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The Incorporation of 4C Skills in Senior High School English Teachers' Lesson Plans

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Abstract

This study aims at describing how the 4C skills are incorporated in senior high school English teachers' lesson plans and investigating the lesson plan components in which those skills are incorporated. The data for this qualitative study were collected through content analyses on ten lesson plans by three senior high school teachers in Jakarta. The study found that all lesson plans that were analyzed have incorporated all of the four 4C skills, which consist of *creativity and innovation*, *critical thinking and problem solving*, *communication*, and *collaboration*. Among all indicators of the 4C skills' incorporation, some were found to be incorporated in all lesson plans regardless of their topics, while others were more dominantly incorporated in lesson plans that discuss certain topic categories. The findings of the study also showed that most 4C skills were incorporated in the same four categories of lesson plan components: learning steps, assessment, learning methods, and indicators of competence achievement. An exception to this is the *collaboration* skill, which was not incorporated in components involving indicators of competence achievement. These findings are expected to aid teachers in specifying 4C skill aspects to incorporate in their lesson plans and the components to incorporate those aspects into.

Keywords: *4C skills, 21st century skills, lesson plans*

INTRODUCTION

The year 2020 marks the beginning of the third decade of the 21st century, which is characterized by worrisome conditions such as extreme competition, explosion of information, rapid development of technology, and widespread globalization (Afandi, Sajidan, Akhyar, & Suryani, 2019). The century also saw the beginning of the fourth industrial revolution, which changes the way people live, work, and interact with each other (Schwab, 2016) dramatically and rapidly. These challenging conditions for future human resources necessitate education systems to equip students with 21st century skills that they need in order to successfully tackle every aspect of modern global life (Afandi et al., 2019).

This education reform took the form of the 21st century skills movement in the United States of America. One of the key aspects of this movement is the establishment of the "Framework for 21st Century Learning" by Partnership for 21st Century Learning (P21) early in the century (National Education Association, 2012). It highlighted 18 different skills that were deemed necessary for students to succeed within the global economy (Partnership for 21st Century Learning, 2019). These skills were categorized into three categories: *life & career skills*, *learning & innovation skills*, and *information, media, & technology skills*, and were designed to be

taught together with themes and key subjects relevant to the 21st century. However, this framework was later considered too long and complicated, which led to the United States' National Education Association (2012) undergoing a project to specify the most important skills amongst the 18 skills. From this project, it was generally accepted that four specific skills were considered the most essential, all of which were categorized as *learning & innovation skills* in P21's framework. These skills were then deemed as key skills for 21st century education and became collectively referred to as "Four Cs," "4Cs," or "4C skills," consisting of *critical thinking and problem solving, communication, collaboration, and creativity and innovation* (Fadel, Bialik, & Trilling, 2015; National Education Association, 2012).

These skills were accepted and applied in education systems outside the United States, including in Indonesia, where it was adapted into the 2017 revision of the 2013 curriculum (*Kurikulum 2013*) alongside other important aspects of 21st century education such as literacy, character education, and Higher Order Thinking Skills (HOTS) (Rindarti, 2019). This standardized adaptation is dubbed *Indonesian Partnership for 21st Century Skills Standards (IP-21CSS)* (Ariyana, Pudjiastuti, Bestary, & Zamroni, 2018).

The teaching of these skills can generally be applied to every discipline (Ariyana et al., 2018), and the English school subject is no exception to this. In fact, two key competencies of the 4C skills, *creativity and collaboration*, have been regarded as key concepts in ELT in the ELT Journal of Oxford University (Barfield, 2016; Maley & Bolitho, 2015). Yuan & Stapleton (2019) have also regarded the critical thinking skill as an integral part of EFL education in this modern age. In addition to that, there have been several studies that researched the 4C skills in the context of ELT, although the number of such studies seems to be somewhat limited. An example of these studies is one by Imamyartha (2019), which found that implementing a 4Cs-based approach in English reading courses significantly aided students and teachers in a way that led to an increase in academic performance and literacy. The results of these studies suggest that the 4C skills can be integrated well in ELT classrooms, including ELT classrooms in Indonesia.

For effective integration of 4C skills in Indonesian ELT classrooms to be possible, teachers need to be competent enough to support that. One of the things that teachers need to do to successfully implement those skills is to incorporate them in their lesson plans, also referred to as *Rencana Pelaksanaan Pembelajaran (RPP)* in the context of education in Indonesia. This is due to lesson plans' role as a necessary reference for teachers to adhere to in conducting lessons to ensure students' achievement of required competences (Direktorat Pembinaan SMA, 2017a). In fact, an official document by the Ministry of Education and Culture has stated that teaching and learning activities can only be carried out well if they were planned out through a good lesson plan (Direktorat Pembinaan SMA, 2017a).

