

**AN ANALYSIS OF 4C SKILLS INCORPORATION
IN STUDENTS' TEACHING PRACTICE
OF ENGLISH TEACHER EDUCATION DEPARTMENT
UIN SUNAN AMPEL SURABAYA**

THESIS

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



By

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ABSTRACT

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In 21st century education, it is very essential for student teachers to incorporate 4C skills in teaching practice to prepare themselves better in the real teaching process at school. NEA (National Education Association) states that student teachers need to incorporate 4C skills of communication, collaboration, creativity, and critical thinking in giving instruction, motivation, information, problem solving, evaluates students' ideas, identifying student's ideas, stimulates students in creative and critical thinking. Specifically, 4C skills have essential purposed to be a successful citizen beyond school and to prepare young citizenship in global development. This study aims to know how the student teachers incorporate 4C skills and what are the challenges faced by student teaching practice. Qualitative descriptive design is used in this study. In particular 9 student teachers in 9 different microteaching classes were analyzed by doing observation and watching their videos in teaching practice. The researcher gave questionnaires and interviewed them to support the data in order to know student teachers challenges in incorporating 4C skills in teaching practice. Based on the findings and the discussion, the research showed that most student teachers incorporate 4C skill, but they have challenges in incorporating written communication skill, creativity skill through stimulates student's creative thinking to collect question, the use digital material in teaching and critical thinking skill in evaluating students' ideas and critical thinking skill through evaluating, identifying and solving the problem.

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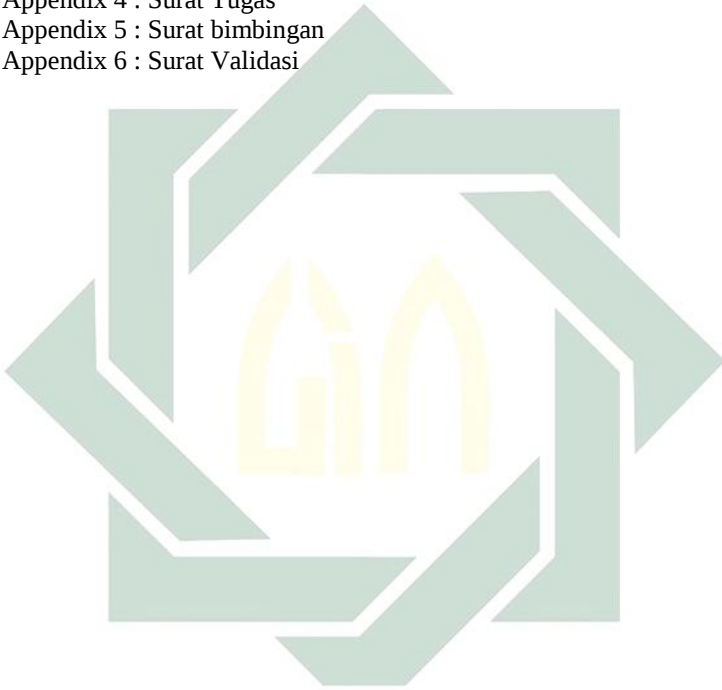
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CHAPTER I INTRODUCTION

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

A. Background of the Study

In the 21st century education, the world is changing and becoming increasingly complex as the flow of information increases and becomes more accessible day by day. Technology gives children the opportunity to search for information through the internet to focus on students outcomes, to improve their skills in the 21st century about new forms of learning needed to tackle the complex global challenges ahead, resilience, responsibility, risk-taking and creativity, competitive, knowledge-based¹. Technology was developed by teachers, education experts, and business to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship as the support systems necessary for 21st century learning outcomes.² So, technology is necessary for students to improve their knowledge skill in 21st century education.

Besides that, the challenges in education skills are incorporating students skills in thinking critically, communicating, creative thinking and collaborating. So, in 2002, the Partnership for 21st Century Skills purposes essential skills to be successful citizens beyond school. They identified a set of four essential skills, called the '4C skills' which are critical thinking, creativity, collaboration and communication

¹Wesley Fryer, *The Digital Face of 21 –Century Curriculum*.(i.e. educators:2005)

² P21, *Framework for 21st Century Learning* : <http://www.p21.org/our-work/p21-framework>,2010

skills.³ As President Barack Obama said that he calls nation's governors and state education chiefs to develop standards and assessments which not only measure whether students' ability in answering a test, but whether they possess 21st century skills like problem-solving and critical thinking and entrepreneurship and creativity.⁴

Besides, digital content and communication tools are revolutionizing curricula and educational activities, in transforming traditional teaching and learning to prepare young people for citizenship and the global development. Regarding this issue, the research had been widely conducted. The first is a study done by Rodney Harshbarger who conducted a research entitled "Learning in the 21st Century: A study addressing educational trends and implication".⁵ This study analyzes 4C skills in student's ability to face global era. This study focused on teachers to provide a unit of instruction to their students that focused on the development of communication, collaboration, critical thinking, and creativity (4Cs) skills within the context of state-mandated curricular content and their challenges in implementing the 4C skills and face the global era. The finding challenges in this study are students lacking communication, collaboration, critical thinking, and creativity (4C) skills as they enter the workforce. This suggests that to keep up with the global development, 4C skills should be adapted in the curriculum.

In the 21st century educational concepts, 4C skills have also been adopted by the Ministry of Education and Culture of the Republic of Indonesia to develop the revised curriculum 2013 for elementary, junior high school, senior high school,

³ Kids on the Coast, *The Four Cs. Creativity in the 21st century classroom:* (<https://www.kidsonthecoast.com.au/read/education/article/the-four-cs-creativity-in-the-21st-century-classroom> , 2017)

⁴Ibid

⁵ Rodney Harshbarger, Thesis : *A study addressing educational trends and implication* (University of Central Florida, 2016), 30

and vocational high school.⁶ Nowadays, The National Education Department has changed the previous curriculum into curriculum 2013 with the new one called The Revised Curriculum 2013. It has been implemented in Indonesia since 2017. The Revised Curriculum 2013 is a form of integrated work between the reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform.⁷ This new curriculum includes the competence of knowledge, skills, metacognition, and character. Skills relate to the use of knowledge and engage in a feedback loop with knowledge. Character qualities describe how one engages with and behaves in the world. Metacognition fosters the process of self-reflection and learning how to learn, as well as the building of the other three dimensions.⁸ Then, to realize the quality of students' skills in creative thinking, flexible problem solving, collaboration and innovative skills, 4C skills are implemented in the revised curriculum in 2013. Hence, 4C skills should be incorporated by teachers in teaching and learning process, because the revised curriculum mandated to have 4C skills in teaching and learning process.⁹ Yet, in this study the researcher focuses on student teachers in incorporating 4C skills because student teachers have some challenges in incorporating 4C skills than the teachers. As the candidate of teacher, student teachers also need to know how to incorporate 4C skills in teaching practice.

⁶Dr. Kuntari Eri Murti, MM, *Pendidikan abad 21 dan Implementasinya pada Pembelajaran di Sekolah Menengah Kejuruan (SMK) untuk paket keahlian desain interior*, (Widyaswra Madya)¹

⁷Afdal Ade Hendrayana, *Teaching and Learning Models in Curriculum*. (<http://alumnivandeventer.org/teaching-and-learning-models-in-curriculum-2013/>, published in 25 November 2013)

⁸Center for Curriculum Redesign Boston, *Massachusetts Skills for the 21st Century: What Should Students Learn?* (Center for Curriculum Redesign : 2015) 2

⁹Cynthia Luna Scott, *Education research, and foresight working papers*. (UNESCO: 2015), 2

This idea of incorporating 4C skills in teaching and learning process is supported by finding the research by Lisa M Vail entitled "Teaching in the 21st Century".¹⁰ This study finds the characteristics of teachers professional in teaching. Include agreeability in teaching, creativity in teaching, and readiness in teaching. However, those characters will be the challenges faced by the teachers in teaching. While, in this study there are possible challenges in this teaching practice those are personalization, classroom management, teaching, content, lesson planning, evaluating the effectiveness of learning technology.¹¹ Those challenges also seem happen to the student teachers in English Teacher Education Department of UIN Sunan Ampel Surabaya. In addition, by looking at those challenges, an important element to prepare a creative way for a teacher in teaching, teacher education program should be enabled to have teaching practice.

Teaching practice is a key influence on student learning and takes an important part of activities in the classroom. The important activities in the classroom are encouraging good communication between teachers and learners, encouraging interaction among learners, timely and appropriate response and feedback and motivating learning by communicating expectations.¹² In addition, teaching practice builds student teachers' feeling, experiences, creativity in student teachers performance in the classroom. As Marais and Meier assert that the term teaching practice represents the range of experiences to teachers are exposed when they work in classrooms and schools.¹³ On the one hand, in teaching practice, students teacher need to exercise the incorporation of 4C skills for better teaching in the future to increase their knowledge, creativity,

¹⁰Lisa M. Vail, Thesis : *Teaching in the 21st Century* (University of North Carolina Wilmington, 2010)

¹¹Terry Heick , *How Teaching Is Changing: 15 Challenges For The 21st Century Teacher* : <https://www.teachthought.com/the-future-of-learning/how-teaching-is-changing/>, 2017

¹²Flinders University, *Good Teaching Practice: What is Good Teaching Practice?*.2014

¹³*Ibid*,45

critical thinking, and communication. The key purpose of educational institutions is preparing children for their future jobs. Therefore, to improve 4C skills in education quality, student teachers should design syllabuses, lesson plans, materials, methods, and strategies. It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped.¹⁴ This idea supported by finding research done by Ajileye Monsunmola Ajibola who conducted a research entitled “Effect of Microteaching skills on student teachers performance on teaching practice in colleges of education, North Central Nigeria”.¹⁵ Here this study focuses on teachers’ poor teaching skills, teachers are not well prepared in Nigeria and teachers faced the challenges in teaching practice those are making exercise, using media in teaching, make a lesson planning. The finding in this study is student teachers are low in readiness and not well prepared in teaching practice because of the challenges in making lesson plan. On the other hand, the finding in this study is to train student teachers in teaching before faces real students in the real classroom.

Despite its importance, teaching practice could be very challenging and frightening experience, if student teachers are not well prepared. On the other hand, teaching practices useful in improving the teaching skills, classroom management, confidence and etc of student teachers.¹⁶ It plays a vital role in developing students.

¹⁴Jensen, *The Importance of Planning* http://www.tesol.org/docs/default-source/books/14002_lesson-planning_ch-1.pdf?sfvrsn=2.

