuk menyatakan kebiasaan atau fakta masih perlu diperkuat. Peserta didik diharapkan memiliki rasa ingin tahu yang tinggi untuk belajar bahasa Inggris dan keinginan untuk menggunakannya dalam konteks nyata.

C. KARAKTERISTIK MATERI PELAJARAN

Materi "" dalam Chapter 4 memiliki karakteristik sebagai berikut:

- **Jenis Pengetahuan:** Meliputi pengetahuan konseptual (konsep *simple present tense* untuk kegiatan rutin, konsep waktu, preposisi tempat), pengetahuan prosedural (cara mendeskripsikan aktivitas, lokasi, dan jadwal), dan pengetahuan metakognitif (strategi belajar kosakata dan gramatika).
- **Relevansi dengan Kehidupan Nyata:** Sangat relevan karena topik ini langsung berkaitan dengan kehidupan sehari-hari peserta didik di sekolah. Mereka akan belajar bagaimana mendeskripsikan kegiatan rutin, waktu, jadwal, dan lokasi di sekolah mereka sendiri dalam bahasa Inggris.
- **Tingkat Kesulitan:** Tingkat kesulitan materi ini tergolong sedang. Pengenalan *simple present tense* dengan subjek tunggal dan jamak, serta kosakata spesifik terkait sekolah, akan menjadi fokus utama. Penggunaan preposisi tempat mungkin memerlukan latihan lebih.
- **Struktur Materi:** Bab ini terstruktur dari pengenalan kosakata tentang ruangan sekolah, waktu, aktivitas rutin, mata pelajaran, dan ekstrakurikuler, kemudian dilanjutkan dengan penggunaan *simple present tense* untuk mendeskripsikan aktivitas dan jadwal, serta preposisi tempat untuk mendeskripsikan lokasi.
- **Integrasi Nilai dan Karakter:** Materi ini mengintegrasikan nilai-nilai seperti disiplin (dalam mengikuti jadwal), tanggung jawab (terhadap kegiatan sekolah), kolaborasi (dalam kerja kelompok), kemandirian (dalam mendeskripsikan aktivitas pribadi), dan komunikasi (dalam berbagi informasi tentang sekolah).

D. DIMENSI LULUSAN PEMBELAJARAN

Dimensi profil lulusan yang akan dicapai adalah:

- **Kreativitas:** Peserta didik mampu menyajikan informasi tentang kegiatan sekolah mereka dalam bentuk yang menarik (poster, presentasi unik).
- **Kolaborasi:** Peserta didik mampu bekerja sama dengan teman dalam aktivitas berpasangan atau kelompok untuk mendiskusikan dan mempresentasikan informasi tentang sekolah.
- **Kemandirian:** Peserta didik dapat mendeskripsikan waktu, jadwal, dan aktivitas sekolah mereka sendiri serta menemukan informasi yang dibutuhkan secara mandiri.

- **Komunikasi:** Peserta didik mampu menyampaikan informasi tentang kegiatan sekolah, waktu dan jadwal mereka dalam bahasa Inggris secara lisan dan tulisan dengan jelas.

E. DESAIN PEMBELAJARAN

CAPAIAN PEMBELAJARAN (CP)

Pada akhir Fase D (Kelas VII), peserta didik mampu berinteraksi dan memahami teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris dengan dukungan. Mereka mampu menggunakan bahasa Inggris untuk berinteraksi dalam lingkup personal dan sosial, serta merespons berbagai teks sederhana.

Elemen Capaian :

LS 7.4 (CP Elemen Listening – Speaking)

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal **terkait waktu dan kegiatan rutin**. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah **terkait waktu dan kegiatan rutin**. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

RV 7.4 (CP Elemen Reading – Viewing)

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri **mengenai waktu dan kegiatan rutin** sehari hari. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis **teks informasi waktu dan kegiatan rutin sehari hari**. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks yang menampilkan **informasi waktu dan kegiatan rutin sehari hari** menggunakan kaidah bahasa yang benar dan sesuai.

Tujuan Pembelajaran

a. TP Umum

LS 7.4 Peserta didik dapat berinteraksi dengan memberi dan meminta informasi secara lisan dan tulis terkait waktu dan kegiatan rutin dengan percaya diri dalam berbagai situasi.

