

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

In this section, there are some definitions and concepts related to the theories in this study. The theories are about the definition of teacher, English teacher, the role of teacher, 21st century skills especially critical thinking and communication, challenges faced by English teachers and their solutions.

1. Definition of Teacher

The teacher is someone who has a very vital role in the world of education. A teacher is an expert person with the major task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in formal education, basic education, and secondary education.¹ The teacher is an important element in learning activities. A teacher is someone who transfers knowledge to students so that students can solve the troubles encountered.² Moreover, the teacher is a person who is able to influence their students with his skill and knowledge.³

Grounded on the opinion of several experts, it can be simplified that the teacher is someone who teaches, educates, and transfers knowledge to his students so that the students become smarter and better in science and morals. The teacher has a big responsibility in forming superior human resources. The teacher's work is a noble job, both from the point of view of society and the state as well as from a religious point of view. The teacher as an educator is a person who has contributed greatly to society and the state. The high or low and the progress or decline of the cultural level of a society and country largely depends on the education and teaching provided by the teachers.

2. English Teacher

English teacher is someone who has the responsibility to teach English as a subject by following certain curriculum guidelines. Regarding the speedy boom of technology and science associated with education and the industrial revolution

¹ PP RI, "19 Tahun 2017, Tentang Perubahan atas Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru," (30 Mei 2017).

² Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta : Rineka Cipta, 2015), 208.

³ Wulan Mayang Sari, *et al.*, "EFL Teachers' Efforts in Developing Their Pedagogical Competence," *Journal of Development and Innovation in Language and Literature Education* 1, no.2 (2021): 57.

4.0 in the 21st century, English teachers seem to have many roles in students' success in learning English, because English teachers can equip students with the knowledge and capacity to live in this evolving era.⁴

With the development of this ever-changing world, proper preparation can be done by English teachers such as increasing knowledge and English teaching techniques, planning learning activities, preparing teaching materials and appropriate teaching methods, managing classes well, building good relationships, and motivating students to be enthusiastic about learning English. All those things can be done with the aim that students achieve proficiency in English. English teachers are expected to be able to apply the skills and changes that students need to grow and survive in the revolution. English teachers also have a responsibility to supply students to face the real world in the future.

3. The Roles of Teacher

The speedy growth in the world is impacting a change in the learning strategy. Developing students' interest and ability toward a subject becomes an important role by a teacher.⁵ The role of the teacher becomes more complex and influential, especially for English teachers since English is an international language used by many countries and the use of English is inherent in our environment because this language is very important and becomes a provision to face the current or future era such as being used in education, understanding technology, cross-cultural communication, traveling, and so forth.⁶ Thus, the teacher must act as a learner by looking at the situation, thinking and understanding through different perspectives before teaching students so that the teacher can apply relevant learning to students.

The teacher is a person who has pedagogical abilities so that the teacher is able to express what the teacher knows to students so as to make students understand the material taught by the teacher. A teacher will more easily transfer the material to

⁴ J. E. Aoun, *Robot-Proof: Higher Education in the Age of Artificial Intelligence* (Cambridge: The MIT Press, 2017), 37.

⁵ S. Archana & K. Usha Rani, "Role of a Teacher in English Language Teaching (ELT)," *International Journal of Educational Science and Research (IJESR)* 7, no.1 (2017): 1.

⁶ Anita Dewi, "English as an International Language: An Overview," *Journal of English and Education* 6, no.2 (2012): 3.

students if the teacher really masters the material and has good teaching knowledge or technique in accordance with the characteristics of a professional teacher. On the other hand, Teachers have several roles that must be carried out in educational institutions. A role is defined as a comprehensive pattern of behavior that is socially recognized, providing a means of identifying and placing an individual in a society. The role of teacher is a task carried out by the teacher and the teacher must be able to do it well, responsibly, full of dedication, and a sense of sincerity. A good teacher is a teacher that has the ability to adopt a number of different roles in the class, depending on what the students are doing. Thus, here are some of the roles of teacher in teaching and learning process:

a. Teacher as a Learner

Teaching and learning is a knowledge transformation process in which strategies may differ as generations change. Despite many changes in the education system, the role of a teacher will remain the same but with slight changes. A teacher's duty is to guide and convince students that learning can fulfill the needs of students in the classroom. Before the teacher plans to teach and interact with students, the teacher must think from the student's perspective. When a teacher plans with a student's perspective, then when a teacher teaches students can receive and understand information well without hesitation.⁷ The teacher's role as a learner can make it easier to prepare lesson plans and deliver material because the teacher knows the situation and conditions from the student's perspective.

