S PENDIDIKAN G

APPENDICES

NDIKSEN

Research No Relevant Statement Irrelevant Questions How does 1 Inserting learning and $\sqrt{}$ the English innovation skills (4C) in lesson Teachers in plan is important to teach SMA Negeri student. Singaraja 2 2 The 4Cs are inserted in the insert the statements of objectives. learning and 3 The 4Cs are also inserted in the V innovation skills in 21th procedure of teaching. century Applying learning and 4 $\sqrt{}$ education in innovation skills (4C) in Lesson teaching learning process is Plan? important. Preparing teaching and 5 V learning process by using learning and innovation skills (4C) is important. Inserting learning and 6 innovation skills (4C) in lesson plan can be easier to teach student. Inserting learning and 7 $\sqrt{}$ innovation skills (4C) in lesson plan guide the teacher, what, when, where and which

Appendix 1. Blue Print of Questionnaire

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|-----|------|----------------------------------|--|------|
| | | strategies or the method that | | |
| | | can be applied for the students | | |
| | | in the learning process. | | |
| | - | | | |
| | 8 | Inserting learning and | \mathbb{V} | |
| | | innovation skills (4C) can | | |
| | | make the students understand | Contraction of the Institute of the Inst | |
| | | learning material. | | |
| | | | | |
| | 9 | In teaching and learning | N | |
| | 1000 | process we need to prepare | | |
| | 1 | medias and activities to support | A AV | |
| | 12 | learning and innovation skills | S Con | |
| 4 | £., | (4C) in order the student to | 5 10 | |
| | 13 | achieve the goal. | | |
| | 12 | | | 6 18 |
| | 10 | Inserting learning and | | |
| | | innovation skills (4C) make it | | |
| | | easier for the teachers to give | $a_V Y^{\circ}$ | |
| | | students individual and group | 1100 | 11 |
| | | grades. | | |
| 100 | 2 | | TTVV | |
| | 11 | It's hard for the teaachers to | V | |
| | 10 | prepare the teaching and | 0.000 | |
| | | learning process by using | | |
| | 1.8 | learning and innovation | | |
| | 1 | skills(4C). | A K P | |
| | | | 32 | |
| | 12 | I like and prefer to insert | \checkmark | |
| | | learning and innovations skills | 1 Contraction of the | ~ |
| | | (4C) in teaching and learning. | | |
| | | | | |
| | 13 | The 4Cs are also reflected in | | |
| | | the assessments. | | |
| | | | | |

| How does | 1 | Learning and innovation skills | | |
|----------------------------|----|----------------------------------|--|--|
| | 1 | - | N | |
| the English | | (4C) in teaching learning | | |
| teachers | | process is important. | | |
| teach | 2 | You always apply learning and | | |
| students | 2 | | v | |
| based on | | innovation skills (4C) in | | |
| learning and | | teaching learning process. | Contraction of the local division of the loc | |
| innovation | 3 | Students like to study by using | | |
| | | learning and innovation skills | | |
| skills in 21 st | | (4C). | DT- | les. |
| century | d. | (40). | ULL IN | |
| education? | 4 | 4C are also reflected through | V | |
| | 1 | Brainstorming and seeking out | 21 | |
| | | opportunities for students to | 3 | N. Contraction |
| | 12 | improve their ideas and on the | 2 . 2 | 0.77 |
| | | way they react to the situation. | / G S 7 | |
| | 2 | way they react to the situation. | | |
| | 5 | 4C are also reflected through | V | |
| | | manipulating models and | SIL (| |
| 19 | | simulating for the students to | | J / |
| | | experiment and create new | | |
| 7 | 16 | ideas. | TVYY | |
| | | liceus. | | |
| | 6 | 4C are also reflected through | V | 1 |
| 3 | | facilitating the students in | Section 2 | |
| | | organizing, classifying, | | |
| | | questioning or evaluating the | SE | a contraction of the second se |
| | | work of their classmate. | | 1 |
| | | | and the second second | |
| | 7 | 4C are also reflected through | $\overline{\mathbf{v}}$ | |
| | | breaking problems into smaller | | |
| | | or simpler parts and developing | | |
| | | criteria in solving problems. | | |
| | | | | |

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|----------------------------|-----|-----------------------------------|--|
| | 8 | 4C are also reflected through | N |
| | | the work sheet activities for the | |
| | | students. | |
| | | | |
| | 9 | 4C are also reflected through | N |
| | | creating collaborative group | |
| | | activities to encourage | Contraction of the Contraction o |
| | | participation and share | |
| | | leadership. | |
| | | | |
| | 10 | Learning and innovation skills | N |
| | 1 | (4C) is an effective in teaching | and No. |
| | 1 | and learning. | |
| | 11 | Other estivities (rlesse | |
| | 11 | Other activities (please | |
| | 12 | mention | |
| | | ······ | |
| | 100 |) | |
| | | 1 M 1/7 | |
| | | | 1100 |
| What are the | 1 | It is hard for you to implement | V |
| challenges | 7 | learning and innovation skills | |
| faced by the | | (4C) in teaching and learning | |
| teachers in | 10 | process. | |
| | | | |
| teaching | 2 | There are any problems that | V |
| English | 1 | you faced in implementing | A K P |
| based on | | learning and innovation skills | SE |
| learning and | | (4C) in teaching learning | |
| innovation | | process. | |
| skills in 21 st | | | |
| century | 3 | There are any problems faced | |
| education? | | by the students in learning | |
| | | English by using learning and | |
| | | | |

| | | innovation skills (4C). | | |
|-----|----|--------------------------------|---|----|
| | | | | |
| | 4 | Students can't improve their | | |
| | | ideas to react the study. | | |
| | 5 | Learning and innovation skills | | |
| | 5 | (4C) can't increase student | | |
| | | | Contraction of the second s | |
| | | learning intentions. | | |
| | 6 | Students are not active in | \checkmark | |
| | | teaching and learning process. | DIE. | |
| | 7 | Learning and innovation skills | V | |
| | 00 | can make the student bored in | C. | |
| All | | teaching and learning. | b 34 | |
| | 0 | | | |
| | 8 | Students make noise when | N Cal | |
| | 12 | working on group assignment. | 54.58 | |
| | 9 | Students Cannot conclude the | V | |
| | | learning obtained. | | |
| | 10 | Learning and innovation skills | V | |
| 100 | 7 | (4C) supported teaching is | TTVV | |
| | | waste of time. | | |
| | 11 | Other problems faced (please | | 1 |
| | | mention): | | |
| | | | - 1 P | |
| | | 1. VD1K | SP | C. |
| | | | | |
| | | | in the second second | |
| L | 1 | I | 1 | 1 |

| | Questions | Answer |
|--|---|--------|
| How does the English Teachers in SMA Negeri 2 | 1. How important for the teacher to insert learning | |
| | and innovation skills (4C) in teaching learning | |
| Singaraja insert the learning | process? | |
| and innovation skills in 21 th | 2. How important is the | |
| century education in Lesson | application of learning and innovation skills (4C) | |
| Plan? | in teaching learning process? | No |
| | 3. How do you prepare the teaching and learning process by using learning and innovation skills (4C)? | |
| B | 4. How difficult for you to prepare the teaching and learning process by using learning and innovation skills? (4C) | |
| How does the English | 1. How do you implement learning and innovation | S.A. |
| teachers teach students based | skills (4C) in teaching and | |
| on learning and innovation | learning process? | |
| skills in 21 st century | | \leq |
| education? | 2. How often learning and innovation skills (4C) are applied in teaching learning process? | |
| | 3. What the student changes | |
| | after learning English by using learning and | |
| | innovation skills (4C)? | |
| | 4. What factors do effect the change the students? | |