RV 7.4 Peserta didik dapat mengidentifikasi, menanggapi, mencari informasi terkait waktu dan kegiatan sehari hari melalui kegiatan mengamati video dengan benar.

F. LINTAS DISIPLIN ILMU

- **Matematika:** Konsep waktu dan jadwal (misalnya memahami jam dan durasi pelajaran).
- **Ilmu Pengetahuan Sosial (IPS):** Mengenal berbagai jenis aktivitas dan organisasi di lingkungan sekolah.
- **Bahasa Indonesia:** Membandingkan struktur kalimat dalam mendeskripsikan aktivitas dan jadwal antara bahasa Inggris dan bahasa Indonesia.
- **Seni Budaya:** Membuat poster atau visualisasi lain yang menarik untuk mempresentasikan informasi tentang sekolah.

G. TOPIK PEMBELAJARAN KONTEKSTUAL

- “What time do you always get up everyday?”
- “What time do you go home from school?”
- “A Day in My School Life: What I Do from Morning to Afternoon”
- "My Favorite lesson at School"
- "Let's Make a School Schedule for a New Student"

H. KERANGKA PEMBELAJARAN

PRAKTIK PEDAGOGIK

- **Observasi Lingkungan Sekolah:** Peserta didik diajak mengamati jam dan Jadwal pelajaran kelas masing- masing.
- **Wawancara (Mini-Interview):** Peserta didik saling mewawancarai teman tentang mata pelajaran kesukaan, atau ekstrakurikuler yang diikuti. Mereka berlatih menggunakan pertanyaan sederhana dalam bahasa Inggris.
- **Diskusi Kelompok:** Setelah wawancara, peserta didik berdiskusi dalam kelompok untuk mengumpulkan informasi, mengidentifikasi pola kegiatan, dan merencanakan proyek akhir (misalnya, membuat "My School Daily Schedule" atau "School Activities Poster").
- **Presentasi:** Setiap kelompok mempresentasikan hasil proyek mereka di depan kelas, menjelaskan jam dan jadwal atau aktivitas yang mereka buat, dan menjawab pertanyaan dari teman atau guru.

MITRA PEMBELAJARAN:

- **Lingkungan Sekolah:** Guru mata pelajaran lain (untuk sinkronisasi jadwal, misalnya guru matematika untuk jam pelajaran), guru piket (untuk informasi aktivitas harian), kepala sekolah (dukungan fasilitas), OSIS (informasi kegiatan kesiswaan).
- **Lingkungan Luar Sekolah:** Orang tua (untuk informasi tentang aktivitas anak di rumah yang berkaitan dengan persiapan sekolah atau ekstrakurikuler di luar), komunitas lokal (jika ada kegiatan ekstrakurikuler yang melibatkan komunitas).
- **Masyarakat:** Keluarga atau tetangga yang juga merupakan siswa di sekolah yang sama atau sekolah lain, untuk berlatih berdialog.

LINGKUNGAN BELAJAR:

- **Ruang Fisik:** Ruang kelas yang fleksibel untuk diskusi kelompok dan presentasi, dilengkapi papan tulis/whiteboard untuk menulis kosakata dan struktur kalimat.
- **Kolaboratif:** Mendorong kerja sama dalam tugas kelompok, saling membantu dalam memahami kosakata dan gramatika.
- **Berpartisipasi Aktif:** Memicu peserta didik untuk aktif bertanya, mencoba berbicara dalam bahasa Inggris, dan berbagi informasi.
- **Rasa Ingin Tahu:** Menumbuhkan rasa ingin tahu tentang bagaimana masyarakat berbahasa Inggris mendeskripsikan kegiatan sehari-hari di sekolah.

PEMANFAATAN DIGITAL:

- **Perencanaan:** Menggunakan youtube dan jadwal pelajaran kelas.
- **Pemanfaatan Perpustakaan Digital:** Mendorong peserta didik untuk mencari contoh jadwal sekolah dari negara-negara berbahasa Inggris melalui pencarian internet, atau artikel singkat tentang ekstrakurikuler.
- **Asesmen:** Menggunakan asesmen formatif dan sumatif