b. Teacher as an Instructor

Teacher as an Instructor is a teacher who plans and implements teaching. The teacher conveys a subject matter and helps students to learn something. In this task, a set of knowledge and technical teaching skills must be mastered by the teacher besides mastering the knowledge or material to be taught. Teacher as an instructor will not only be conversant with the subject matter but also have a good knowledge of the learning theories and conditions and their

⁷ S. Archana & K. Usha Rani, "Role of a Teacher in English Language Teaching (ELT)," *International Journal of Educational Science and Research (IJESR)* 7, no.1 (2017): 2.

application while teaching.⁸ Though the teacher as an instructor is only about the intellectuals of teachers and students, but this teacher's role is very important in achieving an effective and efficient teaching process, creating good interactions, and forming student competencies.

c. Teacher as an Educator

Teacher as an educator is a figure and role model for students and the environment or society. Apart from mastering material knowledge and good teaching techniques, teacher must have good personal qualities such as discipline and responsibility. The teacher must understand the values of morals, religion, and try to behave and act in accordance with those values and morals. The teacher as an educator must be able to instill and shape the attitudes and character of students so that students have good attitudes and behavior. Therefore, the teacher must be careful in acting on the learning process because the teacher as a role model for students, the teacher must set an example of something good which will be imitated by the students.⁹

d. Teacher as a Guide

Teacher as a guide is a teacher who can help the students give a correct path to innate powers of student. Teachers guide students in their development by clearly providing steps and directions that are in accordance with educational goals. Teachers occupy a crucial position in understanding their students. This enables the teacher to establish a relationship with each student based on mutual trust and respect. A teacher's close contact with students provides an opportunity to have a deep insight of student needs, behaviors and aspirations as they develop. Thus to act as a teacher guide, a teacher should have skills in listening attentively, showing empathy and warmth towards students and establishing a relationship of friendliness, mutual respect and regard. Hence, the teacher can influence students' attitudes directly or indirectly about their options such as

⁸ Azuka N. G. Alutu, "The Guidance Role of the Instructor in the Teaching and Learning Process," *Journal of Instructional Psychology* 33, no.1 (2006): 48.

⁹ G. Manju, "Teachers are the Role Models to Students," *International Journal of Creative Research Thoughts (IJCRT)* 6, no. 1 (2018): 1528.

subjects, hobbies, career-related decisions, and the value of their work.¹⁰

e. Teacher as a Manager

Teacher as a manager is a teacher who manages and regulates teaching and learning activities. Teacher's role as a manager is a very important and significant role in managing a class. The class is a place where all students and teachers gather in order to receive learning materials. The teacher must be able to manage the time as well and create conducive conditions during class learning so that the learning material is conveyed properly. Therefore, the class must be managed properly by the teacher in order to support educative interactions and perfect classroom management by the teacher using good mechanisms will lead to the success of teaching-learning methods.¹¹ Moreover, the quality and quantity of student learning in the classroom is determined by the teacher as the class manager.

f. Teacher as a Facilitator

The teacher as a facilitator means that the teacher provides services and prepares facilities to support teaching and learning activities. It is veritably significant that students should feel that their teachers care about them and teachers should become the best facilitator to the students in all the aspects. As a facilitator, the teacher should be able to support students in learning and teachers must develop best learning environment which reflects the students' life in societal and intellectual occurrences.¹² Furthermore, teachers are suitable to present useful learning resources and can support the purpose of learning in the form of books, journal articles, and other resources. In other words, the teacher can ease the students to study.

g. Teacher as a Motivator

Teacher as a motivator is a teacher who is able to provide motivation or encouragement to the students in the

¹⁰ Surendra Pal Singh & Nisha, "The Role of a Teacher in Teaching as a Counsellor," *Journal of Interdisciplinary Cycle Research* 12, no. 9 (2020): 1822-1824.