Appendix 2. Blue Print of Interview Guide

| | | 1 |
|--|---|------------|
| | | |
| faced by the teachers in teaching English based on | 1. How difficult for you to implement learning and innovation skills (4C) in teaching and learning process? | |
| learning and innovation skills | 2. What problems that you | |
| in 21 st century education? | faced in implementing learning and innovation | |
| | skills (4C) in teaching | |
| | learning process? | |
| | 3. Is there any problems | |
| | faced by the students in | |
| | learning English by using | |
| | learning and innovation skills (4C)? | No V |
| J SP | 4. What are the solutions to the problems that you faced in implementing | The second |
| | learning and innovation | The T |
| | skills (4C) in teaching | |
| 5 | learning process? | |
| | 5. Could you conclude whether teaching English | |
| | by using learning and | |
| | innovation skills (4C) | |
| | make it easier for you to | 8 |
| | teach English or not? | |

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Appendix 3. The Result of Questionnaire

QUESTIONNAIRE

Directions: Please indicate your level of agreement or disagreement with each these statements regarding how does the English Teachers in SMA Negeri 2 Singaraja insert learning and innovation skills in 21th century education in Lesson Plan, how does the English teacher teach students based on learning and innovation skills in 21st century education, and what are the challanges faced by the teacher in teaching English based on learning and innovation skills in 21st century education.

Please an "

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"mark in the box of your answer.

Name : Made Yunita Parmawati, S.Pd.

| | No | Statement | Strongly Disagree | Disagree | Partially Agree | Agree | Stongly Agree |
|---------------------------------|----|---|----------------------|----------|--------------------|-------|------------------|
| How | 1 | Inserting learning and | | 5 | A | | |
| does the | | innovation skills (4C) in | MVY | 1YY | \mathcal{D} | | 5 |
| English | | lesson plan is important to | | 1000 | < | 1 | 1 |
| Teacher | | teach student. | \sim | | 1 | 1 | <i>e</i> |
| in SMA Negeri 2 Singaraja | 2 | The 4Cs are inserted in the statements of objectives. | DIK | SE | | N | |
| insertthe learning and | 3 | The 4Cs are also inserted in the procedure of teaching. | | | V | | |
| innovatio n skills | 4 | Applying learning and innovation skills (4C) in | | | | V | |

| in 21 th | | teaching learning process | |
|---------------------|---|-----------------------------|------|
| century | | is important. | |
| educatio | | | |
| | 5 | Preparing teaching and | |
| n in | | learning process by using | |
| Lesson | | learning and innovation | |
| Plan? | | skills (4C) is important. | |
| | | | |
| | 6 | Inserting learning and | |
| | | innovation skills (4C) in | |
| | | lesson plan can be easier | |
| | | to teach students. | |
| | 7 | Inserting learning and $$ | |
| | - | | 1 |
| 1 | - | innovation skills (4C) in | |
| | | lesson plan guide the | 18 |
| | | teacher, what, when, | |
| | | where and which strategies | |
| | | or the method that can be | |
| | | applied for the students in | 11 8 |
| | | the learning process. | |
| | 0 | | 100 |
| | 8 | Inserting learning and | |
| | | innovation skills (4C) can | |
| | | make the students | 1 |
| | | understand learning | |
| | | material. | |
| | 9 | In teaching and learning | |
| | 9 | | |
| | | process we need to prepare | |
| | | medias and activities to | |
| | | support learning and | |
| | | innovation skills (4C) in | |
| | | order the student to | |
| | | | |

| | | achieve the goal. | | | | |
|-----------|----|------------------------------|--------|-------|--------------|--------------|
| | 10 | Inserting learning and | | | \checkmark | |
| | | innovation skills (4C) | | | | |
| | | make it easier for the | | | | |
| | | teacher to give | | | | |
| | | studentsindividual and | | | | |
| | | group grades. | | | | |
| | 11 | It's hard for you to prepare | | | | \checkmark |
| | | the teaching and learning | 01r | | and a second | |
| | | process by using learning | 1100 | N- | | |
| | | and innovation skills(4C). | | C. | | |
| 1 | 12 | I like and prefere to insert | 5 | 1 | V | 100 |
| | | learning and innovations | 175 | | 22 | 18 |
| | | skills (4C) in teaching and | 1-7.25 | | - | |
| | | learning. | 5V | 8 | | |
| | 13 | The 4Cs are also reflected | | V | | 8 |
| | | in the assessments. | THREE | in an | | |
| How | 1 | Learning and innovation | 1 VY | X) | \checkmark | 8 |
| does the | | skills (4C) in teaching | 10.33 | | | |
| English | | learning process is | 1 | 1 | | 4 |
| teacher | | important. | | | 14 | / |
| teach | 2 | You always apply learning | - | | 1 | |
| students | | and innovationskills (4C) | SE | | C. | |
| based on | | in teaching learning | | | | |
| learning | | process. | 1 | | | |
| and | | | | | | 1 |
| innovatio | 3 | Students like to study by | | | | \checkmark |
| | | using learning and | | | | |

| n skills | | innovation skills (4C). |
|--|---|--|
| in 21 st century educatio n? | 4 | 4C are also reflected √ through Brainstorming and √ seeking out opportunities / for students to improve / their ideas and on the way / theyreacttothe situation. √ |
| | | through manipulating models and simulating for thes tudents to experiment and create new ideas. |
| | 6 | 4C are also reflected through facilitating the students in organizing, classifying, questioning or evaluating the work of their classmate. |
| | 7 | 4C are also reflected✓through breaking problemsinto smaller or simplerparts and developingcriteria in solvingproblems. |
| | 8 | 4C are also reflected √ through the work sheet ✓ activities for the students. ✓ |
| | 9 | 4C are also reflected $$ |

| | 1 | dharaa haa d | I | | | <u> </u> | |
|--------------|------|-----------------------------|---------------|------------|----|-----------|----|
| | | through creating | | | | | |
| | | collaborative group | | | | | |
| | | activities to encourage | | | | | |
| | | participation and share | | | | | |
| | | leadership. | | | | | |
| | 10 | I coming and innovation | | | | | |
| | 10 | Learning and innovation | | A STATE OF | | N | |
| | | skills (4C) is an effective | | | | | |
| | | in teaching and learning. | | | | | |
| | 11 | Other activities (please | RADI | | | 1000 | |
| | | mention | Sector Sector | 44.4 | N | | |
| | | | <u></u> | | C. | | |
| | A |) | dim s | | 1 | | |
| 1 | | | | 5 | | | |
| | 2 | S N | | 1 (a) | | | 18 |
| What are | 1 | It is hard for you to | -0.0 | | 10 | | |
| the | | implement learning and | | ≤ 10 | | | |
| challang | | innovation skills (4C) in | 11- | alr | 8 | | |
| es faced | | teaching and learning | 11 1 | 而於人 | | | |
| by the | Sec. | process. | 5— | | | 1.1.1.2.2 | 1 |
| teacher | | | MAX Y | 8VY | | | 5 |
| in | 2 | There are any problems | | 0.00 | V | | |
| teaching | | that you faced in | | | | 1 | 1 |
| | | implementing learning and | | 2 | | 14 | |
| English | | innovation skills (4C) in | | | 5 | 1.8 | |
| based on | | teaching learning process. | | SE | | C. | |
| learning | 3 | There are any problems | | | | V | |
| and | 5 | | 100 | 1000 | | V | |
| innovatio | | faced by the students in | | | | | |
| n skills | | learning English by using | | | | | |
| in 21^{st} | | learning and innovation | | | | | |
| century | | skills (4C). | | | | | |
| | | | | | | | |