I. LANGKAH-LANGKAH PEMBELAJARAN BERDIFERENSIASI

Kegiatan pembelajaran

Pertemuan 1 (2x40 menit)	
BKoF	1. Peserta didik menjawab pertanyaan pemantik guru terkait teks yang disajikan (Activity 1)
	2. Peserta didik dan guru bertanya jawab tentang hal-hal umum terkait teks, dihubungkan dengan kehidupan/pengalaman Peserta didik.
	3. Peserta didik menyimak video tentang bagaimana menyatakan Times (Activity 2)
	4. Peserta didik menyatakan jam sesuai dengan gambar (Activity 3)

MoT	5. Peserta didik mempelajari penggunaan ungkapan menanyakan dan menjawab informasi terkait jam (Activity 4)
	6. Peserta didik mampu mengidentifikasi gagasan utama dan informasi spesifik tentang daily routine dari video yang ditayangkan (Activity 5)
	7. Peserta didik dan guru bertanya jawab tentang jam dihubungkan dengan daily routine peserta didik. (Activity 6)
Pertemuan 2	
JCoT	Peserta didik dan guru bertanya jawab tentang jam dihubungkan dengan daily routine peserta didik. (Activity 7)
	Peserta didik membaca nyaring hasil kerja pada activity 7
	Peserta didik dibimbing guru memahami penggunaan <i>simple present</i> dari kalimat yang ada pada activity 7
	Peserta didik dibimbing guru membuat schedule daily routine (Activity 8)
Pertemuan 3	
ICoT	Secara berpasangan, peserta didik menyusun percakapan tentang daily routine berdasarkan schedule (Activity 10)
	Secara berpasangan, peserta didik melakukan percakapan tentang daily routine berdasarkan schedule yang telah dibuat di depan kelas atau melalui rekaman video (Activity 9)

J. ASESMEN

a. Teknik Asesmen :

- Formatif : 1. Latihan soal tentang jam
2. Latihan soal tentang simple present

- Sumatif : 1. Produk (hasil tulisan percakapan)
2. Unjuk kerja (role play)

b. Instrumen Asesmen :

- Formatif : Lampiran 1 - LKPD Activity 1-8
Sumatif : 1. Produk (Lampiran 1 - LKPD Activity 9)
2. Unjuk kerja (Lampiran 1 - LKPD Activity 10)

c. Rubrik Asesmen:

Score penilaian Produk (Menulis):

NO	ASPECTS	CRITERIA	Score
1	Communicative Purpose	Comprehend it completely	5
		Comprehend	4
		Fairly comprehend	3
		Almost cannot comprehend it	2
		Do not comprehend it	1
2	Coherence	Totally coherent	5
		Coherent	4
		Fairly coherent	3
		Lack of coherence	2
		Completely incoherent	1
3	Diction/Expression	Very varied and proper	5
		Varied and proper	4
		Fairly varied and proper	3
		Lack of variation and improper	2
		Monotonous and improper	1
4	Grammar	Very accurate	5
		Accurate	4

	Fairly accurate	3
	Almost inaccurate	2
	Completely inaccurate	1

Nilai = x 100 =

Skor Maks

Rubrik Penilaian Unjuk Kerja:

Aspect	Description	Score
Pronunciation	Easy to understand with a certain accent	5
	Some problems in pronunciation, need more concentration for the listeners, and sometimes lead to misunderstanding	4
	Difficult to understand (a problem in pronunciations, asked to repeat)	3
	Cannot be understood	2
Grammar	No or little mistake.	5
	Sometimes making mistake, but not influencing the meaning.	4
	Often making mistakes, influencing the meaning.	3
	There are many mistakes and hard to understand.	2
Vocabulary	Using vocabulary and expression appropriately.	5
	Sometimes using vocabulary and inappropriate expression.	4
	Using inappropriate vocabulary, become limited conversation.	3
	Using wrong and limited vocabulary, difficult to understand.	2
Fluency	Speak smoothly.	5
	Disturbed by language problems, yet understandable.	4
	Disturbed by language problem which cause problems to understand.	3
	Frequently hesitant and jerky, uncompleted sentences, some expressions are meaningless.	2

https://www.academia.edu/35852011/Scoring_Rubric_for_Speaking

Nilai = x 100 =

Skor Maks

d. Instrumen Refleksi peserta didik:

1. Kesulitan apakah yang kalian temui saat melakukan pembelajaran kali ini?
2. Langkah apa yang kalian lakukan untuk mengatasi kesulitan tersebut?
3. Circle the emoji that describe your feeling after learning the material



e. Instrumen Refleksi Pendidik :

1. Kendala apa yang dihadapi guru dalam melaksanakan pembelajaran pada materi ini?
2. Apakah solusi yang digunakan guru untuk menghadapi kesulitan ini?

f. Pengayaan dan Remedial

Pengayaan:

Please make a video about your daily routine, state the time when you do it. Upload on your instagram. Attach your teacher's instagram.