¹¹ S. Archana & K. Usha Rani, "Role of a Teacher in English Language Teaching (ELT)," *International Journal of Educational Science and Research (IJESR)* 7, no.1 (2017): 3.

¹² S. Archana & K. Usha Rani, "Role of a Teacher in English Language Teaching (ELT)," *International Journal of Educational Science and Research (IJESR)* 7, no.1 (2017): 2.

learning process.¹³ The teacher has to be a person who can provide change and not just provide or transfer knowledge. Teachers must be able to be a motivator for their students so that they can always encourage children's enthusiasm for learning when experiencing boredom in learning. In an effort to provide motivation, the teacher can analyze the motives behind students who are lazy in learning and their achievement decreases. Thus, motivation is important for students so that they can arouse enthusiasm and students can achieve their goals.

h. Teacher as an Assessor

Teacher as an assessor is a teacher who measures the outcomes the learning that has been carried out. Assessing is one of the important tools for exploring students' knowledge by providing continuous feedback. By conducting an assessment, the teacher will know and determine the success of students in achieving learning objectives. Teacher's role is not complete if it is only teaching or delivering material. There will be no challenges if learning activities and student learning outcomes are not measured from an assessment. Assessing is an effective tool to make students learn perfectly. The teacher must be able to assess students fairly and honestly according to the abilities of each student. The assessment can be carried out through exams, question and answer in learning process, quizzes, assignments, and so on.¹⁴

i. Teacher as an Evaluator

Teacher as an evaluator is a teacher who measures and assesses the learning activities that have been carried out. Learning evaluation is very important to do to find out whether a learning system implemented by teachers is effective or not. Evaluation plays a prominent role for the success of teachers and students.¹⁵ Learning evaluation is

¹³ Ignatius Rindu & Ariyanti, "Teacher's Role in Managing the Class during Teaching and Learning Process," *Script Journal: Journal of Linguistic and English Teaching* 2, no.1 (2017): 96.

¹⁴ S. Archana & K. Usha Rani, "Role of a Teacher in English Language Teaching (ELT)," *International Journal of Educational Science and Research (IJESR)* 7, no.1 (2017): 2-3.

¹⁵ S. Archana & K. Usha Rani, "Role of a Teacher in English Language Teaching (ELT)," *International Journal of Educational Science and Research (IJESR)* 7, no.1 (2017): 3.

carried out so that teachers and students know their mistakes and weaknesses. The teacher evaluates to give advice to students about their shortcomings and vice versa students can also provide advice to teachers about the system and learning methods used by teacher. Thus, the teacher can rectify the deficiencies that exist in learning and find solutions so that the learning process becomes better and more effective in the future.

Those are some of the roles of teachers in the teaching and learning process. Teacher is a key factor in learning activities. Currently, teachers are faced with increasingly severe demands, especially in preparing students to be able to face the dynamics of change that is developing rapidly. This change is not only about science, technology but also touches on the shift in values and moral aspects in social life. The teacher should be able to master all of those roles, but not all teachers are able to master them. Thus, at least the teacher has mastered several roles and teacher is able to provide the best in the learning process.

4. **21st Century Skills**

21st century era is indicated by the rapid evolution of information technology. The life in the 21st century is characterized as an openness century or globalization century. In other words, human life in the 21st century has undergone fundamental changes that are different from the lifestyle of the previous century. As the world is constantly changing, we cannot apply one skill equally to all ages. 21st century skills are a set of abilities that are needed by someone to be able to face and succeed in this era of technology and information. 21st century skills are a comprehensive concept in terms of the knowledge and skills that citizens need in order to contribute to social life.¹⁶

21st century skills as competencies that are highly emphasized and increasingly demanding of society starting from students, workers, and all people in this world who need to be trained and developed in order to be able to survive in the current era and even in the future. The term 21st century learning, known as 4Cs (critical thinking, communication, collaboration, and creative), is a crucial and indispensable competency in 21st century education. Here the researcher will explain further in

¹⁶ J. Voogt & N. P. Roblin, *21st Century Skills* (Enschede: University of Twente, 2010), 1.

detail about those competencies but only focus on two competencies, they are:

a. Critical Thinking

Critical thinking skill is one of the life skills that need to be developed by learners at any level of education during their learning process at school.¹⁷ The definition of critical thinking is the capability to examine, analyze, interpret, and evaluate the information.¹⁸ In line with that, critical thinking is the ability to analyze information, think from different perspectives and can also be defined as thinking ability to solve problems in various life situations.¹⁹ Therefore, it can be summarized that critical thinking is a high-level thinking ability by interpreting, analyzing, and evaluating the information it receives in order to solve a problem.