| educatio | 4 | Students can't improve | | | | | |
|----------|----|-----------------------------|----------------|--------|------------|-----|-----|
| n? | | their ideas to react the | | | | | |
| | | study. | | | | | |
| | | study. | | | | | |
| | 5 | Learning and innovation | | | | | |
| | | skills (4C) can't increase | <u> </u> | | | | |
| | | students learning | | | | | |
| | | intentions. | - A. C | | | | |
| | 6 | | | | | | |
| | 6 | Students are not active in | SNDT | B | | N | |
| | | teaching and learning | BVDT | UIRA | - | 100 | |
| | | process. | - | - | 10 | | |
| | 7 | Learning and innovation | and the second | | 2.1 | | |
| - | | skills can make the student | 5 | 3 | The second | 1 | |
| | | bored in teaching and | | 17-1 | | 2 | 7.1 |
| | | learning. | | 1 3 | 1 2 | | 1 |
| | | | 1.0 | | | 12 | |
| | 8 | Students make noise when | IN JE | a V | 8 | | |
| | | working on group | W// - | 22 () | | | |
| | 18 | assigmnet. | <u> </u> | TIRA | | | |
| | 9 | Students Cannot conclude | Vive | 100 | | | V |
| | | the learning obtained. | 1.17 | 1707 | | | |
| | | | | 14.0 | | | 14 |
| | 10 | Learning and innovation | ~ | | 2 | | 1 |
| | | skills (4C) supported | | 1000 | | 1.8 | |
| | | teacing is waste of time. | 1.27 | all | 28 1 2 | 1 | |
| | 11 | Other problems faced | | | | 1 | |
| | | (please | | | David | | |
| | | mention): | 1 | 1000 | | | |
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Pleaseprovide a briefexplanationabout the way you insert the learningandinnovationskillsof 21st Century Educationthathave not beenstaated in the above statements!



Appendix 4. The Result of Questionnaire

QUESTIONNAIRE

Directions: Please indicate your level of agreement or disagreement with each these statements regarding how does the English Teachers in SMA Negeri 2 Singaraja insert learning and innovation skills in 21th century education in Lesson Plan, how does the English teacher teach students based on learning and innovation skills in 21st century education, and what are the challanges faced by the teacher in teaching English based on learning and innovation skills in 21st century education.

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" mark in the box of your answer.

Name: Ni Nym. Sri Astiti, S.Pd., M.Pd

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|--------------|------|-------------------------|--|----------|-----------|---------------------------------------|---------|
| | No | Statement | Strongly | Disagree | Partially | Agree | Stongly |
| | | 23 | Disagree | | Agree | | Agree |
| | | | 1 7/ | | | | |
| How | 1 | Inserting learning and | | THEY | La: | | 1.4 |
| does the | 2010 | innovation skills (4C) | | | DV1 | | |
| English | | in lesson plan is | YYY | 1 Y Y ' | | | |
| Teacher | | important to teach | | 12.22 | < | | |
| in SMA | | student. | 1 | | | 1 | 1 |
| Negeri 2 | | 2. | - | | | | 8 |
| - | 2 | The 4Cs are inserted in | and the second second | | | N | |
| Singaraja | | the statements of | BIN | 6 3 3 | YL 285 | 1 | |
| insertthe | | objectives | and the second | | 2000 | - 1 | |
| learning | | objectives. | | ~ | - | | |
| C C | 3 | The 4Cs are also | | - | V | | |
| and | 5 | | | | , | | |
| innovatio | | inserted in the | | | | | |
| n skills | | procedure of teaching. | | | | | |
| in 21^{th} | 4 | Applying learning and | | | | | |

| century | | innovation skills (4C) | | | | | |
|----------|---|---------------------------|-------------------|-----------------------|------------|----|----------|
| educatio | | in teaching learning | | | | | |
| n in | | process is important. | | | | | |
| Lesson | | | | | | , | |
| Plan? | 5 | Preparing teaching and | | | | | |
| I lull. | | learning process by | | | | | |
| | | using learning and | | and the second second | | | |
| | | innovation skills (4C) is | - | | States and | | |
| | | important. | | | | | |
| | 6 | Inserting learning and | 102 10 | 10Dz | - A 2 | V | |
| | Ũ | innovation skills (4C) | REIGHT | The second | 4.03 | | |
| | | in lesson plan can be | - | | NR. | | |
| | 1 | easier to teach students. | -CA | 2 | 1 | 2 | |
| 1 | | casier to teach students. | 100 | ă. | | | |
| | 7 | Inserting learning and | 161 | 216 | | | 1 |
| | | innovation skills (4C) | | 449 | 8 | | |
| | | in lesson plan guide the | a U | | X | | |
| | | teacher, what, when, | Marth 1 | au | ~ | | |
| | | where and which | - /// | THE . | | | 11/ |
| | | strategies or the method | - 6 | | SA A | | |
| | | that can be applied for | | NV. | \sim | | |
| | | the students in the | | 10.0 | | | |
| | | learning process. | 7-7- | 1 | | | |
| | 0 | | | | | 7 | |
| | 8 | Inserting learning and | | | N | N | <i>y</i> |
| | | innovation skills (4C) | DI | C S 8 | VI.Zet | 16 | |
| | | can make the students | | | | | |
| | | understand learning | The second second | A 100 | STO AU | | |
| | | material. | | | | | |
| | 9 | In teaching and learning | | | | | |
| | | process we need to | | | | | |
| | | prepare medias and | | | | | |
| | | 1 . F | | | | | |

| | 1 | | I | | 1 | 1 | |
|----------|-----|--------------------------|--|--------|-----------|--------------|--------------|
| | | activities to support | | | | | |
| | | learning and innovation | | | | | |
| | | skills (4C) in order the | | | | | |
| | | student to achieve the | | | | | |
| | | goal. | | | | | |
| | 10 | Inserting learning and | | | | | |
| | 10 | innovation skills (4C) | Careful Control | | | v | |
| | | make it easier for the | | | | | |
| | | ST 199 | | | | | |
| | | teacher to give | BEND | IDE | 5 L - | | |
| | | studentsindividual and | Contraction of | | 1.10 - | | |
| | 4 | group grades. | se s | | 6 | | |
| | 11 | It's hard for you to | 546 | 22 | | \checkmark | 124 |
| 1 | | prepare the teaching | | 20 | | 30 | |
| 3 | | and learning process by | 16 | | 2 | 12 | |
| | | using learning and | - | 27 | 8 | - | |
| | | innovation skills(4C). | db > | | λ | | |
| | 10 | | Var 11 | | | | |
| | 12 | I like and prefere to | M. | THEY ! | | | \checkmark |
| | 100 | insert learning and | | | | | |
| | | innovations skills (4C) | YYY | | | | |
| | | in teaching and | ALC: NY | | 1 | | |
| | | learning. | 1 | | | | 18 |
| | 13 | The 4Cs are also | | | | 1 | |
| | | reflected in the | 100 | 1 | | 1 3 | |
| | | assessments. | 201 | 296 | 10000 | | |
| | | 1000 to the | | | | | |
| How | 1 | Learning and | and the second | | | \checkmark | |
| does the | | innovation skills (4C) | | | | | |
| English | | in teaching learning | | | | | |
| teacher | | process is important. | | | | | |
| | | | | | | | |