Remedial:

Answer the questions on activity 6 by using long answers and speak up loudly.

Malang , 5 Januari 2026

Mengetahui,
Plt Kepala SMP Negeri 21 Malang

Guru Mata Pelajaran

Siti Kholipah, S.Pd., M.M
NIP.1971106051998022002

Tutiek Srihayati M.Pd
NIP. 19740509 199802 2 002

C. LAMPIRAN

Lampiran 1. Materi Pendukung

Ketika ingin menyebutkan waktu, dalam Bahasa Inggris hanya menggunakan angka 1 sampai 12. Maka dari itu, terlebih dahulu kita perlu memahami bentuk *cardinal number* yang jumlahnya lebih dari 12.

A. CARDINAL NUMBER

Cardinal number tells how many of something (*thing, person, or animal*), or shows the quantity. For example, one, two, three, four, five, six, seven, eight, nine, ten, etc. Observe the following numbers.

1 - One	11 - Eleven	21 - Twenty one	31 - Thirty one
2 - Two	12 - Twelve	22 - Twenty two	32 - Thirty two
3 - Three	13 - Thirteen	23 - Twenty three	33 - Thirty three
4 - Four	14 - Fourteen	24 - Twenty four	34 - Thirty four
5 - Five	15 - Fifteen	25 - Twenty five	35 - Thirty five
6 - Six	16 - Sixteen	26 - Twenty six	36 - Thirty six
7 - Seven	17 - Seventeen	27 - Twenty seven	37 - Thirty seven
8 - Eight	18 - Eighteen	28 - Twenty eight	38 - Thirty eight
9 - Nine	19 - Nineteen	29 - Twenty nine	39 - Thirty nine
10 - Ten	20 - Twenty	30 - Thirty	40 - Forty
41 - Forty one	51 - Fifty one	70 - Seventy	
42 - Forty two	52 - Fifty two	80 - Eighty	
43 - Forty three	53 - Fifty three	90 - Ninety	
44 - Forty four	54 - Fifty four	100 - One hundred	
45 - Forty five	55 - Fifty five	105 - One hundred and five	
46 - Forty six	56 - Fifty six	175 - One hundred and seventy five	
47 - Forty seven	57 - Fifty seven	1,000 - One thousand	
48 - Forty eight	58 - Fifty eight	1,000,000 - One million	
49 - Forty nine	59 - Fifty nine	1,000,000,000 - One billion	
50 - Fifty	60 - Sixty	1,000,000,000,000 - One trillion	

B. Time

How to read the time.

1	03.00	2	03.15	3	03.30
	Three o'clock		A quarter past three		A half past three
4	02.45	5	03.17	6	02.43
	A quarter to three		Seventeen past three		Seventeen to three

Note :

A quarter = $\frac{1}{4}$ (seperempat) / 15 menit

A half = $\frac{1}{2}$ (setengah) / 30 menit

Past untuk jumlah menit yang kurang dari 30 menit, (menit + past + jam yang dilewati)

To untuk jumlah menit yang lebih dari 30 menit (menit kurangnya+to+jam yang dituju)

a.m. = Ante Meridiem (Bahasa Latin) artinya sebelum tengah hari.

p.m. = Post Meridiem (Bahasa latin) artinya setelah tengah hari, setelah jam 12 siang.

10 a.m = pukul sepuluh pagi

10 p.m = pukul sepuluh malam

C. Simple Present

Bentuk	Rumus		Contoh
Positive (+)	Verbal	S + V1 (s/es)	Ani buys a book.
	Nominal	S + To be (is, am, are) + adjective/ noun	She is a teacher.
Negative (-)	Verbal	S + do/ does not + V1	Ani does not a book.
	Nominal	S + to be (is, am, are) + not + adjective/ noun	She is not a teacher.
Interogative (?)	Verbal	Do/ does + S +V1	Does Ani buy a book?
	Nominal	To be (is, am, are) + S + adjective/ noun	Is she a teacher?