Regarding teachers' competence in implementing 4C skills, there have been several studies conducted in Indonesia that researched how teachers implement those skills in classroom instruction in recent years. These studies appear to agree that in Indonesia, teachers' thorough understanding of the 4C skills, along with its implementation in their classroom, is still lacking. One of such studies is one by Herviani & Budiastuti (2018), which found that some prospective teachers still had difficulties in constructing lesson plans that are based on the curriculum, including its 21st century skill aspect. Another study by Susanti & Arista (2019) found that based on questionnaires given to junior high school teachers, the teachers had inadequate levels of comprehension on 21st century skill competencies, especially critical thinking and creativity. Furthermore, Wulandari, Aryati, & Permatasari (2019) found that, among other findings, some junior high school EFL teachers still had difficulties in implementing 21st century skills effectively in their instruction.

Even though there have been studies on Indonesian EFL teachers' comprehension and implementation of the 21st century skills, there appears to be a lack of studies which investigate the incorporation of those skills in lesson plans, despite their importance in the teaching and learning process. Although Herviani & Budiastuti (2018) did conduct a document analysis on their subjects' lesson plans, their analysis focused on assessing the completeness of the lesson plans' components based on official lesson planning procedures. Wulandari et al. (2019) also did a document analysis; however, their object of analysis was the teachers' learning materials. Moreover, these studies focus on all 21st century skill aspects of the national curriculum, including literacy, character education, and HOTS, instead of focusing solely on the 4C skills. Therefore, there is a need for a study that focuses on describing the incorporation of the 4C skills in lesson plans, particularly those made by teachers in Indonesia who adhere to the national curriculum.

Outside the scope of Indonesian teachers, a study investigating the presence of these skills in lesson plans was elaborated in a book chapter by Gut (2011). It analyzed lesson plans made by pre-service and in-service

teachers to examine their incorporation of 21st century skills based on P21's original framework. One of its findings was that the category of 21st century skills that was incorporated to the highest level was *learning and innovation skills*, which is nowadays referred to as 4C skills. However, this study strictly followed the skill classifications of the original P21 framework, which has since been revised to fit more modern standards. One example of such revision can be seen in the *communication and collaboration* skills, which were referred to as one set of skills in Gut's (2011) study but has since been separated into two different skills: *communication* and *collaboration*.

To fill the gap in the discourse, namely the lack of studies investigating the incorporation of 4C skills in lesson plans made by Indonesian teachers, the present study aimed to describe the extent to which the 4C skills are incorporated in Indonesian EFL teachers' lesson plans, as formulated in the following research questions: a) How are the 4C skills incorporated in the lesson plans? and b) In which lesson plan components are the 4C skills incorporated? These questions were answered by conducting document analyses on lesson plans made by some teachers of the English subject.

This study is expected to be beneficial in both theoretical and practical ways. Theoretically, the result of this study can serve as a reference for future researchers focusing on the incorporation of the 4C skills. This study also brings to light an area in the discourse of 21st century learning that is still yet to be well-researched. Practically, this study may be beneficial for teachers, pre-service teachers, and English Language Education Study Program students by raising their awareness and understanding about the incorporation of the 4C skills in lesson plans. Moreover, the indicators of the 4C skills' incorporation used in this study can hopefully help teachers incorporate those skills in their own lesson plans.

RESEARCH METHOD

This study used the qualitative research approach, which is defined by Creswell (2013) as an approach utilized in examining and comprehending the meaning of a social or human problem as attributed by individuals or groups. Moreover, it utilized the content analysis method, which Ary et al. (2010) defined as a research method in which specified features of written or visual materials are identified.

According to Ary et al. (2010), content analysis is also referred to as document analysis, and it can be employed in analyzing numerous document types, including web pages, speeches, textbooks, advertisements, TV programs, sheet music, and others. In the current study's case, the analyzed documents were lesson plans of the English school subject. There are ten lesson plans that were studied, which were sourced from three in-service teachers from three different senior high schools in Jakarta. Two of the teachers were state school teachers with over ten years of experience, while one was a private school teacher with less than ten years of teaching experience.