| teach | 2 | You always apply | | | | | |
|---------------------|---|--------------------------|-----------|---------------------------|------------|-----|-------------------------|
| students | | learning and | | | | | |
| based on | | innovationskills (4C) in | | | | | |
| learning | | teaching learning | | | | | |
| and | | process. | | | | | |
| innovatio | | process. | je. | | | | |
| | 3 | Students like to study | | Contraction of the second | | | |
| n skills | | by using learning and | | | States and | | |
| in 21 st | | innovation skills (4C). | | | | | |
| century | 4 | 4C are also reflected | | 100 s | | | |
| educatio | 4 | 1 | REWE | The second | 100 | | v |
| n? | | through Brainstorming | | 2 | 10 | | |
| | 1 | and seeking out | | S | | 6 | |
| 100 | 1 | opportunities for | 12 | <u>-</u> 2 | | 2 | |
| | 1 | students to improve | The state | | 20 | SP. | 7.6 |
| | | their ideas and on the | | 216 | S. | 150 | |
| | | way theyreacttothe | | | R | 1 | |
| | | situation. | 12.1 | | ~ | | |
| | 5 | 4C are also reflected | | जाहिल् / | 1 | | |
| | | through manipulating | | | 5. 1 | | 1 |
| | | models and simulating | VAA/A | 1 V | \sim | | |
| | | for thes tudents to | | | | | |
| | 1 | experiment and create | | | 1 | | |
| | | new ideas. | | | | 11 | 1 |
| | | N Des | | 1 | 1 | 10 | 8 |
| | 6 | 4C are also reflected | DIT | 100 | 928 1 | V | |
| | | through facilitating the | | | 1000 | - / | |
| | | students in organizing, | - | | CO. CO. | - | |
| | | classifying, questioning | | | | | |
| | | or evaluating the work | | | | | |
| | | of their classmate. | | | | | |
| | 7 | 4C are also reflected | | | | | $\overline{\mathbf{v}}$ |
| | | | | | | | V |

| | | through breaking | | | | | | |
|----------|------|---------------------------|-----------|-------|-----------|--------------|----------|--|
| | | problems into smaller | | | | | | |
| | | or simpler parts and | | | | | | |
| | | developing criteria in | | | | | | |
| | | solving problems. | | | | | | |
| | | | | | | | | |
| | 8 | 4C are also reflected | Carlos A | | | \checkmark | | |
| | | through the work sheet | | | | | | |
| | | activities for the | | | | | | |
| | | students. | BEND | DIR | . Le | | | |
| | 9 | 4C are also reflected | | | 111- | | | |
| | | through creating | | | SC | 18 | | |
| | de. | collaborative group | 5 | 22 | | e . | 12 | |
| | | activities to encourage | 5 | | | 30 | 7 | |
| 3 | | participation and share | 115. | 1/3 | 8 | 1 | | |
| | | leadership. | | 27 | 8 | 1 | | |
| | 10 | Learning and | the state | | A | | | |
| | 10 | innovation skills (4C) is | 3 W/ | | | | | |
| | | an effective in teaching | L. | THEFT | S | | | |
| | 1915 | and learning. | SAVA | | 2/1 | | | |
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| | 11 | Other activities (please | | | < | | | |
| | | mention | 1 | | | 19 | 1 | |
| | | | | | | 10 | <i>y</i> | |
| | |) | DIT | CS B | 1.24 | 18 | | |
| | | | | | - ser | - 1 | | |
| | | | 100 | | - STORAGE | | | |
| What are | 1 | It is hard for you to | | | | \checkmark | | |
| the | | implement learning and | | | | | | |
| challang | | innovation skills (4C) | | | | | | |
| es faced | | in teaching and learning | | | | | | |

| by the | | process. | | | | | |
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| teacher | 2 | There are any problems | | | | | |
| in | | that you faced in | | | | | |
| teaching | | implementing learning | | | | | |
| English | | and innovation skills | | | | | |
| based on | | (4C) in teaching | | | | | |
| learning | | learning process. | and the second se | | | | |
| and | | | | | | | |
| innovatio | 3 | There are any problems | - | - | 11 | | \checkmark |
| n skills | | faced by the students in | PEND | ШR | | | |
| in 21^{st} | | learning English by | | | a.N. | | |
| century | | using learning and | 20 | | 5 | 13 | |
| educatio | E. | innovation skills (4C). | 5 | 23 | | | 12 |
| n? | 4 | Students can't improve | 5 | | | | - 7 |
| 1 | | their ideas to react the | | 2/8 | 3 | 1 Et | |
| | | study. | | 2 | R | | |
| | | | 心之 | | As - | | |
| | 5 | Learning and | 1.11 | | | | 15 |
| | | innovation skills (4C) | L. | THERE | 10 A | | 11 |
| | 200 | can't increase students | VAVALA | 100 | | | |
| | | learning intentions. | | | | | |
| | 6 | Students are not active | | | 1 | | 11 |
| | | in teaching and learning | 1 | | | 11 | 1 |
| | | process. | | | | 10 | |
| | | | 1100 | - 6 1 | 9.20 | 1.8 | |
| | 7 | Learning and | | | | | |
| | | innovation skills can | 1 | | | - | |
| | | make the student bored | | | | | |
| | | in teaching and | | | | | |
| | | learning. | | | | | |
| | 8 | Students make noise | | | | | |

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| | | when working on group | | | | | | |
| | | assigmnet. | | | | | | |
| | | C | | | | | | |
| | 9 | Students Cannot | | | | | | |
| | | conclude the learning | | | | | | |
| | | obtained. | | | | | | |
| | 10 | Learning and | and the second | Contraction of the local division of the loc | | | | |
| | | innovation skills (4C) | | | | | | |
| | | supported teacing is | | | | | | |
| | | waste of time. | BRND | DIR | 5 A 2 | 100 | | |
| | | | C States | 11 | | 1 | | |
| | 11 | Other problems faced | | | 10 | | | |
| | di la | (please | m | 6 | 5 | 6. | | |
| | Sec. | mention): | 50.00 | 22 | | Charles - | 19 | |
| 1 | | menuon <i>j</i> | | | 1997 - 1997 1997 - 1997 | 1 | | |
| | | | | | | 34 | 1.6 | |
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| | | 5 84 | | 100 | 2 | 1 | | |
| | | N81 | dila. | 51 | X. | | | |
| | | 1 | W. Al | | ~ | | | |
| L | | | | | | | | |

Pleaseprovide a briefexplanationabout the way you insert the learningandinnovationskillsof 21st Century Educationthathave not beenstaated in the above statements!