¹⁵Ajileye Monsunmola Ajibola, Thesis : *Effect of Microteaching skills on student teachers performance on teaching practice in colleges of education, North Central Nigeria* (Department of Educational Technology University of Ilorin 2013)

¹⁶Tata Umar Sa’ad, *The Impact of Micro-Teaching on the Teaching Practice Performance of Undergraduate Agricultural Education Students in College of Education, Azare* (School of Education College of Education : Azare, Bauchi State, Nigeria 2015)

In general, the first previous research by Rodney Harsbarger entitled “ Learning in the 21st century : “A study addressing educational trends and implication” focused on the teacher in giving an instruction to the students in developing 4C skills to face global era. While the second previous research by Lisa M Vail entitled “Teaching in the 21st century” and the third research by Ajileye Monsunmola Ajibola entitled “Effect of Microteaching skills on student teachers performance on teaching practice in colleges of education, North Central Nigeria” are focused on the readiness and creativity of teacher in teaching practice. Therefore, this research investigated how 4C skills are incorporated by student teachers in teaching practice. This research discussed student teachers challenges in incorporating 4C skills. This study is taken into consideration that the subjects of this research need to prepare their teaching skills.

Based on the explanation above, this study focuses on student teachers in incorporating 4C skills in teaching practice at school by students of the sixth semester at English Teacher Education Department UIN Sunan Ampel Surabaya, as the importance to increase their knowledge, creativity, critical thinking and communication for the better future. The student teachers also need to be trained in incorporating 4C skills in teaching and learning activity. This is also in line with two of three goals of English Teacher Education Department in UIN Sunan Ampel Surabaya that stated “*Creating professional, innovative and pious English teacher graduates* ”and“ *Creating creative and innovative contribution and development product of English Teacher Education Department*”.¹⁷ Being creative teacher may help the students by facilitating the activity that can improve their skills in communication, creativity, critical thinking.

¹⁷Pendidikan Bahasa Inggris. “*Tentang PBI*”. (<http://pbisa.wordpress.com/about/>, accessed on February 22nd, 2017)

In incorporating 4C skills, student teachers were selected by considering how they can be incorporated in teaching practice at school. Teaching practice becomes an important in order to prepare the student teachers in real teaching practice (PPL 2). In this teaching practice, student teachers are asked to prepare the teaching performance¹⁸. There is a reason why the researcher wants to observe students' teaching practice in sixth semester of English Teacher Education Department UIN Sunan Ampel Surabaya as the subject, because this university is in ongoing process to be the World Class University after upgrading from Islamic State Institute since 2013. This fact also goes hand in hand with the conversion of UIN Sunan Ampel Surabaya from institute to university that requires their students to enhance their quality into higher and better level. Prof. S.R. Shankapal states that World-class universities thrive in environments that foster competitiveness, unrestrained scientific inquiry and academic freedom, critical thinking, innovation and creativity.¹⁹ Those very essential for UIN Sunan Ampel Surabaya to meet those complementary factors to become worldclass university. So, by ongoing process to be the World Class University, UIN Sunan Ampel Surabaya produces creative and innovative teacher. So, the researcher chooses UIN Sunan Ampel Surabaya as the research.

B. Research Question

In relation to the background of the study previously outlined above, the problem of the study can be formulated follows.

1. How do the student teachers of English Teacher Education Department incorporate 4C skills in teaching practice?

¹⁸ IAIN Sunan Ampel Surabaya. *Panduan Penyelenggaraan Pendidikan Strata Satu (S1) Tahun 2013*. (Surabaya: IAIN Sunan Ampel, 2013), 121.

¹⁹ Ramaiah University. *Characteristics of World Class Universities*(www.msruas.ac.in)

2. What are the challenges faced by student teachers of English Teacher Education Department in incorporating 4C skills in teaching practice?

C. Objectives of the Study

This research is aimed to :

1. Describe how the student teachers incorporate 4C skills in teaching practice,
2. Find out the challenges faced by student teachers in incorporating 4C skills in teaching practice.

D. Significance of the Study

The findings of this study explain how the student teachers incorporate 4C skills in teaching practice and the challenges faced by student teachers to incorporate 4C skills in teaching practice. They can be used as beneficial input for English teachers training of English Teachers Education Department, the researcher, and for the other researchers.

For the student teachers, the result of this research can be used by the students of teachers training in English Teachers Education Department as a measurement to know how well they incorporate 4C skills in teaching practice.

For the researcher, hopefully, this research would be useful as an input to other researchers to conduct further research dealing with 4C skills in teaching practice.

For the other researcher, this research is also expected to give much benefits for the researcher who will finish degree program and will be an English teacher. The researcher got a lot of information about 4C skills in teaching practice.

Additionally, this study can be the alternative way to upgrade professional development in teaching for students in English Teacher Education Department because they will have a longer internship program in the school in the next academic year.

E. Scope and Limitation of the Study

The scope of this study is incorporation of 4C skills in student teachers' teaching practice. The curriculum used in implementing 4C skills is the revised curriculum 2013 (K13). It is because the new curriculum includes the competence of knowledge, skills, metacognition, and character. Further for better teaching in the future to increase their knowledge, creativity, critical thinking and communication.

The limitation of this study is student teachers of the sixth semester at State Islamic University of Sunan Ampel Surabaya in academic year 2018/2019. From nine classes provided with three different lecturers, the researcher collected the data for nine classes, a student in each class.

F. Definition of Key Terms

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

1. 4C Skills

*'The 4Cs' – communication, collaboration, critical thinking, and creativity, which are to be taught within the context of core subject areas and twenty-first-century themes.*²⁰ In this study, communication, collaboration, critical thinking, and creativity are taught the skills by student teachers in teaching practice at school.

2. Teaching Practice

Marais and Meier assert that the term teaching practice represents the range of experiences to which student teachers are exposed when they work in classrooms and

²⁰Ibid, 347

schools once each week.²¹ The teaching practice in this research is defined as student teachers' experiences being a teacher in the classroom. There are two teaching practices on this study, teaching practice in the classroom (peer teaching) and teaching practice at school (real teaching). Yet, the researcher is focuses on real teaching practice.

3. The challenges of teaching practice

Challenge refers to the practice of offering higher level or more academically challenging assignments, coursework, or learning opportunities.²² Then, the challenges of teaching practice refer to the practice of offering higher level of 4C skills student teachers apply in the classroom.

²¹Edith Kiggundu, *Teaching practice: a make or break phase for student teachers* (South African Journal of Education, 2009) 347

²² Education reform, *Honor Challenge* (<https://www.edglossary.org/honors-challenge/> published on 2013)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives a brief about theories that support this study. There are two sub-sections in this chapter. The review of related literature and the previous studies regarding with the analysis of students teachers in incorporating 4C skills in teaching practice.

A. Theoretical Framework

1. Incorporation of 4C Skills in Teaching Practice

a. 4C skills in Teaching Practice

Center for curriculum redesign seeks a holistic approach to deeply redesigning the curriculum, by offering a complete framework across the four dimensions of an education: knowledge, skills, character, and metacognition. Knowledge must strike a better balance between traditional and modern subjects, as well as interdisciplinarity.²³ These included 'The 4Cs' – *communication, collaboration, and creativity*, which are to be taught within the context of core subject areas and twenty-first-century themes. Based on the 21st century, this framework emphasizing core subject skills, social and cross-cultural skills, proficiency in languages other than English, and an understanding of the economic and political forces that affect societies.²⁴

According to John Stocks, using the '4C skills' to engage students are imperative. As educators prepare students for this new global society, teaching the core content subjects like math, social studies, the arts and etc must be enhanced by incorporating critical thinking, communication, collaboration, and creativity.²⁵

²³ Center for Curriculum Redesign Boston, *Massachusetts Skills for the 21st Century: What Should Students Learn?* (Center for Curriculum Redesign: 2015) 2

²⁴ Cynthia Luna Scott, *Education research, and foresight working papers*. (UNESCO: 2015) 5

²⁵ Dennis Van Roekel, *Preparing 21st Century Students for a Global Society : An Educators Guide to 4C'S* (NEA, 2017) 3

Teachers need new tools to support classroom teachers and education support professionals in their profession, even as they implement new strategies in their classrooms.

Marais and Meier assert that teaching practice represents the range of experiences of student teachers when they work in classrooms and schools.²⁶ Students do the teaching practice once each week. Teaching practice builds creativity and experiences to the student teachers. As Ngidi and Sibaya argued teaching practice is an important component of becoming a teacher. It grants student teachers experience in the actual teaching and learning environment.²⁷ So, the student teachers should know the student's character and it will be easy for managing the class.

In conclusion, teaching practice gives student teachers experiences in the real teaching and learning environment in the process of each student's skill, knowledge and basic competence in revised curriculum 2013.

b. Process to Incorporate 4C Skills in Teaching Practice

According to a 2010 study, the American Management Association, the AMA 2010 *Critical Skills Survey*. The "4C skills" will become even more important to organizations in the future. "Four Cs" would ensure that students are better prepared to enter the workforce. According to these managers, proficiency in reading, writing, and arithmetic is not sufficient if employees are unable to think critically, solve problems, collaborate, or communicate effectively.²⁸ It is clear that the "4C skills" need to be fully integrated into classrooms, schools, and districts around the country to

²⁶Edith Kiggundu, *Teaching practice: a make or break phase for student teachers* (South African Journal of Education, 2009) 347

²⁷Ibid, 347

²⁸NEA (National Education Association), *Preparing 21st-century students for a global society*6

produce citizens and employees adequately prepared for the 21st century. In this study, there are some processes to incorporate 4C skills in teaching.

In communication, practice for students in written and oral communication in classroom can be incorporated into the regular curriculum.²⁹ For example, the teacher asks the students to make a short written like story in oral communication. The teacher corrects their grammatical and also the teacher asks students to tell their story. As with oral communication, teacher gifted students need models of how to effectively communicate their deep thinking in writing.³⁰ Some types of writing that students may learn to produce are journal entries, formal essays, reviews, opinion pieces, narratives, and summaries.³¹ While education has always emphasized fluent reading, correct speech, and clear writing, there is evidence that students are not mastering these most basic skills.³² So, the student teachers should integrate communication skill to improve students' ability in speaking, writing, and to build student's confidence. The teacher use creative ways in grouping students.