The collected data comprised of five lesson plans for grade X, one for grade XI, and four for grade XII. As for the topic categories of the lesson plans, which are based on the classification of the basic competencies they are built on, there are four lesson plans that discuss interpersonal texts, three that discuss transactional texts, and three that discuss functional texts. The description of each lesson plan, sorted by their grades and basic competencies, can be seen in Table 1.

No.	Grade	Basic competencies and topics	Topic categories
1	X	3.1 and 4.1 (<i>Teks lisan untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</i>)	Transactional text
2	X	3.2 and 4.2 (<i>Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya</i>)	Interpersonal text
3	X	3.3 and 4.3 (<i>Teks lisan dan tulis untuk menunjukkan perhatian (care)</i>)	Interpersonal text
4	X	3.4 and 4.4 (<i>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</i>)	Transactional text
5	X	3.7 and 4.7 (<i>Teks Recount; Informasi Terkait Peristiwa Bersejarah</i>)	Functional text
6	XI	3.6 and 4.6 (<i>Teks Khusus Dalam Bentuk Surat Pribadi</i>)	Functional text
7	XII	3.1 and 4.1 (<i>Menawarkan Jasa</i>)	Interpersonal text

8	XII	3.1 and 4.1 (<i>Offering Help & Responding</i>)	Interpersonal text
9	XII	3.5 and 4.5 (<i>If Clause with Imperative</i>)	Transactional text
10	XII	3.6 and 4.6 (<i>Manual and Tips</i>)	Functional text

Table 1: The Description of the Lesson Plans Used in the Study

The data were analyzed using a checklist of the incorporation of 4C skills, in which the fulfillment of a set of indicators for each 4C skill was examined. These indicators were compiled from various resources related to the 21st century skills. The result of the analysis was then used to inspect if certain lesson plan topics featured certain indicators more prominently than other lesson plan topics did, which answers the first research question. It was also used to identify the lesson plan components in which each indicator can be found, which answer the second research question.

RESULTS AND DISCUSSION

A. How the 4C Skills are Incorporated in the Lesson Plans

Based on the analyses conducted on the 10 lesson plans, it appears that every lesson plan has incorporated all four of the 4C skills: *creativity and innovation*, *critical thinking and problem solving*, *communication*, and *collaboration*. This can be seen in how the indicators of each 4C skill's incorporation are present in every lesson plan. However, the lesson plans seem to incorporate these indicators differently, depending on the topic categories that they discuss. The fulfillment of these indicators in the lesson plans will now be discussed.

Table 2 presents the indicators that are used to determine the incorporation of the *creativity and innovation* skills and their fulfillment in each lesson plan.

No.	Indicators	Fulfillment in Lesson Plans									
		1	2	3	4	5	6	7	8	9	10
1	Incorporates one or more tasks that involve a level of creativity in the taxonomy of creativity (Fadel et al., 2015)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Implements Problem-based Learning as a learning model (Ariyana et al., 2018; Kivunja, 2014; Trilling & Fadel, 2009)					✓	✓	✓			
3	Incorporates remedial activities (Direktorat Pembinaan SMA, 2017b; Kivunja, 2014)					✓	✓	✓		✓	✓
4	Incorporates activities conducted outside the classroom or school (E. R. Lai, Yarbrow, DiCerbo, & Geest, 2018)								✓	✓	
5	Incorporates activities in which students work collaboratively (E. R. Lai et al., 2018)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Incorporates role-play and/or improvisation (E. R. Lai et al., 2018)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Incorporates the assessment of creativity by means of assessment of divergent thinking, self-report, and/or assessment of creative works (E. R. Lai et al., 2018)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Uses a defined creativity rubric in assessment, with separate dimensions for novelty and usefulness (E. R. Lai et al., 2018)					✓	✓	✓			

Table 2: The Fulfillment of Creativity and Innovation Indicators in the Lesson Plans

Keeping in mind each lesson plan's topic category as presented in Table 1, it can be seen that some indicators of the *creativity and innovation* skills are incorporated in all lesson plans regardless of the topics discussed in them, while some others are more dominantly incorporated in lesson plans that discuss certain topic categories.