D. Transcript video activity 4

Talking about Daily Routine

- Nicole : Hi, Mark I'm so glad you came over.
- Mark : Hi Nicole, how are you? I'm fine, thanks, and you?
- Nicole : I'm great. Let's sit on the swing and talk. I want to know you better. Okay. I'm so glad you moved here, so tell me about yourself. What's your typical day like?
- Mark : Well usually all my days are very busy with lots of activities. I get up at 7:45 because my school only starts at 9:00. I go to the bathroom, I wash my face and brush my teeth. I have breakfast with my family at around 8:15. We usually have boiled eggs milk with toast butter and jam. We all leave home at 8:40. My parents drive me and my little sister to school and then they go to work. I've lunch at the cafeteria at about 12:30. I leave school at 2 p.m. I take the bus and go to the Sports Centre where I play basketball. I'm very passionate about basketball. One day I would like to play for my local team. At about 4 p.m. I finally get home. I eat a snack and I watch TV. At around 6 o'clock I do my homework. I have dinner with my family at around 7:00 p.m.
- Nicole : What do you do before going to sleep?
- Mark : Well, I usually play the guitar. My little sister loves to dance on the music. I have a chat with my friends for a while or I play computer games then I take a bath. At 10:00 o'clock I turn off the lights and go to bed.
- Nicole : What about the weekends?
- Mark : On weekends I like going to the movies with my friends or I go cycling with my family. We have so much fun together. What about you? what's your typical day life?
- Nicole : Maybe starts at 7:00 a.m. I go to the bathroom and take a shower. I have breakfast just with my dad. My mom leaves home earlier. Then I go to school by bus I have lunch at 1:00 p.m. at the school cafeteria. After I finish school, I go straight home. I do my homework at 3:00 p.m. At 5:00 I go to a dance club where I take dance classes. I am crazy about dance. I have dinner with my family at around 7:30 p.m. Then I help my mom with the dishes. After that, I go to my room and chat online with my friends before I go to sleep. I like reading.
- Mark : What kind of books do you like to read?
- Nicole : I prefer mysteries fantasy and science fiction I turned off two lines at 10:30.
- Mark : What do you usually do on weekends?

- Nicole : Well, sometimes we visit my grandparents, other times we go camping when the weather is work. I love sleeping in a tent. Don't you?
- Mark : Yes I do, too. Other weekends we just go shopping. It seems we have much in common it was so nice talking to you. I have to go now. I am going fishing with my grandpa. Thanks for coming over. You should pay us a visit too, and meet my little sister. She is very funny. I would love to, of course. Thanks for inviting me

Lampiran 2. Lembar Kerja Peserta Didik (LKPD)

Activity 1

Pay attention to the picture below!



Share your ideas about the picture. Answer the questions confidently.

1. Who are the man and the boy?
2. Where are they?
3. Can you guess what happened to the boy?
4. What time is it?
5. Why is he late? Give your prediction!
6. What time does your lesson at your school start?
7. What time do you usually come to school?

Activity 2 Please watch this video!

Click the link.

<https://www.youtube.com/watch?v=5dwmkGanskM>

Fill in the blanks based based on the video.

1. The word "past" means _____
2. The word "to" means _____
3. We use the word "past" when the time is _____
4. We use the word "past" when the time is _____
5. A.M is used to show the time at _____ to _____
6. P.M is used to show the time at _____ to _____
7. We say "15 minutes" as _____
8. We say "30 minutes" as _____
9. We say "exactly at the time" as _____

Activity 3 Please state what time it is!

1.



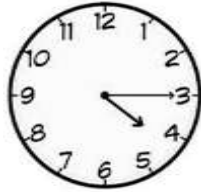
Example:
It is ten past ten.

2.



.....

3.



.....

4.



.....

5.



.....

6.



.....

Activity 4 Expressions of asking and telling about time.

Asking about Time	Telling about Time
<ul style="list-style-type: none"> ● What time is it? / What is the time? ● What time did you usually go to school? ● When do you do your homework? ● What time does Arka have dinner 	<ul style="list-style-type: none"> ● It is 1 p.m. ● I usually go to school at 6 o'clock. ● At 4 o'clock. ● He has dinner at half past six.

Practice the dialogues below with your friend, then answer the questions.