In collaboration, students collaborate with their group in sharing ideas. The teachers prepare students in part of team and create learning activities.³³ The teacher also monitoring the students to ensure that the students discuss their work together and the teacher gives feedback to the students to develop students' understanding. On the other hand, according to Barbi Honeycutt using a creative way to divide students into a group can help reduce student's

²⁹ American Meteorological Society, *Incorporating Communication Skill Into Teaching*. 2009. 362

³⁰ Linda Winfree, *Teaching Communication Skill to Gifted Students*. Study.com 2018

³¹ Ibid

³² NEA (National Education Association), *Preparing 21st-century students for a global society ...*13

³³ Mary Burns, *Strategies to Deepen Students Collaboration*. 2016

anxiety, stress, and uncertainty in what may be a new type of learning experience.³⁴

In creativity, the teacher asks questions from the start of the lesson until the end and the teacher also ask the students to collect question.³⁵ The teacher use digital material in teaching to build students' interest. Technology can be used to redefine learning and when students are given the choice on what digital tool they can use, this can empower students to show case their creativity.³⁶ In creativity, students will learn to get more information from digital material and they will train to ask something by related to the topic and information during the learning process. In the other words, digital material encourages students to read independently and holds student attention.³⁷

In critical thinking, the process may include evaluating students' ideas, identifying students' ideas like compare the ideas from each student, giving problem solving when the students have difficulties in their task and the students also invite students to reflect the information in the end of the class.³⁸ In addition, Teachers should try to use higher order categories of questioning to model and develop progressively more complex thinking, promoting links with other learning and across subjects, developing judgment focused thinking.³⁹

³⁴ Barbi Honeycutt, Creative ways to form a group: <http://barbihoneycutt.com/10-creative-ways-to-form-groups/>, 2011

³⁵ Larry Ferlazo, *We Must Help Students 'Recognize Their Creative Strength'*. Education Week Teacher. 2017

³⁶ *ibid*

³⁷ Teach and Learning, *21st Century Learning: The Shift to Digital Content*: <https://www.techlearning.com/t-l-partner-post/21st-century-learning-the-shift-to-digital-content>, 2017

³⁸ Rum Tam, *How to Develop Critical Thining Skill in your Students*. Smile Tutor. 2017

³⁹ NSED, *Effective Questioning and Classroom Talk*. 2014, 19

c. The Aspects of 4C Skills in Teaching Practice

The main focus of 4C skills in teaching practice is to decide what teachers and students will do in the classroom, to get effective teaching and learning process to increase student's skill, knowledge, and achievement. In addition, there are four components of 4C skills in teaching practice: critical thinking, communication, collaboration, and creativity. They are described as follows :

a. Communication

Communication refers to the ability of individuals to communicate clearly, there are three aspects of communication skill, such as oral, written and interpersonal communication. Oral communication includes, a) use intonation and articulate the words clearly, b) speech volume, c) Use language according to student's level of understanding, d) language meaning, e) giving reward verbally, f) use tools and picture to give information verbally.⁴⁰ Written communication has several aspects, including) identify key points, facts and themes, b) convey a written idea with long sentences and paragraphs, c) using proper spelling and grammar.⁴¹ Non-verbal languages (Interpersonal) have several aspects, such as a) body language, b) eye contact, c) facial expressions, d) sensitivity to the audience.⁴²

In teaching practice, student teachers will incorporate oral communication to convey instructions clearly by using intonation, stressing, word articulation, speech volume and use of language based on the students' level. To give motivation, student teachers attract students interested in learning by giving competition and give praise verbally (good, very good). Student teachers also use tools and picture, in order to help students understand by giving

⁴⁰ Jimale Sowell, *good instruction giving in the second language classroom*, 2017

⁴¹ Deakin, *Communication skills*, (GLO2, 2015)

⁴² *ibid*

information. In written communication, Student teachers convey ideas by giving introduction and conclusions, write the topic, paragraph, and use grammatical correction. Meanwhile, in interpersonal communication, student teachers use body language, eye contact, and facial expressions to attract students understanding of student teachers' language.

b. Collaboration

Collaboration is defined as working flexibly, effectively, and equitably with others in order to accomplish a shared task.⁴³ In collaboration, teachers' roles are a) classify students in the classroom, b) using creative ways in making a group, c) monitoring group activities require students to work together and negotiate, d) giving feedback to solve problems in group.⁴⁴ By using collaboration in classroom, it will train the students to collaborate ideas.

In teaching practice, those aspects will be incorporated by student teachers in the classroom. To ask students discussing their tasks together, the student teachers classify and organize the students into a group work and peer work. In addition, student teachers use creative ways of making a group to attract students interest in the learning process. During the learning process, student teachers ensuring group activities require students to work together and negotiate. Then giving feedback and point after they present in the group.

c. Creativity

In a review of the interconnection between technology, learning, and creativity, Loveless shows how technology allows individuals to produce high-quality work in a range of media that provide opportunities for

⁴³ ibid

⁴⁴ NET Section, Primary Literacy Programme- Reading (KS1) Classroom Management: Managing Groups, 2008

creativity.⁴⁵ Trilling & Fadel argue, creativity can be nurtured by teachers and learning environments that encourage questioning those includes as a) asking question b) analyze and solve the problems c) explore and evaluate ideas.⁴⁶ Digital material includes as a) video, b) powerpoint, c) internet resources.⁴⁷

In incorporating creativity skill in teaching practice, student teachers stimulate the students to collect questions and student teachers evaluate students ideas by giving the question. Student teachers give chance to students in order to find information by using digital materials includes video, powerpoint, internet resources.

d. Critical Thinking

Trilling & Fadel point out that critical thinking and problem-solving skills include the ability of individuals to a) reason effectively (reasoning), b) ask pointed questions and solve problems, c) analyze and evaluate alternative points of view and d) reflection.⁴⁸

In teaching practice, student teachers will implement for reason in the classroom by asking students to present their arguments then, student teachers will evaluate students' ideas by giving feedback. To solve the problems, student teachers will give questions to the students in order to stimulate them to think critically. Then to solve the problem, student teachers invite them to share and learning together. Meanwhile, in evaluating student teachers identify students ideas then give some conclusions. The last is a reflection, it will be at the end of the class. Student teachers invite the students to reflect on the information that they have got during the learning process.

In order to successfully launch and maintain a curriculum that requires students to communicate, think critically and

⁴⁵Patrick Griffin, Assessment, and Teaching of 21st Century Skills. University of Melbourne: Australia. 2012, 38

⁴⁶NSEAD, Effective Questioning and Classroom Talk To develop learning, 2009, 20

⁴⁷Ibid, 20

⁴⁸Pacific Policy Research Center, *21st Century Skills for Students and Teachers*...4,6

creatively, and effectively collaborate with others, students must learn how to engage in this kind of work. non-cognitive factors are prerequisite skills that can ensure a successful implementation of the 4C skills rich curriculum.⁴⁹ Gresham & Elliott argued that non-cognitive factor shown to improve academic outcomes is social skills. The term social skill refers to the ability of an individual to work collaboratively in a way that is viewed by peers as socially acceptable.

In this framework, the researchers propose that the development of students' non-cognitive factors is a critical aspects to ensure the successful in incorporating 4C skills (creativity, collaboration, communication, and critical thinking) rich curriculum. Table 2.1 shows the alignment of each of the 4C skills with prerequisite skills that students need to exhibit before they can successfully engage in the 4C skills, as well as the supporting non-cognitive factors that develop the prerequisite skills (Figure 2).⁵⁰

⁴⁹Rodney Harshbarger, *Learning in the 21st century: a study addressing Educational Trends and Implication* (University of Central Florida: 2016) 25,26

⁵⁰ A Teo, *A prospective longitudinal study of psychosocial predictors of achievement. Journal of School Psychology*, 34

Table 2.14C Skills and Non-Cognitive Alignment

21st Century Skills	Description	Prerequisite Skills	Supporting Non-Cognitive Factors
Communication	Students articulate their learning through both oral and written communication	Adequate self-efficacy and self-confidence Willingness to share perspectives and accept opposing views Ability to make thinking audible or written	Academic mindset Academic Behaviour Learning strategies
Collaboration	Students work with other students to accomplish an academic task regardless of their similarities or differences	Active listening skills Openness to opposing perspectives Abilities to compromise to enhance work products	Social skills Academic mindset Learning strategies
Creativity	Students generate alternate pathways to solutions, students think about how the problem can be looked at from different perspectives Students solve problems	Willing to take risks by thinking differently by problems and solutions to problems Willing to learn from failure	Academic mindset Learning strategies Academic
Critical Thinking	That are complex, have multiple variables, or require more than one step to a viable solution	Willing to engage with a challenging problem Willing to persist in the effort to solve problems over long periods of time	Perseverance Learning strategies

2. The Challenges in Incorporating 4C Skills in Teaching Practice

New standards for what students should be able to do are replacing the basic skill competencies and knowledge expectations of the past. To meet this challenge, 4C skills must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life. Some authors Carroll, Burmack, Riddle, Frey & Fisher, Elkins, Trilling & Fidel stated that The big challenge, however, is knowing how to support and teach these skills in schools and classrooms.⁵¹

Furthermore, the most common problems to stimulate students' 4C skills in teaching practice is selecting activities of 4C, those will be described as follows

a. Communication

Communication is a skill and teachers improve students' skills by giving feedback on the way they perform. An important element of communication in teaching is the use of teaching aids. We have all heard the saying: 'What I hear, I forget what I see, I remember what I do, I know'. Pictures, written posters, and practical demonstrations improve communication and teachers should use them as much as possible. The challenges to apply communication skill in oral is the sensitivity the teachers on students understanding in language that applied by the teacher.⁵² While the challenge in written communication is technical writing includes

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⁵¹Pacific Policy Research Center, *21 Century Skills for Students and Teachers* (Kamehameha school, August 2010), 6

⁵²Ministry of Education Guyana, *Barriers to Communication in the Classroom*: <http://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1704-barriers-to-communication-in-the-classroom>, published in 2017

grammatical, spelling and identify key points.⁵³ So, oral and written communication should be implemented by student teachers in classroom to improve students' skill in communication.

b. Collaboration

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored. The challenges collaborative learning in teaching is to be a collaborator all the participants, being an efficient mediator and facilitator, use creativity technique in grouping students.⁵⁴ So that, student teachers should manage the class well and ensure the students discuss and learning together in their group.

c. Creativity

Broadly speaking, teaching forcre activity is complementary with teaching for content knowledge. Open-ended, problem-based learning is more likely to encourage students to think creatively than paper and pencil exercises in which there is only one right answer. Prompting People to think in a humorous way has also been found to increase creativity, as it cues the brain to think in ways that are not necessarily tied to reality. The challenges in creativity skills faced by teachers are compared, contrast and classify ideas, using a creative

⁵³ Laila Guessous, *Best Practices in Teaching Written and Oral Communication Skills to STEMStudents*: <https://www.oakland.edu/Assets/Oakland/cetl/files-and-documents/PowerPoints/Fall2016Workshops/STEMBestPractices.pdf> published on 2017

⁵⁴ Natalia Morze, *Teacher-Students Collaboration: Challenges and opportunities*. The University of Silesia in Katowice: Poland, 2015. 201

digital material in teaching.⁵⁵ On the other hand, student teachers should build students creativity by asking students to share ideas and using digital material in classroom.

d. Critical thinking

In students will need to obtain, understand, and analyze information on a much more efficient scale. To think critically, the teacher can give some questions to the students. According to Debra Jackson are recognize, analyze, evaluate, construct arguments, identifying relevant examples and measuring student success is the biggest critical thinking challenge.⁵⁶ So, student teachers should improve students in thinking critically by analyzing their ideas, evaluating their ideas, and test their memory by giving reflection.