Appendix 5. The Result of Questionnaire

QUESTIONNAIRE

Directions: Please indicate your level of agreement or disagreement with each these statements regarding how does the English Teachers in SMA Negeri 2 Singaraja insert learning and innovation skills in 21th century education in Lesson Plan, how does the English teacher teach students based on learning and innovation skills in 21st century education, and what are the challanges faced by the teacher in teaching English based on learning and innovation skills in 21st century education.

DIDIKAN

Please an "

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" mark in the box of your answer.

Name: Gede Oka, S.Pd.

| | | | and the second s | | | 1.4 | |
|---|----|---|--|----------|--------------------|-------|------------------|
| | No | Statement | Strongly Disagree | Disagree | Partially Agree | Agree | Stongly Agree |
| How does the English | 1 | Inserting learning and innovation skills (4C) in lesson plan is | | ALLER | | | ~ |
| Teacher in SMA | | important to teach student. | X | 3 | K | | |
| Negeri 2 Singaraja insertthe learning | 2 | The 4Cs are inserted in the statements of objectives. | DI | KST | 14 | V | |
| and innovatio n skills in 21 th | 3 | The 4Cs are also inserted in the procedure of teaching. | | | | V | |
| | 4 | Applying learning and | | | | N | |

| century | | innovation skills (4C) | | | | | |
|----------|----|---------------------------------------|--|------------------|--|-----|-----|
| educatio | | in teaching learning | | | | | |
| | | process is important. | | | | | |
| | | process is important. | | | | | |
| Lesson | 5 | Preparing teaching and | | | | | |
| Plan? | | learning process by | | | | | |
| | | using learning and | and the second s | and and a second | | | |
| | | innovation skills (4C) is | | | And in case of the local division of the loc | | |
| | | important. | | | | | |
| | 6 | Incontinuity | - | 1000 | | | 2 |
| | 6 | Inserting learning and | NPA | | 1 and | | V |
| | | innovation skills (4C) | | 1 | 240 | | |
| | 1 | in lesson plan can be | - a | m. | <u>s</u> | 10 | |
| 100 | | easier to teach students. | 1 | <u> </u> | 3 | 2 | |
| | 7 | Inserting learning and | 515 | 27 | 1 | 196 | 7 |
| | | innovation skills (4C) | LL. | 210 | 22 | 150 | 2 / |
| | | in lesson plan guide the | | Call 1 | 1 | | |
| | | teacher, what, when, | Mar 1 | A) | V^{∞} | | |
| | | where and which | - /// | 1000 | 0 | | 1 |
| | | strategies or the method | 1 | June | 5.1 | | |
| | 10 | that can be applied for | VVV | VEV | $\sim \sim$ | | 1 |
| | | the students in the | | 188.8 | | | |
| | 1 | learning process. | \rightarrow | | | | 11 |
| | | | Z | | | | |
| | 8 | Inserting learning and | | 1 | | 1 | V |
| | | innovation skills (4C) | B DT | KSV | A156 | 18 | |
| | | can make the students | | | and the second | | |
| | | understand learning | | Sec. 1 | Distant Dates | - | |
| | | material. | | | | | |
| | 9 | In teaching and learning | | | | | |
| | | process we need to | | | | | |
| | | prepare medias and | | | | | |
| | | r r r r r r r r r r r r r r r r r r r | | | | | |

| , | | | I | | | | |
|----------|-----|--------------------------|----------------|-------|-------------------------|--------------|-----|
| | | activities to support | | | | | |
| | | learning and innovation | | | | | |
| | | skills (4C) in order the | | | | | |
| | | student to achieve the | | | | | |
| | | goal. | | | | | |
| | 10 | Inserting learning and | | | | | |
| | 10 | innovation skills (4C) | Carlos Carlos | | Carl State | ` | |
| | | make it easier for the | | | | | |
| | | teacher to give | - | | | - | |
| | | studentsindividual and | PEN. | 1001 | | | |
| | | group grades. | | | A.N | | |
| | | group grades. | 1 | | 6 | 1 | |
| | 11 | It's hard for you to | 5 | 23 | | \checkmark | 14 |
| | | prepare the teaching | 5 | | | 20 | |
| | | and learning process by | | 2/3 | 33 | TE | |
| | | using learning and | | | N. | 1 | |
| | | innovation skills(4C). | (b) | | 143 | | |
| | 12 | I like and prefere to | - 77 | TIMES | | | 1 |
| | | insert learning and | 24 | Tunor | 5. 4 | | 11 |
| | 100 | innovations skills (4C) | VVV | 198 | $\overline{\mathbf{v}}$ | | |
| | | in teaching and | | 198/3 | | | |
| | | learning. | \rightarrow | | 1 | | 1.1 |
| | 10 | | 1 | | | | |
| | 13 | The 4Cs are also | | | | \checkmark | 1 |
| | | reflected in the | (LI) | KSY | YI28 | 18 | |
| | | assessments. | . 2 | | - | | |
| How | 1 | Learning and | and the second | 1 | and the second | | |
| does the | | innovation skills (4C) | | | | | |
| English | | in teaching learning | | | | | |
| teacher | | process is important. | | | | | |
| | | | | | | | |

| teach | 2 | You always apply | | | | | | |
|---------------------|----|--------------------------|--|----------------|-----------------------|--------------|-----|--|
| students | | learning and | | | | | | |
| based on | | innovationskills (4C) in | | | | | | |
| learning | | teaching learning | | | | | | |
| and | | process. | | | | | | |
| innovatio | | process. | | | | | | |
| | 3 | Students like to study | and the second s | and the second | | | | |
| n skills | | by using learning and | | | and the second second | | | |
| in 21 st | | innovation skills (4C). | | | | | | |
| century | 4 | 4C are also reflected | | 1000 | | V | | |
| educatio | 4 | 17 | APAV. | | 1 me | V | | |
| n? | | through Brainstorming | 1 | | 110 | | | |
| | 1 | and seeking out | . The | | 8 | 1 | | |
| - | 1 | opportunities for | 1 | 23 | | Car. | | |
| | 1 | students to improve | 512 | 20 | SN . | 20 | 1 | |
| | | their ideas and on the | 112 | 2/1 | 33 | 15 | 1 | |
| | | way theyreacttothe | | | R | 10 | | |
| | | situation. | Charles 1 | | 14 | | | |
| | 5 | 4C are also reflected | | গাহিত |) | \checkmark | 1 | |
| | 10 | through manipulating | | | S A | | | |
| | | models and simulating | VVV | VEV | \mathbf{Y} | | | |
| | | for thes tudents to | 1.4.61 | 188.3 | | | | |
| | 1 | experiment and create | \rightarrow | | 1 | | 1.1 | |
| | | new ideas. | | | | | | |
| | | N Des | | 2 | - | | 2 | |
| | 6 | 4C are also reflected | ADT | KSV | V 26 | 1 | | |
| | | through facilitating the | | | | | | |
| | | students in organizing, | | | and the second | - | | |
| | | classifying, questioning | | | | | | |
| | | or evaluating the work | | | | | | |
| | | of their classmate. | | | | | | |
| | 7 | 4C are also reflected | | | | | | |
| | | | | | | | - | |