For the former, it appears that all lesson plans, regardless of the topics discussed in them, a) incorporate one or more tasks that involve the taxonomy of creativity as described by Nilsson (in Fadel et al., 2015), b) incorporate activities in which students work collaboratively, c) incorporate the role play strategy, and d) incorporate the assessment of creativity by means of assessment of creative works. The following quotations support these findings:

Secara berpasangan, peserta didik **membuat script percakapan pendek dan sederhana** dengan menggunakan ungkapan menawarkan jasa dan responya (Lesson Plan 8, in *Langkah-langkah Kegiatan Pembelajaran*)

Menyimak, **diskusi kelompok**, studi pustaka, **role- play, penugasan individu dan kelompok** (Lesson Plan 3, in *Metode*)

Menyusun teks percakapan dengan antara ungkapan niat melakukan sesuatu berdasarkan konteks/situasi (simulasi, **role play**, dan kegiatan lain yang terstruktur.(P3) (Lesson Plan 4, in *Indikator*)

Berdasarkan Catatan diri siswa, siswa diminta **menyusun teks tulis sederhana tentang pemaparan diri** (Lesson Plan 1, in *Lampiran 1*)

Meanwhile, lesson plans that discuss functional texts a) implement Problem-based Learning as a learning model, b) incorporate remedial activities, and c) use a defined creativity rubric in assessment more dominantly than lesson plans that discuss other topic categories do. This can be seen in the following excerpts:

Model Pembelajaran : Discovery learning, **Problem Based Learning (PBL)** (Lesson Plan 5, in *Metode Pembelajaran*)

Peserta didik yang **belum mencapai KKM (80)** diberi tugas untuk membaca beberapa teks Caption dalam bahasa Inggris terkait gambar dan grafik dan atau menuliskan caption pada gambar terkait kegiatan di lingkungan tempat tinggal selama dua minggu. (Lesson Plan 10, in *Program Tindak Lanjut*)

Aside from the indicators already discussed, there is another indicator that is not incorporated dominantly in any topic categories. It is the fourth indicator, "Incorporates activities conducted outside the classroom or school," which is incorporated in lesson plan 8, which discusses an interpersonal text, and lesson plan 9, which discusses a transactional text.

For the next set of skills, Table 3 below presents the indicators that are used to determine the incorporation of the *critical thinking and problem solving* skills and their fulfillment in each lesson plan.

No.	Indicators	Fulfillment in Lesson Plans									
		1	2	3	4	5	6	7	8	9	10
1	Includes Indicators of Competence Achievement (IPK) that are formulated based on the cognitive processes of Higher Order Thinking Skills (Ariyana et al., 2018; Fadel et al., 2015; Kivunja, 2014; Trilling & Fadel, 2009)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Includes assessment indicators that are formulated based on the cognitive processes of Higher Order Thinking Skills (Ariyana et al., 2018; Cahyana & Sugiarto, 2019; Fadel et al., 2015; Kivunja, 2014; Trilling & Fadel, 2009)	✓	✓	✓	✓				✓	✓	✓
3	Incorporates the instruction of metacognitive strategies (Kivunja, 2014)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Incorporates direct instruction of critical thinking skills (Ventura, Lai, & DiCerbo,										

	2017; Zhao, Pandian, & Mehar Singh, 2016)										
5	Incorporates group discussion strategy (Zhao et al., 2016)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Incorporates debate strategy (Zhao et al., 2016)										
7	Incorporates reciprocal peer questioning strategy (Zhao et al., 2016)	✓									
8	Implements Problem-based Learning as a learning model (Ventura et al., 2017)					✓	✓	✓			
9	Incorporates activities involving collaborative learning (Ventura et al., 2017)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Incorporates concept mapping activities (Ventura et al., 2017)										

Table 3: The Fulfillment of Critical Thinking and Problem Solving Indicators in the Lesson Plans

Again, taking into account the topic categories of each lesson plan as presented in Table 1, it can be seen that some indicators of the *critical thinking and problem solving* skills are incorporated in all lesson plans regardless of the topics discussed in them, while some others are more dominantly incorporated in lesson plans that discuss certain topic categories.

The former claim can be seen in how all lesson plans that were analyzed, regardless of the topics discussed in them, a) include indicators of competence achievement that are based on the cognitive processes of HOTS, b) incorporate the instruction of metacognitive strategies, c) incorporate the group discussion strategy, and d) incorporate activities involving collaborative learning. These are illustrated in the following passages:

Menyusun teks percakapan dengan ungkapan perhatian (care) berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur.(P3) (Lesson Plan 3, in *Indikator*) meminta siswa **menuliskan permasalahan** dalam menggunakan bahasa Inggris untuk memuji **dalam lembar refleksi diri** (Lesson Plan 2, in *Langkah-langkah Pembelajaran*) **Secara berkelompok peserta didik membahas** fungsi sosial, struktur teks dan unsur kebahasaan dari percakapan yang didengar melalui contoh analisis yang diberikan (Lesson Plan 8, in *Langkah-langkah Kegiatan Pembelajaran*)
 Metode: Tanya jawab, **wawancara, diskusi** dan **bermain peran** (Lesson Plan 6, in *Metode Pembelajaran*)