There are some challenges of teaching practice by students teacher, such as the following.⁵⁷

There are personalization, teaching, classroom management, content and lesson planning. In personalization, teacher identifying, prioritizing and evaluating data for each student individually in real time and teacher performance. In teaching, teacher gives modeling affection and curiosity to the students who do not active in class, teacher give the way how to teach by using fun learning and etc. While, in classroom management teacher analyzes and coordinates students in a group to make social interactions in sharing ideas. In content, teacher will reconcile hundreds of academic standards—standards that include technology, citizenship, literacy, and etc

⁵⁵ Australian Curriculum, *Critical and Creative Thinking*: <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>. Published in 2013

⁵⁶ Cengage Learning, *Solving the Biggest challenge of Teaching Critical Thinking*: <https://blog.cengage.com/solving-the-biggest-challenge-of-teaching-critical-thinking/>. accessed in 2015

⁵⁷ TerryHeick ,How Teaching Is Changing: 15 Challenges For The 21st Century Teacher: <https://www.teachthought.com/the-future-of-learning/how-teaching-is-changing/>. 2017

in their teaching. In lesson planning, the teacher will personalize workflows based on constantly changing circumstance (data, need to know, student interest, changes in the community, etc.) using flipped classrooms, digital distribution, and even self-directed learning.

B. Previous Study

Related to this research, several previous studies are already conducted. The first is the study was done by Lisa M Vail entitled “Teaching in the 21st Century”.⁵⁸ This study was a mixed-method research study. Findings from this study will help to better understand why some teachers are better able to implement curriculum change than others. Furthermore, this study will help to identify the barriers that exist for some teachers in terms of implementing 21st-century skills in the classroom and focused on the characteristics of teachers professional in teaching, additionally, the characteristic includes, agreeability in teaching, creativity in teaching, readiness in teaching. The first research question asked the characteristic of teachers to adopt the framework for 21st-century skills, the finding is 63% survey respondents choose agreeability in teaching, 75% respondents choose creativity in teaching, and 45% choose readiness in teaching. From the data, the highest score is the creativity of 21st century in teaching. The findings in research question two asked the personal or professional obstacles from implementing 21st century standards in the classroom. There are five interview themes in research question 2. Those include teachers who have an unclear understanding or lack of skills and need training, high stakes testing limits and increases pressure on teachers, lack of resources both material and person causes issues with implementation, lack of time to address all necessary subject areas and student needs, lack of a parent, student, teacher buy-in causes obstacles

⁵⁸Lisa M. Vail, Thesis: *Teaching in the 21st Century* (University of North Carolina Wilmington, 2010)

The main limitation of this research study was sample size. The survey to only 1 school of 25 in the district, with 30 classroom and resource and specialist teachers limit the views and experiences that can be shared.

The second is a study by Rodney Harshbarger who conducted a research entitled "Learning in the 21st Century: A study addressing educational trends and implication". Here, this study analyzes 4C skills in students teacher ability. The framework was created and refined to reflect the results of the study. This study focused on Teachers to provide a unit of instruction to their students that focused on the development of communication, collaboration, critical thinking, and creativity (4C) skills within the context of state-mandated curricular content and their challenges in implementing 4C skills rich curriculum in their classrooms.⁵⁹ This study addresses the problem of students lacking communication, collaboration, critical thinking, and creativity (4C) skills as they enter the workforce. But, the common problems in this study is critical because it reveals a significant deficiency in our education system's ability to adequately prepare students to assimilate into their future roles in college, a career, or as a responsible citizen capable of making good decisions in a global economy.

The third is research was done by Ajileye Monsunmola Ajibola who conducted a research entitled "Effect of Microteaching skills on student teachers performance on teaching practice in colleges of education, North Central Nigeria".⁶⁰ Here this study focused on teachers' poor teaching skills, teachers are not well prepared in Nigeria. Some of the problems in Nigerian educational system are traceable to lack of proper and thorough grasp of concepts by pupils due to their teachers' poor teaching skills. Beside that teachers faced the challenge in teaching practice those are making exercise, using media in teaching, make a lesson planning.

⁵⁹ Rodney Harshbarger, Thesis: *A study addressing educational trends and implication* (University of Central Florida, 2016)

⁶⁰ Ajileye Monsunmola Ajibola, Thesis: *Effect of Microteaching skills on student teachers performance on teaching practice in colleges of education, North Central Nigeria* (Department of Educational Technology University of Ilorin 2013)

The finding in this study is student teachers are low in readiness and not well prepared in teaching practice. On the other hand, the finding in this study is to train student teachers in teaching before faces real students in the real classroom.

In general, previous studies of 4C skills in teaching practice focused on teacher's preparation in teaching. Such as, Rodney Harsbarger "Learning in the 21st Century: A study addressing educational trends and implication", "Lisa M Vail "Teaching in the 21st Century" and Ajileye Monsunmola Ajibola "Effect of Microteaching skills on student teachers performance on teaching practice in colleges of education, North Central Nigeria". Also, one of the studies from Rodney Harsbarger "Learning in the 21st Century: A study addressing educational trends and implication" focuses on 4C skills in students ability. the focuses of those researchers are analyzing 4C skills in teaching practice. In addition, those researchers have similarities with this study. Therefore, this research will focus on how students teacher applies 4C skills in teaching practice. So, the research investigated 4C skills in teaching practice for learning activities.

CHAPTER III RESEARCH METHOD

This chapter presents and discusses some aspects of the research. It covers approach and research design, research setting, data and source of data, research instruments, data collection technique, data analysis technique, checking validity of findings and research stages.

A. Research Design and Approach

This research used a qualitative descriptive method to find out the answer to research questions. This method is appropriate in identifying and describing how student teachers incorporate 4C skills in teaching practice and the challenges faced by student teachers in incorporate 4C skills in teaching practice. Qualitative research refers to studies that investigate the quality of relationships, activities, situations, or material.⁶¹ In addition, Denzin and Lincoln define the qualitative research method involves the use of qualitative data, such as interviews, documents, and observation, in order to understand and explain a social phenomenon.⁶² Also, qualitative is interested in how things occur.⁶³ The goal of this research is to describe the ability of the student's teacher incorporate 4C skills in teaching practice, including the challenges they faced in incorporating 4C skills in teaching practice. Further, 4C skills that applied by students teacher are also described in the discussion as the deeper analysis. Therefore, this qualitative method matches well with this study since it is used to identify and describing the student teachers incorporate 4C skills in teaching practice.

⁶¹ Jack R. Fraenkel – Norman E. Wallen. *How to Design and Evaluate Research in Education*. (New York: McGraw-Hill, 2009), 435.

⁶² Denzin, N. K. & Lincoln, Y. S. *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications, 2010

⁶³ Jack R. Fraenkel – Norman E. Wallen. *How to Design and Evaluate Research in Education*. (New York: McGraw-Hill, 2009), 423.

B. Research Setting

This study took place in English Teacher Education Department (ETED) of the sixth semester at Sunan Ampel State Islamic University of Surabaya. The researcher chose the students of microteaching class because they are doing teaching practices. This study chose this university because it is an ongoing process for the World Class University which means the University need to have good quality and outcomes to compete among global universities. Furthermore, this research done by the researcher which started from April until May 2018.

C. Data and Source of the Data

1. Data

The data in this study are student teachers' in incorporating 4C skills in teaching practice and the challenges in teaching practice

2. Source of Data

The data needed in this research was audiovisual from student teacher's interview. Data were obtained from the student teachers who enroll in a microteaching class in academic year 2018/2019 of English Teacher Education Department in State Islamic University of Sunan Ampel Surabaya.

Specifically, the researcher took the data from the 9 classes randomly of microteaching class that consists of 13-14 students in each class. The researcher only focused on 9 students teachers from 1 student teacher in each class. Since this study uses random purposive sampling in this the research, therefore this research uses 9 student teachers as the sample of this study.

D. Data Collection Technique

As stated by Creswell, there are varied techniques to collect qualitative data, there are observations, documents, interviews and questionnaire, and audiovisual material.⁶⁴ Specifically, this study used observation, questionnaire, and interview in collecting data.

⁶⁴ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, the 4th edition. (Boston: Pearson Education, Inc., 2010), 212.

Observation is the main point of data collection techniques. The data are collected from student teachers in incorporating 4C skills in teaching practice at school. The researcher analyzed the student teachers' performance by using observation rubric checklist. If there is a checklist in the column, it means that the 4C skills in teaching practice fulfill the standardization based on curriculum 2013 revised. After the student teachers practice in the classroom, the researcher asked them to fill out the questionnaire in order to know their challenges in stimulating students' 4C skills in teaching practice. The audiovisual material was needed to interview students teacher in order to know their challenges in incorporating 4C skills in teaching practice.

Qualitative research is different from quantitative research in identifying the participants. Creswell described that in qualitative research the participants are not identified by random sampling but by purposeful sampling how the participant can help the researcher most dealing with the focus of the study.⁶⁵ The participants of this study are those who implements 4C skills in teaching practice.

E. Instruments

Data are required to undertake the findings of this study. Those data can be obtained by using these following instruments:

1. Main Instrument

In this research, the researcher is the main instrument since it is qualitative research. Becomes a qualitative researcher, it is required a new way of thinking about what counts as evidence. Archimedean argued that prized for its vantage point of total objectivity of the researcher in relation to the object of study, qualitative researchers accept that evidence is not a given, fixed reality.⁶⁶ The researcher observed and collected the video teaching

⁶⁵ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, the 4th edition. (Boston: Pearson Education, Inc., 2010), p. 205.

⁶⁶ Mengxuan Annie Xu, *Learning the Concept of Researcher as Instrument in Qualitative Research*. (University of New Brunswick, 2012), p.01

from the student's teacher incorporating 4C skills in teaching practice at school by using observation rubric.

Table 3.1 Main Instrument

Research Questions	Observation	Interview	Questionnaire
RQ 1: How do the student teachers of a microteaching class incorporate 4C skills in teaching practice?	✓	✓	
RQ 2: What are the challenges faced by student teachers of microteaching class to incorporate 4C skills in teaching practice?		✓	✓

2. Observation

Observation is used to answer the first research question 1) How do the student teachers of a microteaching class incorporate 4C skills in teaching practice?. The rubric is adapted from Pacific Policy Research Center, Kamehameha Schools Research & Evaluation, 21st century skills for students and teachers. It is used to analyzed students teacher to incorporating 4C skills in teaching practice. See appendix 1 for complete observation checklist.

3. Questionnaire

Questionnaire applied in this research to answer the second research question about the challenges faced by student teachers of microteaching class to incorporate 4C skills in teaching practice. See appendix 2 for complete questionnaire.

4. Interview

Semistructured interview applied in this research. The interview is used to answer the second research question about the challenges. Students answer questions about their challenges in teaching practice, therefore interview is used to get specific

information from each student. See appendix 3 for complete transcript.

F. Data Analysis Technique

As discussed above, this research used the descriptive qualitative method. In the qualitative method, the researcher analyzes the data descriptively. There are six steps to analyze the qualitative data.⁶⁷ Particularly, it is applied in this research as the following steps.