| | | through breaking | | | | | | |
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| | | problems into smaller | | | | | | |
| | | - | | | | | | |
| | | or simpler parts and | | | | | | |
| | | developing criteria in | | | | | | |
| | | solving problems. | | | | | | |
| | 8 | 4C are also reflected | | Carlos Carlos | | | | |
| | | through the work sheet | | | And Persons in which the | | | |
| | | activities for the | | | | | | |
| | | students. | - | 1100 | | | | |
| | | | 13311 | | | | h. | |
| | 9 | 4C are also reflected | | | A.N | | | |
| | | through creating | 1 | | 9 | 200 | | |
| | E. | collaborative group | 5 | | | Par. | | |
| | | activities to encourage | 55 | 20 | 1 | 20 | | |
| | | participation and share | 115 | 2 I.C | 33 | 1 | 3 I I | |
| | | leadership. | | 10 | 12 | 1 | 2 | |
| | 10 | T · 1 | Alls > | | LA. | | $\overline{\mathbf{v}}$ | |
| | 10 | Learning and | 1917 | CAL. | | | v | |
| | | innovation skills (4C) is | 11 | THEF | | | | |
| | 8040 | an effective in teaching | | | | | | |
| | | and learning. | YYY | YYY | $\gamma i j$ | | | |
| | 11 | Other activities (please | 2.2.2.4 | 19214 | 1 | | | |
| | | mention | 14 | | | | 18 | |
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| | | 5 | in the second | | | 14 | × | |
| | |) | ALL O | 1008 | | 18 | | |
| | | Contraction of the local division of the loc | 1 | | | | | |
| What are | 1 | It is hard for you to | and the second | 1000 | | | | |
| the | | implement learning and | | | | | | |
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| es faced | | in teaching and learning | | | | | | |
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| by the | | process. | | | | | |
|---------------------|-------|--------------------------|---------------|-----------------------|----------|--------------|-------------------------|
| teacher | 2 | There are any problems | | | | | $\overline{\mathbf{v}}$ |
| in | 2 | that you faced in | | | | | • |
| teaching | | implementing learning | | | | | |
| English | | and innovation skills | | | | | |
| based on | | (4C) in teaching | | | | | |
| learning | | learning process. | Carlos Carlos | and the second second | and some | | |
| and | | learning process. | | | | | |
| innovatio | 3 | There are any problems | - | | | | |
| n skills | | faced by the students in | PEN | 1111 | | | |
| in 21 st | | learning English by | a series | | 4.10 | | |
| century | | using learning and | 1 | | 6 | 1 | |
| educatio | E. | innovation skills (4C). | 5 | <u>n</u> . | | Par. | |
| n? | 4 | Students can't improve | 55 | \Rightarrow | | 7 | |
| | | their ideas to react the | 115 | - 1 A | 33 | 1 | |
| | | study. | 1 | 62 | 12 | | 2 |
| | | study. | dis) | | | | |
| | 5 | Learning and | 1.1 | | 1 | \checkmark | 1 |
| | | innovation skills (4C) | L. | THERE | 4 | | 11 |
| | 10/10 | can't increase students | VIV. | 3 | \gg | | 1 |
| | | learning intentions. | YYY | 7 Y Y | TT | | |
| | 6 | Students are not active | | | | | 7 |
| | 0 | in teaching and learning | 1 | 1 | ~ | | 10 |
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| | | process. | 100 | . d 1 | 10.26 | 1.1 | r |
| | 7 | Learning and | and the | | | -1 | |
| | | innovation skills can | - | | - TO AND | | |
| | | make the student bored | 100 C | | | | |
| | | in teaching and | | | | | |
| | | learning. | | | | | |
| | 8 | Students make noise | | | | | |
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| | | when working on group | | | | | | |
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| | 9 | Students Cannot | | | | | | |
| | | conclude the learning | | | | | | |
| | | obtained. | | | | | | |
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| | 10 | Learning and | and the second | and the second second | Sec. | | | |
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| | | | | 105 | 823 | | | |
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Pleaseprovide a briefexplanationabout the way you insert the learningandinnovationskillsof 21st Century Educationthathave not beenstaated in the above statements!

Appendix 6. The Result of Questionnaire

QUESTIONNAIRE

Directions: Please indicate your level of agreement or disagreement with each these statements regarding how does the English Teachers in SMA Negeri 2 Singaraja insert learning and innovation skills in 21th century education in Lesson Plan, how does the English teacher teach students based on learning and innovation skills in 21st century education, and what are the challanges faced by the teacher in teaching English based on learning and innovation skills in 21st century education.

NDIDIKAN

Please an "

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" mark in the box of your answer.

Name: Ketut Budiadi, S.Pd.

| | | 22/4/ | | | | 1.00 | |
|-----------|----|---------------------------|------------------------------|----------|--------------------|--------------|------------------|
| | No | Statement | Strongl y Disagre e | Disagree | Partially Agree | Agree | Stongly Agree |
| How | 1 | Inserting learning and | - | | | \checkmark | |
| does the | | innovation skills (4C) in | YYY | YYY | 117 | | |
| English | | lesson plan is important | 6. O. M. | 19 19 14 | | | |
| Teacher | | to teach student. | 1 | | - | | |
| in SMA | 2 | The 4Cs are inserted in | | - | - | 1 | |
| Negeri 2 | - | the statements of | DT | KST | 3.8 | 18 | |
| Singaraja | | objectives. | | | | | |
| insertthe | | | | | and Designed | - | |
| learning | 3 | The 4Cs are also inserted | 200 | | | | |
| and | | in the procedure of | | | | | |
| innovatio | | teaching. | | | | | |
| n skills | 4 | Applying learning and | | | | | |