Dialogue 1

Randy : Mom, what time is it now?

Mrs. Ann : It is a quarter to three. What's up?

Randy : The course will start earlier today, Mom. So, I have to prepare now.

Mrs. Ann : O.K.

Dialogue 2

The coach : What time is it, Kinar?

Kinar : It is five o'clock.

The coach : I think the basketball practice is enough for today. See you tomorrow.

Kinar : See you.

Answer the questions based on the dialogues.

1. Who are the speakers in each dialog?

2. When does each dialog happen?

3. Where does each dialog take place?

4. What expressions are used to ask about time?

5. What expressions are used to tell about time?

Activity 5 Go around the classroom and ask 5 friends about what time they do these activities. And write their answers into a simple present sentence.

Wake up Tidy her/his bed Take a bath Eat/ have breakfast Sweep the floor Go to school Eat lunch	Bangun Merapikan tempat tidur Mandi Sarapan pagi Menyapu lantai Berangkat sekolah Makan siang	Do the laundry Watch TV Eat dinner Wash the dishes Iron the clothes Do homework Go to bed	Mencuci pakaian Menonton TV Makan malam Mencuci piring Menyetrika pakaian Mengerjakan tugas Tidur
---	---	---	--

Example:

Kiki : What time do you wake up?

Roni : I wake up at 5 in the morning.

Write in your book: Roni wakes up at 5 in the morning.

Activity 6 Watch the video carefully, then answer the questions based on the video!

Click the link

<https://www.youtube.com/watch?v=JwGnClSLOpU>

Answer the questions based in the video.

1. Who is the name of the boy? _____
2. Who is the name of the girl? _____
3. What time does the boy wake up in the morning? _____
4. What time does his school start? _____
5. What time does he have breakfast? _____
6. What time does he leave his school? _____
7. What time does he finally get home? _____
8. What time does he do his homework? _____
9. What time does he go to bed? _____

Activity 7

Answer the questions based on your own daily life, then read them aloud!

1. What time do you get up in the morning? I get up at 4.30 am.
2. What time do you have breakfast? _____
3. What time do you go to school? _____
4. What time do you go home after school? _____
5. What time do you have lunch? _____
6. What time do you do your hobby? _____
7. What time do you take a bath? _____
8. What time do you do your homework? _____
9. What time do you watch TV or play games? _____
10. What time do you go to bed? _____



<https://www.vectorstock.com/royalty-free-vector/kids-daily-routine-activities-vector-20635299>
(downloaded on July 4th, 2022)

Activity 8

Based on your answer on activity 7, write the schedule of your daily routine in a day.

No	<u>TIME</u>	<u>ROUTINE ACTIVITIES</u>
1	04.30	Get up
2		
3		

Activity 9

Write a conversation based on your schedule. You can see the example presented in activity 6 or you can find other references.

Activity 10

Practice the conversation with your friend in front of the class.

KUNCI JAWABAN LKPD

Activity 1

1. The picture is about the student who comes late to the classroom/ the teacher is angry to the boy
2. He comes late to the classroom
3. It is eight thirty. It is a half past eight
4. A. Maybe he wakes up late
B. Maybe he gets flat tire
C. Maybe he gets stomachache

5. At 6.45/At 7 o'clock

6. At 6/At a half past six/At a quarter past six

Activity 2

1. It is....
2. To
3. Past
4. A quarter
5. A half
6. O'clock

Activity 3

1. It is ten past ten
2. It is a quarter past four
3. It is eight o'clock
4. It is a half past twelve
5. It is ten to two
6. It is twenty to three

Activity 4

1. Dialogue 1: Randy and Mrs Ann
Dialogue 2: Kinan and the coach
2. Dialogue 1: It is a quarter to three
Dialogue 2: it is five o'clock
3. Dialogue 1: At home
Dialogue 2: At school
4. What time is it now?
5. It is (a quarter to three)

Activity 5

1. Mark
2. Nicole
3. At 7:45
4. At 9.00
5. At around 8.15
6. At 2 pm.
7. At about 4 p.m
8. At around 6 o'clock
9. At round 7:00 p.m
10. At 10:00 o'clock

Lampiran 3 Instrumen Asesmen

FORMATIVE TEST

CHOOSE THE BEST ANSWER A, B, C, or D.