Students who want to master critical thinking competence must know the criteria that become the benchmark where students can be said to be able to think critically. There are six core categories or criteria that must be mastered by students in critical thinking, namely:²⁰

1) Interpretation

Interpretation is a skill to capture and understand the meaning of information received. The sub-skills of interpretation are categorization, decoding significance, and clarifying meaning.

2) Analysis

Analysis is identifying what is contained in a statement, question, concept, description, and others. In simple terms, analysis is the ability to examine, identify, observe and describe the information received in detail and thoroughly. Analysis includes examining ideas, identifying arguments, and analyzing arguments.

¹⁷ A.S.R. Alghafri & H. Nizam, "The Effects of Integrating Creative and Critical Thinking on Schools Students Thinking," *International Journal of Science and Humanity* 4, no.6 (2014): 524.

¹⁸ C. Joynes, S. Rossignoli, & E. Fenyiwa Amonoo-Kuofi, *21st Century Skills: Evidence of Issues in Definition, Demand and Delivery for Development Contexts* (Brighton UK: Institute of Development Studies, 2019), 13.

¹⁹ Matias A. Marin & Luisa de la Pava, "Conceptions of Critical Thinking from University EFL Teachers," *English Language and Teaching* 10, no. 7 (2017): 83.

²⁰ P.A. Facione, *Critical Thinking: What It Is and Why It Counts* (Millbrae, CA: Measured Reasons and the California Academic Press, 2015), 5-7.

3) Evaluation

Evaluation is an assessment by measuring or comparing, providing relevant evidence on a problem, statement, particular context, and so on. Evaluation comprises the assessment of claims and arguments.

4) Inference

Inference is the ability to make reasonable conclusions based on the phenomenon or information received. Inference includes querying evidence, conjecturing alternatives, and drawing conclusions.

5) Explanation

Explanation is the ability to state, explain, and justify a process or information or phenomenon. The sub-skills under explanation are stating results, justifying procedures, and presenting arguments are involved.

6) Self-regulation

Self-regulation is self-correcting and re-checking whether someone really understands a problem or context that has been explained. This self-regulation embodies self-examination and self-correction.

Critical thinking is an important skill to develop if someone or student wants to be better in the era of globalization which is full of rapid information technology and intense competition. Critical thinking can help a person solve problems and make decisions. The working definition of critical thinking can be a careful evaluation of a situation, person, or experience.

In the teaching and learning process, the effectiveness of teachers in teaching critical thinking competency is very vital for students because when students want to master that competency and become good critical thinkers, students must be able to capture meaning, analyze, and evaluate information so that they can make reasonable decisions. Therefore, the task of teacher in designing a lesson, students must be stimulated to be able to think critically about a contextual problem related to learning in everyday life. Approach to real-life situations makes students motivated to learn in order to be able to overcome the problems that will be faced.

English language teachers should integrate the critical skills with the subject that they are supposed to convey in the class. Critical thinking and the ability to express oneself go together. English teachers should create a classroom that support critical thinking competency. They should provide students with thought-provoking ideas and assignments. They should evaluate student progress both individually, and collectively. The interactive class achieved through cooperative and collaborative learning in order to improve critical thinking and communication skills.²¹ Therefore, English teachers are recommended to adapt English teaching materials to improve critical thinking skills while applying various techniques or methods in teaching to support the development of students' critical thinking skills.

b. Communication

Communication is an activity of conveying or exchanging information, meaning, ideas that are carried out by individuals to other individuals or groups to other groups and understanding each other.²² In another expert, communication is the process of expressing thoughts and articulating opinions unambiguously both in writing and orally.²³ Moreover, communication is the reciprocity of information from the giver of information to the recipient of information through verbal or non-verbal methods.²⁴ Thus, the simple definition of communication is the process of conveying meaning to others verbally or with certain media that are understood together.