| in 21 th | | innovation skills (4C) in | | | | | |
|---------------------|-----|---------------------------|--------------|--|---|------|----|
| | | | | | | | |
| century | | teaching learning process | | | | | |
| educatio | | is important. | | | | | |
| n in | 5 | Preparing teaching and | | | | | |
| Lesson | | learning process by using | | | | | |
| Plan? | | learning and innovation | d. | 10 | | | |
| | | | Caller . | and the second s | and the second se | | |
| | | skills (4C) is important. | 10 | | | | |
| | 6 | Inserting learning and | | | | | |
| | | innovation skills (4C) in | 8 8 M | 1111 | | 1 | |
| | | lesson plan can be easier | | | 4.15 | | |
| | | to teach students. | é | 5 | R | | |
| | D. | 1 55 | -10 | <u>n</u> . | X | 12 | |
| 100 | 7 | Inserting learning and | | SL. | \checkmark | 1 | |
| | | innovation skills (4C) in | | a 1 (| 5 | 30 | |
| | | lesson plan guide the | | 41 | 22 | 1.00 | |
| | | teacher, what, when, | - | 62 N | 12 | | |
| | | where and which | Mar 1 | | V^{∞} | | |
| | | strategies or the method | • <i>]]/</i> | TITLES |) | | |
| | | that can be applied for | 4 | Junos | 5 | | |
| | 100 | the students in the | AVAV | V.T.V | 21 | | |
| | | learning process. | | | | | |
| | | learning process. | | 1922 | | | |
| | 8 | Inserting learning and | 1 | | 1 | | 18 |
| | | innovation skills (4C) | | | | - V. | 1 |
| | | can make the students | 1.17 | - 31 | | 14 | 7 |
| | | understand learning | 21 | 12 2 2 | 1 22 | | |
| | | material. | | | - | | |
| | | | 1 | and the second | 2 | | |
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| | | process we need to | | | | | |
| | | prepare medias and | | | | | |
| | | activities to support | | | | | |
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| T | | looming and in section | | | | | |
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| | | learning and innovation | | | | | |
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| | | student to achieve the | | | | | |
| | | goal. | | | | | |
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| | | make it easier for the | | | | | |
| | | teacher to give | | | | | |
| | | St. Fair and | | | | | |
| | | studentsindividual and | 29/1 | 1111 | | | |
| | | group grades. | | | AN. | | |
| | 11 | It's hard for you to | 5 | 2. | VS | - | |
| | | prepare the teaching and | 544 | 202 | 1 | Par. | |
| 1 | | learning process by using | 46 | 20 | | S. | |
| | | learning and innovation | | 9/1 | 2 | | |
| | | skills(4C). | | 10- | | | |
| | | 1631 | dis. | | NA - | | |
| | 12 | I like and prefere to | | AL | | | |
| | | insert learning and | | THE | | | J. |
| | | innovations skills (4C) in | | | | | |
| | | teaching and learning. | | YTY | $\gamma \gamma j$ | | |
| · | 13 | The 4Cs are also | | | V | | |
| | 13 | reflected in the | 100 | 1. 1. | | | 1 |
| | | | | | | | 1 |
| | | assessments. | | 1 | 1 | 1 | |
| How | 1 | Learning and innovation | 2.00 | (S) | 2 | 1 | |
| does the | | skills (<mark>4C</mark>) in teaching | | | | | |
| English | | learning process is | | Seat and | | 1 | |
| teacher | | important. | | | | | |
| teach | | | | | | | |
| students | 2 | You always apply | | | | | |
| | | learning and | | | | | |

| based on | | innovationskills (4C) in | | | | | |
|---------------------|-----|----------------------------|-------|----------|---|--------------|-----|
| learning | | teaching learning | | | | | |
| and | | process. | | | | | |
| innovatio | | | | | | | |
| n skills | 3 | Students like to study by | | | | \checkmark | |
| in 21^{st} | | using learning and | | | | | |
| | | innovation skills (4C). | and a | 1000 | | | |
| century | 4 | 4C are also reflected | - | | and the second se | | |
| educatio | • | through Brainstorming | | | | | Y |
| n? | | and seeking out | . R N | illon. | | 1000 | |
| | | | 3-31V | | 1 march | | |
| | | opportunities for students | 1 | S. 19 | 110 | | |
| | 1 | to improve their ideas | 10 | 10 | 2 | 1x | |
| 100 | 1 | and on the way | 22 | <u> </u> | | 125 | |
| | | theyreacttothe situation. | 512 | 617 | A. | 20 | 7.6 |
| | 5 | 4C are also reflected | | 213 | N. | | |
| | | through manipulating | | 61 | R. | | |
| | | models and simulating | 151 | | V^{∞} | | |
| | | for thes tudents to | | with the |) | | |
| | | experiment and create | 14_ | Three | 5 | | |
| | 100 | new ideas. | AVAL | ST.V. | | | 100 |
| | | new racus. | | | | | |
| | 6 | 4C are also reflected | 1 | 12 | - | \checkmark | 11 |
| | | through facilitating the | - | | | | |
| | | students in organizing, | | | | 1 | |
| | | classifying, questioning | 11 | 281 | 19.20 | 1.1 | |
| | | or evaluating the work of | | | | -/ | |
| | | their classmate. | - | | - STREET | - | |
| | 7 | | 241 | | | | |
| | 7 | 4C are also reflected | | | | | |
| | | through breaking | | | | | |
| | | problems into smaller or | | | | | |
| | | simpler parts and | | | | | |

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|----------|-----|------------------------------|-------------|-----------------------|-----------------------|------|-----|
| | | developing criteria in | | | | | |
| | | solving problems. | | | | | |
| | 0 | | | | | | |
| | 8 | 4C are also reflected | | | | | |
| | | through the work sheet | | | | | |
| | | activities for the students. | | | | | |
| | 9 | 4C are also reflected | and and | and the second second | | | |
| | | through creating | - | | and the second second | | |
| | | collaborative group | | | | | |
| | | activities to encourage | N N | 1000 | | | |
| | | 19 | 4.9M | | 1 me | | |
| | | participation and share | 1 | 1 C | 110 | | |
| | A | leadership. | - Ma | ñ | 9 | 10 | |
| - | 10 | Learning and innovation | 12 | 12 | | | V |
| | | skills (4C) is an effective | 510 | 272 | | 20 | 7.6 |
| 1 | | in teaching and learning. | 112 | 218 | 33 | Ter | |
| | | In couring and rearing. | | 62 M | 12 | | 6 |
| | 11 | Other activities (please | dby) | 1 | Ž | | |
| | | mention | 14 70 | | | | |
| | 1. | | M. | THEFT | | | |
| | 100 |) | | | | | |
| | | | YYYY | 44 V | $\gamma \gamma j$ | | |
| | | | | 11010 | 12 | | |
| What are | 1 | It is hard for you to | | 1 | | | 18 |
| the | | implement learning and | | | | | |
| challang | | innovation skills (4C) in | | 10000 | 2.0 | 14 | 1 |
| es faced | | teaching and learning | 9 11 | KSP | APR - | 1 de | |
| | | | | | | | |
| by the | | process. | | Section 1 | Dist Day | 14 | |
| teacher | 2 | There are any problems | | | | | |
| in | | that you faced in | | | | | |
| teaching | | implementing learning | | | | | |
| English | | and innovation skills | | | | | |
| | | | | | | | |

| based on | | (4C) in teaching learning | | | | | |
|---------------------|----|----------------------------|--------------|------------------|-----------------|------|--------------|
| learning | | process. | | | | | |
| and | | | | | | | |
| innovatio | 3 | There are any problems | | | | | |
| | | faced by the students in | | | | | |
| n skills | | learning English by using | | | | | |
| in 21 st | | learning and innovation | and a second | and and a second | | | |
| century | | skills (4C). | | | And Designation | | |
| educatio | 4 | | | | | | |
| n? | 4 | Students can't improve | 57 A.M. | and the second | | | N |
| | | their ideas to react the | A BUL | | | | 1. |
| | | study. | | | 1 N | | |
| | 5 | Learning and innovation | . The | 8 | ÷. | | |
| | 1º | skills (4C) can't increase | 5 | 22 | | Car. | |
| | | students learning | 510 | 27 | | 20 | 7.7 |
| 1 | | intentions. | 21 | 210 | 33 | 1E | |
| | | | | 62 | | | 2 |
| | 6 | Students are not active in | dbr) | | | | |
| | | teaching and learning | 11 | | | | |
| | | process. | M. | THERE | 4 | | |
| | 7 | Learning and innovation | | | | | |
| | 1 | skills can make the | 1117 | YYY | | v | |
| | | | 100 | 11000 | | | |
| | | student bored in teaching | 1 | 1 | | | 18 |
| | | and learning. | | | | 7 | |
| | 8 | Students make noise | 575 | | 10.20 | | |
| | | when working on group | 9 J. | 12.9 8 | | | |
| | | assigmnet. | | | - | | |
| | | | 1 | and the second | 0 | | |
| | 9 | Students Cannot | | | | | \checkmark |
| | | conclude the learning | | | | | |
| | | obtained. | | | | | |
| | | | | | | | |

| 10 | Learning and innovation | | | | |
|----|---------------------------|-------------|------|-------------------------|--|
| | skills (4C) supported | | | | |
| | teacing is waste of time. | | | | |
| | | | | | |
| 11 | Other problems faced | | | | |
| | (please | 1 | | | |
| | mention): | and a | | | |
| | | - | | And Person in which the | |
| | | | | | |
| | | SN | 1100 | | |
| | | ASHV | | 1.00 | |