1. What time is it? It is
- A. five past seven
 - B. seven past five
 - C. seven o'clock
 - D. five o'clock



2. What time do you start studying with your teacher? I study at
- A. seven o'clock in the morning
 - B. eight o'clock in the morning
 - C. eight o'clock in the evening
 - D. seven o'clock in the evening



3. Tina : Can you tell me what time it is?

Natasya : It's

- A. half past nine
- B. half past ten
- C. half to nine
- D. half to ten



4. Dinda : What time does your lesson start?

Titi : My lesson starts at



- A. a half past six
- B. a half to seven
- C. a quarter to seven
- D. a quarter past seven

5. Keysha : What time is it?

Devin : It is

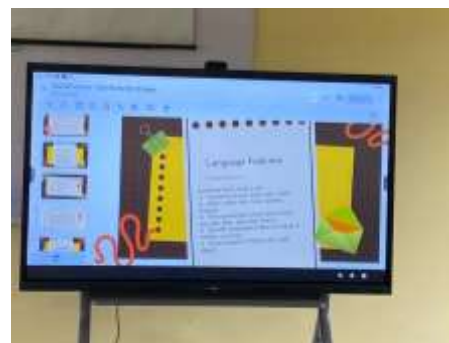


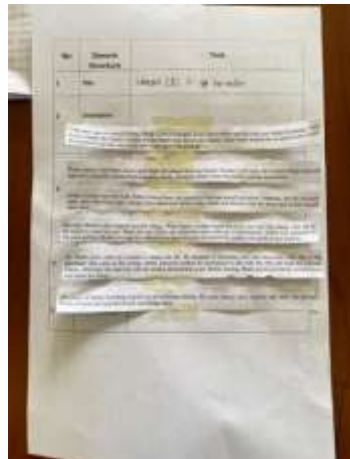
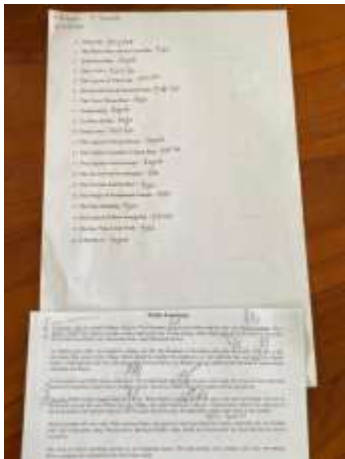
- A. a half past twelve
- B. a quarter past three
- C. a quarter to twelve
- D. a quarter past twelve
- E.

Formative 2

1. Nisa and her friends _____ their homework together.
A. Do B. does C. is doing D. are doing
2. They _____ football players of Manchester United.
A. do B. is C. are D. does
3. We are very hungry. Do we want to eat?
A. Yes, we are B. No, we are not C. Yes, we do D. No, we don't
4. The students have a flag ceremony in the field.
What is the negative sentence?
A. The students don't have a flag ceremony in field.
B. The students is not have a flag ceremony in field.
C. The students doesn't have flag ceremony in field.
D. The students are not have flag ceremony in field.
5. Intan _____ Remo dance beautifully.
A. dance B. dances C. is dancing D. are dancing
6. Are Surya and his friends very tired?
A. Yes, they do. B. Yes, they are. C. No, they don't. D. No, they doesn't.
7. Do Rina and Rani dance together?
A. Yes, they does. B. Yes, they are. C. Yes they do. D. No they aren't.
8. An airplane _____ on the sky.
A. Flies B. fly C. is flying D. do flying
9. Mr. Sutarman _____ to his office everyday.
A. go B. goes C. study D. studies
10. _____ she read a book?
A. Are B. is C. do D. does

Appendix 13 The Documentation







Appendix 14 Curriculum Vitae

CURRICULUM VITAE



Name : Salsabila Sabil

Place and Date of Birth : Sidoarjo, 25 September 2004

Gender : Female

Religion : Islam

Faculty : Faculty of Education and Teacher Training

Department : English Education

University : UIN Maulana Malik Ibrahim Malang

Email : salsabilasabil966@gmail.com

Phone Number : 082143766918

Educational Background : 1. TK As-Sakinah (2008-2010)
2. SDN Dukuh Tengah (2010-2016)
3. MTsN 2 Jombang (2016-2019)
4. MA Unggulan Darul Ulum (2019-2022)
5. English Education Department UIN Malang