Communication in everyday life is very important. Humans cannot avoid various types of communication because with communication humans can build up the relationships they need as social beings and that is what makes humans different from other creatures. In communicating, good communication skills are needed so

²¹ J. J. Sekar, "Critical Thinking in English Language Acquisition: Role of the Teacher," *Journal of English Language Teachers' Interactive Forum* 14, no.4 (2013): 49.

²² Tabhita W. W., et.al., *Communication Skills* (United States: Lap Lambert Academic Publishing GmbH & Co. KG, 2012), 2.

²³ C. Joynes, S. Rossignoli, & E. Fenyiwa Amonoo-Kuofi, *21st Century Skills: Evidence of Issues in Definition, Demand and Delivery for Development Contexts* (Brighton UK: Institute of Development Studies, 2019), 12.

²⁴ Shubhangi R. Khambayat, "Developing Effective Communication Skills in Students," *Scholarly Research Journal for Interdisciplinary Studies*, 4, no.37 (2017): 8800.

that the goals that will be delivered by the communicator can be received and understood well by the recipient of the message. Then, there are two types of communication as follows:²⁵

1) Verbal Communication

Verbal communication is a form of communication that is transmitted verbally by word of mouth and in writing. Verbal communication through the mouth can be carried out directly (face to face) or through media intermediaries. Meanwhile, verbal communication in written form can be done through letters, postcards, and others.

2) Non-verbal Communication

Nonverbal communication is talking without speaking a word. It deals with facial expressions and gestures. Nonverbal communication usually often occurs in face-to-face interactions, which can be seen from the communicator's body language such as facial expressions and gestures during the interaction.

In addition, the key purpose of any communication is to have people understand what we are trying to convey. However, communication also goes through a process. The process can be interpreted as a procedure for delivering a message or information from a sender to a receiver by using a medium of communication. Hence, there are several elements or stages in the communication process, they are:²⁶

- 1) Sender - is someone who conveys the message.
- 2) Message - is what is being transmitted from sender to receiver.
- 3) Encoding - is a process through which the message is symbolized. It involves the activity of producing messages, for example writing or talking.
- 4) Channel - is the media through which message is being sent.
- 5) Receiver - is someone who receives the message.
- 6) Decoding - is the process of receiving and understanding messages such as listening and reading.

²⁵ Tabhita W. W., *et.al.*, *Communication Skills* (United States: Lap Lambert Academic Publishing GmbH & Co. KG, 2012), 2-7.

²⁶ Tabhita W. W., *et.al.*, *Communication Skills* (United States: Lap Lambert Academic Publishing GmbH & Co. KG, 2012), 10-11.

- 7) Feedback - is the process through which the receiver sends his response.

After knowing the types and processes of communication, here are some indicators of communication competence that are benchmarks and must be mastered by students. They are:²⁷

- 1) Convey information and ideas to other people: students can express ideas from the mind orally and logically. Students must also use good language.
- 2) Give attention when other people talk: students are able to listen well when other people are talking.
- 3) Provide responses: students are able to provide responses clearly and logically.
- 4) Asking: students are able to focus on a particular problem and ask questions clearly.

In the learning process, one of the key factors in achieving learning objectives is the establishment of good communication. Communication in learning is a process of transforming messages from teachers to students, with the aim that students are able to understand the meaning of messages so that students have knowledge insights that can have a good impact on a student. The person who is most responsible for the ongoing communication in learning is the teacher. The teacher needs to have good communication skills in order to create effective learning. Besides teachers, students are also required to establish good communication with teachers and other students. This is done to prevent miscommunication in learning so that the material or objectives of learning can be conveyed properly.