Step 1

Collecting Data. In this step, the data is collected. It involves questionnaire and interview which is to answer the challenges in teaching practice. Questionnaire and interview are collected after doing an observation in the classroom. The researcher also collected the video recording from student teachers who did the teaching practice to answer student teachers in incorporating 4C skills in teaching practice.

Step 2

Preparing and Organizing Data for Analysis. Here, the collected data is prepared and organized before going to the next step. After collecting the data such as video recording, questionnaire, and interview, the researcher identified and took key points showing incorporation of 4C skills in teaching practice.

Step 3

Reading all the data. After data is prepared, the researcher read all the data to gain information as much as possible. While reading the data, the researcher can give notes in the data. In reading data, the researcher analyzed the data by doing observation and watching the video. Then, the researcher counted the data frequency from observation checklist, and questionnaire.

Step 4

⁶⁷ John Creswell, *Educational Research and Foresight Working Papers*. UNESCO 2010.

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

Table 3.2 Example of Interview Response
(See appendix 3 for complete analysis)

No.	Questions	Student teacher 3	Student teacher 6	Student teacher 7
1.	What are your challenges to communicate verbally in teaching ?	“ I was nervous , suddenly I forget what I wanna say to my students and my heart was beating”	I was nervous because in the middle of explanation, I forgot what I wanna explain	I’m nervous and, because I’m not good in speaking by using English”

Step 5

Interpreting the Findings. The analyzed data is explained in chapter 4 of this study finding and discussion. The findings relate to the theory which is mentioned in chapter 2. The last step of analyzing data is to conclude the whole research.

1. Student Teachers English Teacher Education Department Incorporate 4C Skills in Teaching Practice.

In this study, the researcher collected the data by doing observation rubric of 4C skills in teaching practice which apply by students teacher. After observing and collecting the data, the researcher analyzed the data by using rubric observation checklist and the researcher counted the data from each student who incorporates 4C skills in teaching practice. The rubric is adapted from Pacific Policy Research Center, Kamehameha Schools Research & Evaluation, 21st century skills for Students and Teachers in incorporating 4C skills in teaching practice.

The data collected from the checklist is analyzed through the following steps those are, analyzing the components of the lesson plans based on the indicators in the rubric, calculating the data, and counting the data.

2. The challenges faced by student teachers of English Teacher Education Department to incorporate 4C skills in teaching practice.

After conducting analysis content of 4C skills in teaching practice, it is continued to find out the challenges faced by the students of microteaching class incorporate 4C skills in teaching practice implemented by giving the questionnaire and having an interview.

The researcher gives the questionnaire to the student teachers who do teaching practice. The question relates to the rubric which measures the student's teacher challenges in incorporating 4C skills in teaching practice. The questionnaire will be yes or no questions.

Interview guidelines was given after questionnaire, the question relates to the questionnaire. The result of the Interview include, transcribe the student's teacher respond from audio recorder, find the ideas from each respondent, and compare the data and summary. The ideas which often appears shows faced many challenges. The interview guideline will be a semi-structured interview.

G. Checking Validity and Findings

After analyzing the data, the researcher needed to validate the findings of this study. There are three techniques to validate the findings based on Creswell, triangulation, member checking, and auditing.⁶⁸ In this research, this study used triangulation to validate the findings. As Creswell describe that triangulation is the process of justifying evidence from different individuals, type of data, or

⁶⁸ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, the 4th edition. (Boston: Pearson Education, Inc., 2010), 259.

methods of data collection.⁶⁹ On data triangulation, the researcher obtained the data from observation, interview, and questionnaire. To find how 4C skills in teaching practice fulfill the content validity, 4C skills was analyzed based on the rubric. To produce the reasonable findings and the interpretations, the researcher read and analyzed the data repeatedly. On the other hand, the researcher uses triangulation. Then, to analyze the findings, the researcher use theory The theory from Pacific Policy Research Center, Kamehameha Schools Research & Evaluation, 21st century skills. In addition, the data from various instrument were a checklist to insure.

H. Research Stages

The process of this study was done as these following stages:

1. Decide the research design

Before going to the research design, the researcher wrote the title and research question. Next, the researcher describes the phenomenon and limit the focus of the study. The researcher decided the research designed along with the outline.

2. Conduct the research

- a. Collecting data

As the data are obtained from the student teachers when doing teaching practice at school, observation was used to analyze students teacher in incorporating 4C skills in teaching practice

- b. Analysing the data

After the researcher does the observation, the researcher analyzed students teacher in incorporating 4C skills in teaching practice by using rubric observation based on the theoretical framework in chapter II, Pacific Policy Research Center, Kamehameha Schools Research & Evaluation, 21st century skills. Further, after analyzing students teacher to incorporate 4C skills in teaching practice the researcher will describe deeper about students teacher in

⁶⁹ Ibid,259

incorporating 4C skills in their teaching practice based on the theory in chapter II.

c. Giving Questionnaire

The researcher gives the student's teacher questionnaire after they do teaching practice. In order to know the challenges faced by students teacher to incorporate 4C skills in teaching practice. The questions based on the observation rubric which adapted from Pacific Policy Research Center, Kamehameha Schools Research & Evaluation, 21st century skills.

d. Interviewing the subjects

The researcher asked the subjects about the challenges in incorporating 4C skills in teaching practice. This is expected that the subjects can give a clear explanation about the data. Thus, the researcher can clearly explain the result of the data whether they implemented students' 4C skills or not. This also helps in reinforcing predictions that occur during the analysis process.

e. Combining the first data and the result of the interview

After interviewing the subjects, observation rubric analysis, questionnaire and the interview result are combined. Here, the researcher also related the analysis of student teachers in incorporating 4C skills in teaching practice and the theory in observation rubric in chapter II. The subjects' explanation through interview support the findings explained in the discussion section.

f. Concluding the result of the research

After all the data, the result of the analysis and the theory were combined, the researcher made the conclusion of the research based on the whole sections of this study that have been discussed.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter deals with the research findings and discussion of the study toward the student teacher in incorporating 4C skills in teaching practice. This presents the collected data from the student's teacher and the analysis of it. Additionally, the analyzed data is categorized based on the research questions of this study.

A. Research Findings

Research findings provide the information that is discovered by the researcher through research instruments. Because there are two research questions, certainly this chapter requires two main points of research findings and also two main points of research discussions. This data had been collected from 23rd April– 10th May 2018. From 9 Microteaching classes A, B, C, D, E, F, G, H, I. This data have been collected in student teachers' teaching practice at schools. Since the researcher used convenience and random purposive sampling in collecting the data, there were 9 student teachers observed by the researcher.

Explaining the instruments of this research, the researcher recalls the research question of this study. The findings are presented as follows:

- (1) How do the student teachers of English Teacher Education Department incorporate 4C skills into teaching practice?
- (2) What are the challenges faced by student teachers of English Teacher Education Department in incorporating 4C skills in teaching practice?

In this research, classroom observation was used to know the student's teacher in incorporating 4C skills in teaching practice. In this study, The data was present in table frequency to help the reader in interpreting the data easily. Moreover, 4C skills in student teachers in teaching practice were analyzed based on the observation rubric which had been validated by the expert lecture from English Education Department. To recognize the answer to the first research question, the result of the classroom observation showed that 4C skills were described as communication,

collaboration, creativity, and critical, thinking. The data were explained in the table below:

1. Incorporating 4C Skills

1.1 Communication

From observation data, it is known that student communication ability in teaching practice is good especially on interpersonal skill. Oral ability is also good followed by the written ability is also good but, for the written ability there are aspects that haven't been implemented by student teachers. Detail of each sub-aspect of communication are presented in tables 4.1, 4.2, 4.3. The result can be seen in the table below.

Table 4.1 Oral Communication

4C SKILLS		Aspects	Statement	Frequency		
				Yes	No	
Communication	Oral	Teacher conveys the idea verbally and clearly (Kamehameha Schools Research & Evaluation, 21st Century Skills for Students and Teachers. 2010)	Using oral communication to convey instructions clearly	Use Intonation and stressing on the tone of voice when articulating word	9	-
				Speech Volume	9	-
			JIMI LEE SOWELL Cote d'Ivoire Good Instruction- Giving in the Second-Language Classroom	Use language according to student's level of understanding	9	-
				Give the language meaning when students do not understand	9	-
			Using oral communication to motivate students Ronald L. Girmus, Ph.D. How to Motivate Your	Give Rewards (price)	9	-
				Give Rewards (good, excellent) verbally	9	-
				Competition	9	-

			Students, 2011	Connecting with the real world as a student motivation	9	-
			Using oral communication to provide information	use presentation tools to improve learning materials.	7	2
				Use pictures to help students understand unknown words and make the lesson interesting	6	3

Based on the data of observation result in sub-aspect of oral communication skill 4.1, it is known clearly that all student teachers implemented communication skill orally to convey instructions clearly include Intonation and stressing on tone of voice when articulating words, speech volume, use language based on student's level, give the language meaning when students do not understand. All student teachers also have good ability to motivate students by Using oral communication such as giving a price, giving rewards verbally, make competition and connecting with the real world as a student motivation. Yet, 5 from 9 student teachers do not use tools and media learning to incorporate communication orally. There are 2 from 9 student teachers do not use tools and 3 from 9 student teachers do not use pictures or media learning to improve learning material and make the lessons more interesting in using oral communication to provide information. They stated that using pictures and tools are complicated and need many times to prepare.

Table 4.2 Written Communication

4C SKILLS	Aspects			Statement	Frequency	
					Yes	No
Communication	Written	The teacher convey the idea in writing clearly (Deakin, GLO 2 Communicati on skill 2015)	convey the idea in writing with the structure of Introduction and clear logical conclusions	Write down the logical introduction and conclusion	6	3
				Identify key points, facts and themes in writing	6	3
			convey a written idea with clear sentences and paragraphs	Use simple concise sentences and paragraphs	6	3
				Avoid repetition of words in writing	7	2
				Use relevant and contemporary references	4	3
			convey the idea in writing with grammar. clearly and true	Use proper spelling and grammar	5	4

There are three aspects of written communication those are, convey the idea in writing with the structure of Introduction and clear logical conclusions, write clear sentences and paragraphs,

correcting sentence by using grammar. Based on the data above, we can conclude that some student teachers do not incorporate written communication well. Yet, 3 from 9 students do not write down the logical introduction in conclusion and identify key points, facts, and themes in writing. Then, in conveying an idea with clear sentences and paragraphs, 5 from 9 student teachers do not use relevant references and always use repetition in writing, most of them stated that it's difficult to explain students' material by using references by their own words in writing example and information. In correcting sentence by using grammar, 4 students do not incorporate, they stated that by correcting grammar, it will spend many times to explain.