Pleaseprovide a briefexplanationabout the way you insert the learningandinnovationskillsof 21st Century Educationthathave not beenstaated in theabovestatements!



Appendix 7. The Result of Interview

| Research Questions | Questions | Answers |
|--------------------------|-----------------------------------|---|
| How does the | How important for | For english teacher, english teacher is very important very |
| English Teachers in | the teacher to insert | crucial for teacher in industry 4.0 because now we face very |
| SMA Negeri 2 | learning and | advance technology and the students also there is arounded |
| Singaraja insert the | innovation skills | by so many advance technology that they have to be able to |
| learning and | (4C) in teaching | use that to support they life. So it's very crusial for necessary |
| innovation skills in | learning process? | for the teacher to develope their learning and innovation |
| 21 th century | | skills. In here 4C in catagories collaboration, creativity, |
| education in | als. | critical thinking and communication, so the teachers have to |
| Lesson Plan? | alle. | insert that four aspects in every teaching learning process in |
| | 200 | our school |
| | How important is | Of course it's very important the implementation and the |
| | the application of | application of this kind of the skills inserting learning and |
| | learning and | innovation skills to real application and the teachers have to |
| | innovation skills | also to do real context and the teachers can invite student to |
| | (4C) in teaching | internalize their knowledge on topic but also teachers |
| | learning process? | alsways insert learning and innovation skills. |
| | | |
| | | |
| | How do you | The teachers have got such kind of workshop and such kind |
| | prepare the | of training this kind of method. The teachers have to tour |
| | teaching and | guide to the student, teachers have to know character of the |
| | learning process by | student and the style their learning. And also we have to |
| | us <mark>in</mark> g learning and | mapping their character, mapping their ability so the |
| | innovation skills | teachers can catagories the students which one is lower one |
| | (4C)? | which one higher one. so we can search them with the |
| | | correct model of teaching. |
| | | |
| | | |

| How difficult for Very difficult for teachers especially for the kind of s you to prepare the in SMA Negeri 2 Singaraja it's very extrimely diffic teaching and learning process by have learn by themself. | ult for |
|--|---------|
| teaching and me. The student also can not relay all on the teacher have learn by themself. | |
| learning process by have learn by themself. | r they |
| | |
| using learning and | |
| | |
| innovation skills | |
| (4C)? | |
| | |
| | |
| How does the How important for For english teacher, english teacher is very important | t very |
| English teachers the teacher to insert crucial for teacher in industry 4.0 because now we fac | e very |
| teach students learning and advance technology and the students also there is around a students also there is a student studen | unded |
| based on learning innovation skills by so many advance technology that they have to be a | ible to |
| and innovation (4C) in teaching use that to support they life. So it's very crusial for nec | essary |
| skills in 21 st learning process? for the teacher to develope their learning and inno | vation |
| century education? skills. In here 4C in catagories collaboration, creation | tivity, |
| critical thinking and communication, so the teachers h | ave to |
| insert that four aspects in every teaching learning pro- | ess in |
| our school | |
| | |
| How important is Of course it's very important the implementation and | |
| the application of application of this kind of the skills inserting learning | ig and |
| learning and innovation skills to real application and the teachers h | ave to |
| innovation skills also to do real context and the teachers can invite stud | lent to |
| (4C) in teaching internalize their knowledge on topic but also te | achers |
| learning process? alsways insert learning and innovation skills. | |
| | |
| | |
| How do you The teachers have got such kind of workshop and suc | h kind |
| prepare the of training this kind of method. The teachers have t | o tour |
| teaching and guide to the student, teachers have to know character | of the |
| learning process by student and the style their learning. And also we h | ave to |

| | using learning and | mapping their character, mapping their ability so the |
|----------------------------|---------------------|--|
| | innovation skills | teachers can catagories the students which one is lower one |
| | (4C)? | which one higher one. so we can search them with the |
| | (4C)! | |
| | | correct model of teaching. |
| | | |
| | How difficult for | Very difficult for teachers especially for the kind of student |
| | you to prepare the | in SMA Negeri 2 Singaraja it's very extrimely difficult for |
| | teaching and | me. The student also can not relay all on the teacher they |
| | learning process by | have learn by themself. |
| 1 | using learning and | 4.4.1 |
| | innovation skills | |
| | (4C)? | S(LAN) |
| | 18 | |
| | 2 3 | |
| What are the | How difficult for | Is there difficult for me to implement this method because |
| challenges faced by | you to implement | the student in SMA Negeri 2 Singaraja have different |
| the teachers in | learning and | knowledge. Is there lower and higher knowledge, sometimes |
| teaching English | innovation skills | I must to explain the material twice or more. |
| based on learning | (4C) in teaching | |
| and innovation | and learning | Never of Oral Data And |
| skills in 21 st | process? | |
| century education? | What problems that | The problem that I faced when I implement this method if |
| | you faced in | |
| | implementing | quite and only listened to what I explained. |
| | learning and | quite and only notoned to what I explained. |
| | innovation skills | |
| | (4C) in teaching | |
| | learning process? | |
| | | |
| | Is there any | Clearly there is problems that student faced in learning |

| | | |
|---------|---------------------|---|
| | problems faced by | English by using learning and innovation skills. I said |
| | the students in | before that Students who have lower knowledge and don't |
| | learning English by | like English lesson they just follow the learning by just |
| | using learning and | listened teacher explained not participed in learning and not |
| | innovation skills | being active in class. |
| | (4C)? | |
| | What are the | The solution that I did was how I made students active in the |
| | solutions to the | class and followed the learning using this method. and also |
| | problems that you | when students do group work, I as a teacher divide students |
| | faced in | by leveling up students who have lower knowledge and |
| | implementing | higher knowledge. |
| | learning and | |
| | innovation skills | |
| | (4C) in teaching | |
| | learning process? | |
| | | |
| | 7 | |
| | Could you | I think teaching English using learning and innovation skills |
| | conclude whether | is quite difficult to apply in class because not all students |
| 74 | teaching English by | have the same abilities, but using learning and innovation |
| | using learning and | skills can make students work in groups, respecting the |
| | innovation skills | opinions of other and sharing ideas. |
| | (4C) make it easier | |
| | for you to teach | In the second second |
| | English or not? | JIKSP / |
| | | |
| | | |