In language learning, especially English, communication is the main goal to be achieved by students. Some of the ways and methods used by teachers and students are a step to be able to communicate well and fluently using the language being studied. At this moment, English is widely spoken all over the world and plays an important role in developing relationships between people all over the world. Therefore, students need to be aware of the importance of communication skills. Good

²⁷ Maya Dwika Putri, *et al.*, "Student Communication Skills through the Implementation of Project Based Learning Strategy at XI Grade in SMA Babussalam Pekanbaru," *Jurnal Online Mahasiswa*, 2, no.2 (2015): 5.

communication skills in English will help students succeed in all areas such as higher education, employment, career development, and others besides English teachers should also strive to apply a variety of strategies, techniques, and approaches to effectively improve their communication skills.²⁸

5. Challenges Faced by English Teachers and Their Solutions in Strengthening Students' Critical Thinking and Communication Competencies

In strengthening these students' competencies especially critical thinking and communication skills, English teachers faced several challenges. These challenges relate to problems, obstacles, and problems faced by teachers during the teaching process. In the current era, English teachers must be literate about technology because in today's industry technology plays a huge role in developing the learning process and facilitating students in achieving learning goals.²⁹ English teachers are also required to use creative and innovative ways in delivering material to students using appropriate learning media. In addition, teachers are also required to use appropriate learning strategies and methods according to student conditions and encourage students to think critically, exchange information, and establish good communication so that there are no misunderstandings in the learning process.

A very formidable challenge lies on the backs of English teachers in this century. Some of the obstacles in strengthening critical thinking and communication competencies are various and different. The teachers must undergo a teaching process that is more exhausting and thought-consuming. The teachers have to master good teaching techniques and thorough preparation before starting learning. In other words, 4C skills are a challenge for English teachers to be developed in 21st century education and in the future.³⁰

²⁸ Parupalli Srinivas Rao, "Enhancing Effective Oral Communication Skills among the EFL/ESL Learners," *Alford Council of International English & Literature Journal (ACIELJ)* 2, no.2 (2019): 63-64.

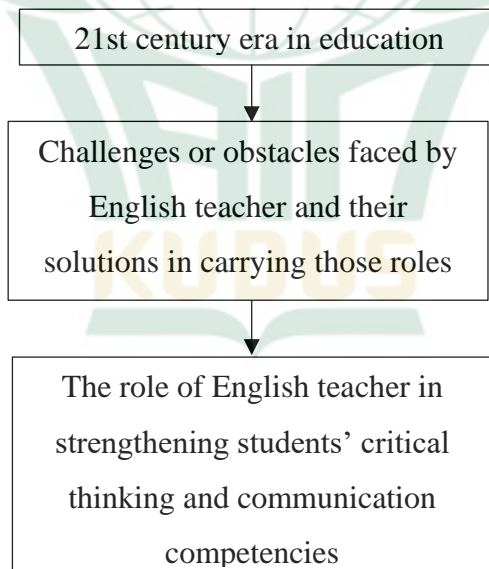
²⁹ Ranbir Singh Malik, "Educational Challenges In 21st Century and Sustainable Development," *Journal of Sustainable Development Education and Research* 2, no.1 (2018): 11.

³⁰ Siti Nur Azizah Septiyanti & Yustika Nur Fajriah, "The Challenges Encountered by EFL Teachers in Developing Students' 4C Skills In 21st-Century Education," *Journal of English Pedagogy and Applied Linguistics* 1, no.2 (2021): 107.

B. Theoretical Framework

The existence of the 21st century era gives a challenge to the world of education, especially students must be able to master the 4C competencies. In that mastery, the teacher is a forefront who has the primary task and great responsibility. Meanwhile, language learning in this era is also very important so the role of the English teacher is very necessary. The role of teacher is very crucial in developing students' interests and abilities in a subject or language.³¹ There are several roles of the teacher such as teacher as learner, instructor, educator, guide, manager, facilitator, motivator, assessor, and evaluator. Some of those roles are carried out by English teachers in strengthening critical thinking and communication competencies where both competencies are very important and needed in this current era. However, in carrying out their duties, teachers will certainly encounter some challenges and obstacles, considering that teachers must have good quality and the condition of students and schools also has an effect. The following is an overview of the theoretical framework in this research:

Figure 2.1 Theoretical Framework



³¹ S. Archana & K. Usha Rani, "Role of a Teacher in English Language Teaching (ELT)," *International Journal of Educational Science and Research (IJESR)* 7, no.1 (2017): 1.