Table 4.3 Interpersonal

4CSKILLS	Aspects			Statement	Frequency	
					Yes	No
Communication	Interpersonal	Teacher shows a sense of confidence (Deakin, GLO2 Communication skill 2015)	shows a sense of confidence by using body language	Body Language	9	-
				Eye contact	9	-
				sensitivity to the audience when the students are making a noisy in class	9	-
				Facial expressions	9	-

Beside that, in interpersonal communication, all student teachers incorporate in showing a sense of confidence in teaching by using body language, eye contact, facial expressions, and sensitivity to the audience when the students are making a noisy in class. So, it can be seen that student teachers can incorporate communication skill in interpersonal communication. However,

some student teachers do not use tools and media learning in oral communication. Most student teachers do not implement written communication to convey the idea in writing with the structure of introduction, conclusions, paragraph, and checking grammar.

1.2 Collaboration

From observation data, it is known that student collaboration ability has two sub-aspects in team performance, these are asking students to make a group and giving feedback. Student teacher's collaboration is good especially in making a group. Detail of sub aspect in collaboration presented by table 4.4. The result can be seen in the table below.

Table 4.4 Team Performance

4C SKILLS	Aspects			Statement	Frequency	
					Yes	No
Collaboration	Team Performance	Teachers ask students to form groups to discuss together, Coordinate team, Provide feedback. (Collaboration Executive Summary for Educators, Collaboration - partnership for 21st century skills)	Asking students to make a group to discuss together	Know how to organize and classify students in the classroom	9	-
				Use creative ways to form groups (using number, self selection, and etc)	8	1
				Peer work discussion	2	7
				Group work discussion	9	-
				ensuring group activities require students to work together	9	-

			provide feedback and help students understand the tasks they have been given NETSection, PrimaryLiteracyProgrammeReading (KS1) Classroom Management: Managing Groups	solve problems in class	9	-
				Giving reward/ point	8	1

Based on the data of observation result in collaboration skill 4.4, there are two aspects of team performance in collaboration skill that student teachers incorporate in teaching practice. They are, asking students to make a group to discuss together and provide feedback. It's clear that all students teachers have already known how to organize and classify students in the classroom by making a group and ensuring group activities require students to work together and negotiate. On the other hand, 1 from 9 student teachers do not use creative way in making a group, he directly grouping them based on their seat row to make it fast and make sure that students do not make a noise. There are 7 students teachers who do not ask the students to discuss in a peer work, they prefer to ask the students to discuss in a group work. They stated that they don't have many times to ask students in making both of per work and group work.

In providing feedback, all student teachers can solve the problem faced by students in the classroom when they convey their ideas. In addition, while sharing their ideas, students teachers give point in

each group. While 1 of the student teachers do not give point, he only gave rewards verbally.

From the table frequency above, it concludes that most student teachers implemented collaboration skill well in both of grouping and give feedback. While in the grouping, there are two sub-aspects that was not incorporated by student teachers those are used creative way in grouping students and asking students to do their work in peer. In giving feedback, there is only one student who doesn't give reward/ point.

1.3 Creativity

From the observation data it is known that student teachers creativity in teaching practice is good, especially for questioning skill. Whether in media and technology almost all student teachers do not use the digital material in teaching. Details of each sub-aspect of creativity skill are presented in tables 4.5 and 4.6

Table 4.5 Questioning

4C SKILLS	Aspects			Statement	Frequency	
					Yes	No
Creativity	Questionning	Teachers stimulate students to ask questions, involving students actively digging up information that has been obtained. (Effective Questioningand Classroom TalkTo develop learning)	test the memory and understanding of students (questionning)	Give questions	9	-
				analyze and solve problems	8	1
				Explore and evaluate ideas	8	1
			stimulating students to 'think hard' about a topic	Ask questions about what's new, what's already known and understood	9	-
				Ask students to collect questions	4	5

Based on the data of observation result in creativity skill 4.5, Creativity has questioning aspect to stimulate students' memory and stimulate students to think harder. As a result, in questioning to test the memory and understanding of students, all student teachers give the question to the students, then analyze ideas to solve the problems and explore, evaluate ideas. Meanwhile, 1 student teacher does not analyze, evaluate, and explore student's ideas, she stated that the material is too easy for students. Otherwise, student teachers need to stimulate students to think critically. So, student teachers ask questions about what's new, what's already known and understood by students and ask students to collect questions. In those statements, 5 from 9 student teachers do not ask students to collect questions because the students are afraid to speak up and just keep silent. The table is explained below.

Table 4.6 Media and Technology

4C SKILLS	Aspects			Statement	Frequency	
					Yes	No
Creativity	Media, and Technology	Teachers provide opportunities for students to find various sources of information (Kamehameha Schools Research & Evaluation, 21st Century Skills for Students and Teachers. 2010)	Using digital material when teaching	Video	3	7
				Power point	1	8
				Internet connectio(so urses)	-	-

To keep up the global era in 21st century skills, digital material and technology should be applied in teaching such as powerpoint, video, and internet connection. But, most of the student teachers do not use those digital materials. There are 7 from 9 students do not use video in teaching, 8 of 9 student teachers do not use powerpoint as media in teaching and all of them do not use an internet connection to give more information. In conclusions, most of the student teachers do not incorporate creativity by using the digital material in teaching.

In conclusion, most of the student teachers incorporate questioning, but most of them do not ask students to collect questions. In media and technology, almost all student teachers do not use video, power point, and internet connection.

1.4 Critical Thinking

From the data, it is known that student teachers are good at applying critical thinking especially in reflection. Reasoning, evaluation, and problem-solving are good also but, there are some aspects that they do not apply in teaching practice. Detail of each sub-aspects of critical thinking presented in table 4.7, 4.8, 4.9 and 4.1.0. The result can be seen in the table below.

Table 4.7 Reasoning

4C SKILLS	Aspects			Statement	Frequency	
					Yes	No
Critical Thinking	Reasoning	Teachers train students to think critically, ask students to convey ideas and teachers evaluate ideas and opinions of each student (Dennis Van Roekel, NEA: Century	analyzing and weighing student statements and arguments when conveying ideas / ideas Thinking and Reasoning Skills	Ask students to present an argument	9	-
				Evaluate the ideas of each student and provide feedback	6	3

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Based on the data of observation result in reasoning, there are two sub aspects, those are asking students to present an argument and evaluate students ideas and giving feedback. Based on the result all student teachers ask students to present argument. While, there are 3 from 9 student teachers do not evaluate student's argument and provide feedback.

Table 4.8 Problem Solving

4C SKILLS	Aspects			Statement	Frequency	
					Yes	No
Critical Thinking	Problem Solving	The teacher asks the students questions to stimulate the students to think critically and solve the problem (Dennis Van Roekel, National Education Association: Preparing 21st Century Students for a Global Society)	asking students to solve various types of unknown problems	Asking Questions and Seeking Answers	7	2
				Sharing and Learning Together	7	2

In problem-solving, there are two aspects, those are asking questions and seeking the answer, sharing and learning together. There are 2 from 9 student teachers do not ask questions, seeking

answers and sharing together, they stated that there is not enough time.

Table 4.9 Evaluation

4C SKILLS	Aspects			Statement	Frequency	
					Yes	No
Critical Thinking	Evaluation	The teacher asks questions as a form to evaluate students Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.	compare and differentiate between ideas submitted by students	Assess the ideas of students	8	1
				Identify student data / ideas	6	3
				Summarize and justify the students' ideas	8	1

In the evaluation, there are 3 aspects, those are, assess the student's ideas, identify students ideas, summarize and justify the student's ideas. There are 3 from 9 student teachers do not identify students ideas. In summarizing students' ideas and assessing the students' ideas, there was only one student who doesn't apply those aspects. He stated that the time was not enough in evaluating ideas. So, there was 1 group that conveyed their ideas.

Table 4.10 Reflection

4C SKILLS	Aspects			Statement	Frequency	
					Yes	No
Critical Thinking	Reflection	Teachers invite students to reflect the information obtained in the classroom (Dennis Van Roekel, National Education Association: Preparing 21st Century Students for a Global Society)	stimulate students to reflect on classroom learning	Discuss the material taught, at the end of the class (what do we learn today?)	9	-
				Ask students to give messages and impressions when attending class	9	-
				interpret information and draw conclusions	9	-

In reflection, all student teachers stimulate students to reflect on classroom learning the aspects include, discuss the material taught, at the end of the class (what do we learn today?), ask students to give messages and impressions when attending class and interpret information and draw conclusions. It can be concluded that all student teachers incorporate critical thinking skill in a good teaching practice, especially reflection.

2. The Challenges in Incorporating 4C Skills in Teaching Practice

To answer the second research question, about the challenges in incorporate 4C skills in teaching practice, the researcher use questionnaire and interview as an instrument. The questionnaire

includes 25 statements of student teachers do in teaching practice. To easily know about the student teachers' about the challenges in incorporating 4C skills in teaching practice, the researcher has shared questionnaires with the student teachers, the result as follow.

The questionnaire is used to answer research question 2 which is the challenges in incorporating 4C skills faced by student teachers in teaching practice. There are four skills that will be explained in the table questionnaire above. Detail of each skill of challenges in student teachers' teaching practice presented in table 4.1.1, 4.1.2, 4.1.3, and 4.1.4. The questionnaire analyzed as follows.

Table 4.11 Questionnaire (Communication skill)

Statement	Frequency	
	Yes	No
I use language according to the students' oral level of understanding with appropriate intonation, pressure, articulation and speech volume	9	-
I give the language meaning when the students do not understand the information/instruction given	9	-
I give verbal praise and appreciation when students have achievements in class competition activities.	9	-
I connect with the real world as student motivation (building context)	9	-
I use the media to improve learning materials more interesting, such as drawings to help students understand the material I submit.	6	3
I convey ideas with Introduction structure and conclusions and identify the main points, facts, and themes in writing	6	3
I convey ideas using simple concise sentences and paragraphs and avoid repetition of words in writing	7	2
I convey the idea by using relevant and contemporary	4	5

references		
I convey the idea in writing using the correct spelling and grammar (grammar)	5	4
I show confidence in using body language, Eye contact, Facial expressions.	9	-
I show a sense of confidence by using a sensitivity to the audience when the students are busy in class	9	-

Based on the questionnaire form in communication skill, we can conclude that most student teachers do not incorporate written communication. In oral communication, 3 student teachers do not use the media to improve learning materials more interesting. While in written communication 3 student teachers choose no, it explains that they do not convey ideas with introduction structure, identify the main points, facts, themes, and conclusions in written communication. Then, 2 students do not convey ideas using paragraphs. There are 5 student teachers do not use contemporary references and 4 student teachers do not apply grammatical correction when explaining the task. It can be seen from observation data before that all student teachers incorporate interpersonal well. In questionnaire form student teachers choose that they use body language, eye contact, sensitivity, and facial expressions.