C. Review of Previous Study

The researcher provided some former research related to the researcher's topic which has similarities in using the 4C skill competencies in English learning but focuses on implementation while the researcher focuses on the role of English teachers in strengthening students' critical thinking and communication which are included in the 4C competencies. Those research are explained as follows:

1. A study is conducted by Favi Ngiza Fatwati entitled "The Implementation of 4C's in the Islamic Studies Learning at Curriculum 2013 Revision in SMP N 1 Purwokerto".³² This study aimed to determine the 21st century skills (4C's) that are applied in PAI learning and also to find out the obstacles faced by teachers in applying those skills to learning. This study uses qualitative descriptive research. The finding of the study showed that the implementation of 4C's in the subject of PAI at SMP N 1 Purwokerto had not been implemented properly. Then, there were some difficulties in each of the 4C skills implemented in the research object. With the difference based on this study, it is clear that the research investigates the implementation of 4C's in Islamic Studies (PAI) learning. However, the researcher focused on English learning especially researching on the roles of English teachers to strengthen students' critical thinking and communication competencies.
2. A study is conducted by Aulia Rahmah entitled "The Implementation of 4C Skills in English Teaching Learning Process".³³ This study aimed to find out the implementation of 4C skills in the English teaching-learning process and the challenges faced by teachers on the implementation of 4C skills in the English teaching-learning process. This study uses descriptive qualitative research. The result of this research showed that the implementation of 4C skills in the teaching-learning process had been implemented properly by every teacher and the challenges faced by teachers in implementing 4C skills in the teaching-learning process and students experienced some difficulties in each of 4C skills namely the students have

³² Favi Ngiza Fatwati, "The Implementation of 4C's in the Islamic Studies Learning at Curriculum 2013 Revision in SMP N 1 Purwokerto" (Thesis. IAIN Purwokerto, 2020).

³³ Aulia Rahmah, "The Implementation of 4C Skills in English Teaching Learning Process" (Thesis. UIN Antasari Banjarmasin, 2021).

difficulty when asked to express their opinions (critical thinking), students did not use unique methods in groups (collaboration), students were embarrassed to ask questions (creativity), students were not confident in communicating in English (communication). This study also discussed the implementation of 4C skills in English teaching learning while the researcher focused on discussing the roles of English teachers in strengthening students' 4C competencies especially critical thinking and communication.

3. A study that is done by Lathifa Azhary and Ratmanida entitled "The Implementation of 21st Century Skills (Communication, Collaboration, Creativity and Critical Thinking) in English Lesson Plan at MTsN 6 Agam".³⁴ This study uses descriptive qualitative research. The purpose of this research is to find out how teachers apply 21st century skills in English lesson plans, along with implementation and problems faced by teachers in applying 21st century skills in the classroom. This research showed that the 21st century skills (communication, collaboration, creativity, and critical thinking skills) were included in the lesson plan and implemented well, but in collaboration skills had not been fully implemented due to several problems, namely the duration of teaching, lack of school facilities, lesson density and ignorance of English subjects especially for VII and VIII grade students. This study also discussed the implementation of 4C skills and conducted research in MTs schools. However, it is still different from the researcher's topic because the researcher describes the roles of English teachers.
4. A study that is done by Putri Agnes Ainuningsih entitled "An Analysis of 4C Skills Incorporation in Students' Teaching Practice of English Teacher Education Department UIN Sunan Ampel Surabaya".³⁵ This study uses descriptive qualitative research. This study aimed to find out how students and teachers apply 4C skills and the challenges faced by students in teaching practice. The results showed that most of the student teachers included 4C skills, but they had challenges in combining written

³⁴ Lathifa Azhary & Ratmanida, "The Implementation of 21st Century Skills (Communication, Collaboration, Creativity and Critical Thinking) in English Lesson Plan at MTsN 6 Agam," *Journal of English Language Teaching* 10, no.4 (2022).

³⁵ Putri Agnes Ainuningsih, "An Analysis of 4C Skills Incorporation in Students' Teaching Practice of English Teacher Education Department UIN Sunan Ampel Surabaya" (Thesis. UIN Sunan Ampel Surabaya, 2018).

communication skills, critical thinking skills through evaluation, identification, and problem-solving, and creativity skills through stimulating students' creative thinking to make questions. This research is also different from the researcher's topic because that study focused on analyzing the student teachers' combination of 4C skills.