Table 4.12 Questionnaire (Collaboration skill)

Statement	Frequency	
	Yes	No
I use creative ways of grouping students in classes such as group work, peer work etc. (using number, self-selection, and etc)	9	-
I ensure group activities require students to work together and negotiate	9	-
I provide feedback and help students solve classroom problems regarding assigned tasks.	9	-
I give reward/point as strengthening when giving feedback	8	1

In collaboration skills, all student teachers use creative ways of grouping and ensure group activities require students to work together and negotiate. 1 from 9 student teachers choose that they do not give rewards. It is suitable for data observation before. It explains that 1 student do not give rewards and point as strengthening in giving feedback.

Table 4.13 Questionnaire form (Creativity skill)

Statement	Frequency	
	Yes	No
I test the students' memory and understanding by asking questions as well as Exploring and evaluating student ideas	8	1
I stimulate students to 'think hard' on topics by Asking questions about what's new, what's already known and understood	8	1
I ask students to collect questions	4	5
I use digital material (video, ppt, Internet connection (sources)	4	5

Based on the data above in creativity skill of questionnaire form, it concludes that 1 from 9 students do not test student's memory and stimulate students to think hard on topics. There are 5 student teachers choose that they don't ask the students to collect questions and also do not use a digital material in teaching.

Table 4.14 Questionnaire form (Critical Thinking)

Statement	Frequency	
	Yes	No
I analyze and weigh statements with asking students to present arguments when conveying ideas/ideas	8	1
I ask students to solve various types of unknown problems by asking questions and discussing together	7	2
I compare and differentiate between ideas submitted by students by Summing up and justifying ideas and Assessing students	8	1
I reflect on the student's learning process by re-discussing the taught material, at the end of the class (what do we learn today?)	9	-
I ask students to pour messages and impressions when attending class	9	-
I reflect on students learning by interpreting information and drawing conclusions.	9	-

In critical thinking, it concludes that all student teachers choose that they apply reflection includes ask students to re discussing material, ask the students to pour messages, reflect on students learning by interpreting information and conclusion. There are 2 student teachers choose that they students to solve various types of unknown problems by asking questions and discussing together and there are 2 student teachers in analyzing and weigh statements by asking students to present arguments when conveying ideas and compare student's ideas.

Based on the result of questionnaire above, most students do not use a digital material as a media in creative teaching, stimulate students to collect questions to improve students' think

critically, using correct grammatically and convey the idea by using relevant and contemporary references in written communication in teaching practice. In conclusion, those will be their challenges in student teachers to incorporate 4C skills in teaching practice.

To deal with challenges, student teachers have a deep challenge in personalization, teaching, classroom management, content, and lesson planning. the researcher will identify student teachers challenges in incorporating 4C skills in teaching practice based on the theory from Terry Heick "how teaching is changing: the challenges for the 21st-century teacher". The result of the interview is analyzed as follows

2. 1 Personalization

In personalization, the challenges include nervous, forget material, confuse, complicated, difficult in evaluating students' ideas, identify students ideas, and giving a conclusion.

There are 3 student teachers said that they are nervous to explain their material verbally. Student teacher 3 stated that " I was nervous, suddenly I forget what I want to say to my students and my heart was beating", student teachers 6 said that "I was nervous because in the middle of explanation, I forgot what I want to explain", and student teachers 7 said that "I'm nervous and, because I'm not good in speaking by using English". From those statements, student teachers 3, and 6 said that suddenly they forget the materials that they explain. While student teacher 3 stated that she was confused "I was confused about how to explain the material if my students do not understand, I should explain it more and more. Then, student teacher 6 stated that "written communication is complicated" because most of them are confused when writing the example while explaining the material. Difficult in evaluating students' ideas, identify students ideas, and giving conclusion also the challenges in student teachers' in teaching practice student teacher 7 stated that those are their challenges in teaching practice to faced students critical thinking. Student teacher 7 said, "in identifying ideas, students

argument are same. So, i feel confuse in identifying students ideas”

2. 2 Teaching

In teaching, the challenge includes teacher's language, explain repeatedly, and give an explanation when students are noisy. In teachers language, student teacher 6 stated he is not fluent in speaking English when explaining the materials he said "I'm nervous and, because I'm not good in speaking by using English". Student teachers also have challenges in explaining repeatedly because the students make a noisy. Student teacher 6 stated “students are difficult to handle and I should explain the material repeatedly”. Student teachers 7 stated that he has challenges in giving a conclusion. Student teacher 6 stated “the challenge is how to arrange the words to make conclusions”, student teacher 7 said “giving conclusions and impression message”

2. 3 Lesson Planning

In lesson planning, the challenges are wasting time, difficult in grammar, creative way in the grouping, learning material is too easy for students, giving feedback. Student teacher 7 stated that difficult in correcting and explaining grammar in the classroom because it wastes the time in teaching. He said “I spend my time by correcting students grammatical, and I difficult in correcting grammar”. Student teacher 7 also has challenge in grouping students, he stated “I don't use creative way in grouping”. Student teacher 6 stated that she has challenge in her learning “my learning material is too easy for students. So, the students cannot think critically”. Then the student teacher 3 stated that she do not give feedback because the time was not enough. She said “The time was not enough. So, I don't give feedback”.

2. 4 Content

The challenges in content are, difficult to collect students' questions, there is no LCD, need long preparation to prepare digital material. student teachers 3, 6, and 7 have challenges to collect students question. Student teacher 6 said “I wonder with

the students when I ask them to ask the question, they were just silent, but when I ask them a question, they can answer my question", students teacher 3 said "The students just keep silent and shy to speak. So, it's difficult to ask students to collect questions". In digital material student teachers also have the same challenges. Student 3 said "need preparing before teaching" student 6 said "There is no LCD", student teacher 7 said "Need long preparation" It can be seen in observation result before, most of the student teachers do not use the digital material.

2. 5 Classroom Management

The challenges in classroom management are, students are difficult to handle. The class is narrow and too many students. In classroom management student teachers 3 stated "there are many students in classroom, and the class is narrow". The students also difficult to handle when the student teachers ask them to make a group. Student teacher 6 said "students are difficult to handle and I should explain the material repeatedly". Whether the class is narrow and there is no space.

from the data identify an interview process, in order to know the student teachers challenges, it concludes that most the challenges faced by student teachers based on the theory appear to student teachers in stimulating students' 4C skills is personalization. The challenges in personalization are nervous, forget material, confuse, complicated, difficult in evaluating students' ideas, identify students ideas, and giving a conclusion.

B. Discussion

After the data were processed and present in this study, the researchers present the findings above. It concerned about the research questions. The discussion of this study explains the correlation between the findings and the theory that has been explained in chapter two.

After conducting the research and analyzing all the data, the researcher would like to conclude all the result of the study as follows :

1. Student Teachers Incorporate 4C Skills in Teaching Practice

In communication skill, there are some aspects that student teachers have been incorporated in classroom those are oral communication aspects include use Intonation and stressing on the tone of voice when articulating words, speech volume, use language according to student's level of understanding, give the language meaning when students do not understand, give rewards (prize), competition, connecting with the real world as a student motivation. In interpersonal aspects include body language, eye contact, and sensitivity to the audience when the students are making a noisy in class, and facial expressions. Yet there are some student teachers haven't been implemented some aspects of oral communication to convey information those are, use presentation tools to improve learning materials, use pictures to help students understand unknown words and make the lessons more interesting because they stated that using pictures and tools are complicated and need many times to prepare. In written, there are some aspects that student teachers haven't been incorporated in teaching practice those are write down the logical introduction and conclusion, identify key points, facts and themes in writing, use simple concise sentences and paragraphs, avoid repetition of words in writing, use relevant and contemporary references, and use proper spelling and grammar because they stated that explain the material by using written will be spent a long time, moreover in correcting grammar. Student teachers also stated that they are confused in explaining material while writing the information that they get. While, according to NEA (National Education Association) strong communication abilities including the capacity to express thoughts clearly and persuasively both orally and in writing, articulate opinions, communicate coherent instructions and motivate others through

speech, are highly valued in the workplace and public life.⁷⁰ Picture, written posters, and practical demonstrations improve communication and teachers should use them as much as possible.

In collaboration skill, student teachers classify the students into a group work. There are some aspects of collaboration skill that student teachers incorporate in their teaching practice those are know how to organize and classify students in the classroom, group work discussion, ensuring group activities require students to work together and negotiate, solve problems in class. While there are some aspects that the student teachers haven't been incorporated in teaching practice those are use creative ways to form groups (using number, self selection, and etc), peer work discussion, giving reward/ point. The student teachers stated that the class is narrow and the students are more than 30 in class. in other words, according to Barbi Honeycutt using a creative way to divide students into a group can help reduce students anxiety, stress, and uncertainty in what may be a new type of learning experience.⁷¹

Creativity skill has two aspects, these are questioning to incorporate memory to stimulate students to think harder and using digital material and technology in the teaching-learning process. Based on the result in creativity skill, there are some aspect that student teachers have been incorporated in classroom those are give questions and ask questions about what's new, what's already known and understood. Yet there are some aspects of questioning that haven't been implemented by student teachers in teaching practice there are analyze and solve problems, explore and evaluate ideas,ask students to collect questions. It is because the students are afraid to convey their ideas and confuse what question that they will ask. In media and technology, there are some aspects that the student

⁷⁰NEA (National Education Association), *Preparing 21st-century students for a global society* 8

⁷¹Barbi Honeycutt, Creative ways to form a group: <http://barbihoneycutt.com/10-creative-ways-to-form-groups/>, 2011

teachers haven't been implemented in teaching practice in using digital material those are video, power point and internet connection because the student teachers stated that use digital material in teaching need long preparation and it will be spent a lot of time. In other words, digital material encourages students to read independently and holds students attention.⁷² Meanwhile, ask students to collect questions is important to improve students' critical thinking and engagement.⁷³

Critical thinking skills have four aspects, these are reasoning, problem-solving, evaluation and reflection. Based on explanation about critical thinking, there are some aspects that student teachers have been incorporated in classroom there are ask students to present an argument, discuss the material taught, at the end of the class (what do we learn today?), ask students to give messages and impressions when attending class, interpret information and draw conclusions. While there are some aspects that the student teachers haven't been incorporated in teaching practice those are evaluate the ideas of each student and provide feedback, asking questions and seeking answers, sharing and learning together, assess the ideas of students, identify student data / ideas, summarize and justify the students' ideas. It is because some student teachers didn't have time to incorporate those aspects and the time was not enough. Then some student teachers also stated that they couldn't identify ideas for each students because the material was too easy and each group have the same answer. In addition, Teachers should try to use higher order categories of questioning to model and develop progressively more complex thinking, promoting links with other learning and across subjects, developing judgment focused thinking.⁷⁴

⁷²Teach and Learning, *21st Century Learning: The Shift to Digital Content*:
<https://www.techlearning.com/t-l-partner-post/21st-century-learning-the-shift-to-digital-content>, 2017

⁷³NSED, *Effective Questioning and Classroom Talk*. 2014, 01

⁷⁴NSED, *Effective Questioning and Classroom Talk*. 2014, 19

In conclusion from the discussion in stimulating students' 4C skills, the researcher can conclude that most student teachers are lacking in incorporating 4C skills in teaching practice includes communication, collaboration, creativity and critical thinking. Yet there are some aspects that most of the student teachers haven't been incorporated in teaching practice especially communication, collaboration, creativity and critical thinking. This study has similarity from the result of the previous study by Rodney Harshbarger in "Learning the 21st Century: A study addressing educational trends and implication". The finding in his study is lacking communication, collaboration, critical thinking, and creativity (4C) skills as they enter the workforce. But the difference from this study is the common problem in Rodney study is in critical thinking.

2. Student Teachers' Challenges in Incorporating 4C Skills in Teaching Practice

To analyze the data, the researcher collects the data by giving questionnaires and doing an interview.

Based on the 25 questions in questionnaire most students do not use the digital material as a media in creative teaching, stimulate students to collect questions to improve students' think critically, using correct grammatically and convey the idea by using relevant and contemporary references in written communication in teaching practice. The result of this data indicates that student teachers have challenges in communication, creativity and critical thinking skills.

In interview processed, the researcher gave 10 questions. the researcher chooses the student teachers based on the number of aspects in 4C skills that are not applied in the class. The interview will discuss as follows.

a. Communication

In communication skill, student teachers 3, 6, and 7 have the same challenges. The most common challenge is nervous when they did the teaching practice at that time. In oral

communication, student teacher 3 stated that " I was nervous, suddenly I forget what I want to say to my students and my heart was beating", student teachers 6 said that "I was nervous because in the middle of explanation, I forgot what I want to explain", and student teachers 7 said that "I'm nervous and, because I'm not good in speaking by using English". In written communication, student teacher 3 stated "I was confused about how to explain the material if my students do not understand, I should explain it more and more", student teacher 6 said "written communication is complicated", and student teacher 7 said "I spend my time by correcting students grammatical, and I difficult in correcting grammar". In interpersonal communication, student teacher 3 said "I don't know how to give expotulation when students make a noisy ", student teacher 6 said "I always use body language to ensure students understanding, cause they do not understand my language when I speak English", student teacher 7 said " The students are noisy"

So, it is indicated in personalization challenges based on the theory from Terry Heick "how teaching is changing: the challenges for the 21st-century teacher". In written communication one of them state that difficult and complicatedto explain grammar in writing, it wastes time. On the other hand, studentteachers have challenges in interpersonal communication, they should use body language to help students understand their English language. But, the common challenge in communication faced by student teacher is written communication, includes grammatical, spelling and identify key points.⁷⁵ Based on the challenges in written communication the challenge is categorized into lesson planning.

Rodney Harshbarger stated in his study "Learning the 21st Century: A study addressing educational trends and

⁷⁵Laila Guessous, *Best Practices in Teaching Written and Oral Communication Skills to STEMStudents*:<https://www.oakland.edu/Assets/Oakland/cetl/files-and-documents/PowerPoints/Fall2016Workshops/STEMBestPractices.pdf>published on 2017

implication". The problem in communication skill in his study is facilitating students, include learning strategies, and provide timely and specific actionable feedback to students. Those studies have similarities and differences. The similarity, both of those studies apply feedback in teaching. While, the differences in this study is giving feedback in correcting students in grammatical and in Rodney Harsbarger's study, use specific actionable feedback in learning strategies. Both studies also have the similarity in Lisa M Vail study, entitled "Teaching in the 21st Century". The similarity is lack of time to address all necessary subject areas and student needs. Those known that one of that challenge and problem in this study and Rodney's study is about time.

b. Collaboration

In collaboration, student teachers can organize and classify the student into a group work, but student teachers 7 don't use creative way in the grouping, he stated " I'm not creative person and I just ask them to make a group based on their sit and I can't move everywhere because the class is narrow" . Then 7 from 9 students do not use peer work discussion, they prefer to use group work. In addition, recent research shows by Trilling and Fadel that normalizing collaborative learning will require changes in curricula, instruction, assessment practices, learning environments and the professional development of teachers. For the student teachers 6, she stated that the students are difficult to be handled. So, it concludes that the challenge is about classroom management and lesson planning, how the way student teachers coordinate students social interactions. Over time, and with consistent reinforcement, the teacher will no longer have to facilitate student interactions, and collaboration will become more strongly rooted in students' expectation for the classroom experience. As the students become more proficient, teachers should shift the focus of students monitoring from proficiency

in collaborative skills to the outcomes of collaboration.⁷⁶ From that activity, the students will know how to collaborate with each other and sharing ideas.

This study has similarity with Lisa M Vail study "Teaching in the 21st Century". The similarity is both of studies apply creative way in teaching. Besides that, the creative way in this study is how to group students and in Lisa's study is explain about the characteristic of a teacher in the 21st century, one of the characteristics is teachers should have creative skills in teaching. Barbi Honeycutt stated that using a creative way to divide students into a group can help reduce students' anxiety, stress, and uncertainty in what may be a new type of learning experience.⁷⁷ So, based on the challenges in collaboration above, the challenges are categorized into lesson planning and classroom management. Meanwhile, lesson planning is one of the challenges in the study by Ajileye Monsunmola Ajibola entitled "Effect of Microteaching skills on student teachers performance on teaching practice in colleges of education, North Central Nigeria".

c. Creativity

In creativity, the challenge to stimulate students to think critically is difficult to ask students to collect questions and evaluate students ideas in each group. Student teachers 3, 6 and 7 stated that The students just keep silent and shy to speak. Student teacher 3 said "the students just keep silent and shy to speak. So, it's difficult to ask students to collect questions" student teacher 6 said "I wonder with the students when I ask them to ask the question, they were just silent, but when I ask them a question, they can answer my question", student 7 said "the students make a noisy, the challenges is evaluate students ideas in each group Student teacher 6 also has challenges in identifying ideas, she said

⁷⁶Rodney Harshbarger, *A study addressing educational trends and implication...*93

⁷⁷Barbi Honeycutt, Creative ways to form a group: <http://barbihoneycutt.com/10-creative-ways-to-form-groups/>, 2011

“most of the students have the same answer, so it’s my challenging how to identify and it can be difficult for me”. From those explanations it can be identified that those challenges are referred to content and personalization based on the Terry Heick theory. On the other hand, student teachers have Challenged to give information by using the digital material. There are 5 from 9 student teachers do not incorporate the digital material in teaching. They stated that need long preparation and wasting time. This challenge refers to content which includes technology, literacy and etc. This study has similarities with Ajileye Monsunmola Ajibola who conducted a research entitled “Effect of Microteaching skills on student teachers performance on teaching practice in colleges of education, North Central Nigeria”. The similarity is both studies have problem and challenges in using the digital material in teaching. It is because need long preparation to use digital media.

d. Critical Thinking

In critical thinking student teachers have challenges in evaluating students’ arguments, giving conclusion, identifying students ideas. There are 2 from 9 student teachers do not incorporate problem-solving, then 3 from 9 students do not evaluate student’s ideas. Meanwhile, student teacher 3 stated “it is difficult to ask students to present their argument, they are shy and afraid to speak” in evaluating students’ arguments, student teachers stated that have challenges in giving a conclusion to compare students ideas. Beside that, in giving reflection, student teachers’ challenges are giving conclusion and giving impression message to the students. Student teacher 6 said “the challenge is how to arrange the words to make conclusions”. Based on the challenges above, it can be concluded that those challenges refer to personalization, teaching and lesson planning.

This study has similarities with the study from Rodney Harshbarger who conducted a research entitled “Learning in the 21st century: A study addressing educational trends and

implication". The similarities include solve complex problems, make rational decisions, and present compelling arguments for their solutions to the problem. Besides that, the challenge in the study by Ajileye Monsunmola Ajibola "Effect of Microteaching skills on student teachers performance on teaching practice in colleges of education, North Central Nigeria" is making exercises. Meanwhile, making exercise is developing students critical thinking.

Based on the result above, through observation, questionnaires and interviews in measuring student teachers in incorporating 4C skills and the challenges in incorporating 4C skills in teaching practice, it can be concluded that most student teachers have challenges in incorporating 4C skills in communication, creativity, and critical thinking.

Based on the challenges in this study in student teachers of UIN Sunan Ampel Surabaya, the challenges are included as personalization, teaching, content, classroom management, and lesson planning. The most challenging in this study is personalization and content.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research regarding with the analysis of student teacher in incorporating 4C skills and the researcher's suggestion is presented as follows:

A. Conclusion

Based on the data in research findings which were presented in the previous chapter, there are several points that can be concluded in the following description:

In case of analyzing 4C skills in student teachers' teaching practice, the student teachers' should incorporate 4C skills, those are communication, collaboration, creativity and critical thinking in the classroom. 4C skills are described as communicating clearly through oral, written and interpersonal in giving instruction, motivation, and information. Collaboration described as team performance which student teachers need organize them into a group and giving feedback. creativity includes questioning to stimulate students creative thinking and digital material as information. Critical thinking includes reasoning, problem-solving, evaluation and reflection.

In research question one, about how the student teachers incorporate 4C skills in teaching practice. There are some aspects of 4C skills that have been incorporated by student teachers in teaching practice. They use oral communication to convey instruction clearly, using oral communication to motivate students, shows a sense of confidence by using body language, organize and classify students in the classroom in teamwork, give question to the student, ask students to present an argument and stimulate students to reflect on classroom learning. Meanwhile, there are some aspects that haven't been incorporated by student teachers in teaching practice they use oral communication to provide information, convey the idea in writing with the structure of introduction and clear logical conclusions, conveying a written idea with clear sentences and paragraphs, convey the idea in writing with grammar, use creative ways to form groups (using number, self selection, and etc), giving reward/point, test the memory and understanding of students (questioning), stimulating

students to 'think hard' about a topic, use digital material when teaching, analyzing and weighing student statements and arguments, asking students to solve various types of unknown problems, compare and differentiate between ideas submitted by students,

In research question two, about the challenges faced by student teachers in teaching practice it can be concluded that the challenges faced by student teachers in teaching practice are personalization and content.

B. Suggestion

Based on the conclusion of the study, several suggestions are given to the Student Teachers at English Teacher Education Department of State Islamic University Sunan Ampel Surabaya and future researchers who desire to do the same field research.

a. Student Teachers at English Teacher Education Department of UIN Sunan Ampel Surabaya

The researcher offers the suggestion to the student teachers in order to understand and know how to incorporate 4C skills in teaching practice. those are very helpful on the way how to the student teachers incorporate through critical thinking, creativity, communication, and collaboration.

b. Future Researchers

Finally, this research has alimitation, it would be pleased if the future researcher will do better than the researcher did. Specifically, this research only to know how the student teachers incorporate 4C skills and the challenges faced by student teachers in teaching practice. Furthermore, finding the best way to improve student teachers in incorporating communication, collaboration, creativity, and critical thinking skills are interesting thing to be observed regarding this research.

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