Meanwhile, lesson plans that discuss interpersonal and transactional texts include assessment indicators that are based on the cognitive processes of HOTS more dominantly than lesson plans that discuss functional texts do, as can be seen in the following quotations:

Berdasarkan konteks yang disediakan, siswa diminta **menyusun** teks tulis tentang pernyataan dan pertanyaan tentang niat melakukan sesuatu (Lesson Plan 4, in *Lampiran 2*)
Memprediksi situasi selanjutnya (Lesson Plan 8, in *Lampiran*)

On the other hand, lesson plans that discuss functional texts implement Problem-based Learning as a learning model more dominantly than lesson plans that discuss other topics do, as illustrated in the following excerpt:

Model Pembelajaran : Discovery learning, **Problem Based Learning (PBL)** (Lesson Plan 5, in *Metode Pembelajaran*)

There is also an indicator that is only incorporated in one lesson plan: the seventh indicator, which reads “Incorporates reciprocal peer questioning strategy.” It is incorporated in lesson plan 1, which discusses a transactional text. Besides, there are three indicators that are not incorporated in any of the lesson plans: the fourth indicator, which reads “Incorporates direct instruction of critical thinking skills,” the sixth indicator,

which reads “Incorporates debate strategy,” and the tenth indicator, which reads “Incorporates concept mapping activities.”

For the next skill, Table 4 below presents the indicators that are used to determine the incorporation of the *communication* skill and their fulfillment in each lesson plan.

No.	Indicators	Fulfillment in Lesson Plans									
		1	2	3	4	5	6	7	8	9	10
1	Incorporates activities involving production skills in communication (Metusalem, Belenky, & DiCerbo, 2017)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Incorporates activities involving reception skills in communication (Metusalem et al., 2017)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Incorporates collaborative tasks (Fadel et al., 2015)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Incorporates a form of peer tutoring (Fadel et al., 2015)										
5	Incorporates the instruction of communication skills for modern digital channels (Metusalem et al., 2017)								✓	✓	✓
6	Incorporates peer feedback in the teaching and/or assessment of speaking, reading, and/or writing (Metusalem et al., 2017)	✓				✓	✓	✓			✓
7	Utilizes the role play technique (Metusalem et al., 2017)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Incorporates self-assessment of oral presentations and role plays (Metusalem et al., 2017)										
9	Incorporates instruction on cultural differences in communicative norms (Metusalem et al., 2017)	✓	✓	✓	✓						
10	Incorporates the assessment of communication skills (production, reception, and/or intercultural) (Metusalem et al., 2017)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 4: The Fulfillment of Communication Indicators in the Lesson Plans

Similar to the previous two skills, it appears that some indicators of the *communication* skill are incorporated in all lesson plans regardless of the topics discussed in them, while some others are more dominantly incorporated in lesson plans that discuss certain topic categories.

All lesson plans that were analyzed, regardless of the topics discussed in them, a) incorporate activities involving production skills in communication, b) incorporate activities involving reception skills in communication, c) incorporate collaborative tasks, d) utilize the role play technique, and e) incorporate the assessment of communication skills. The following passages support these findings:

Meminta siswa berkelompok **membuat percakapan** memuji berdasarkan situasi yang diberikan dan **mempraktekannya** (Lesson Plan 2, in *Langkah-langkah Pembelajaran*)

Mendengar Pemberian materi Fungsi Sosial oleh guru (Lesson Plan 7, in *Langkah-Langkah Pembelajaran*)

meminta siswa **secara berpasangan berlatih melakukan percakapan** yang menggunakan ungkapan perhatian (care) yang telah dipelajari (Lesson Plan 3, in *Langkah-langkah Pembelajaran*)

Diskusi, tanya-jawab, **bermain peran** (Lesson Plan 9, in *Metode Pembelajaran*)

Diberikan **pernyataan tentang niat melakukan sesuatu** dan meminta siswa untuk **meresponnya** (Lesson Plan 4, in *Lampiran*)

Differently, lesson plans that discuss functional texts incorporate peer feedbacks on communication more dominantly than lesson plans that discuss other topics do, as seen in the following passage:

Kelompok yang tidak presentasi memberikan tanggapan serta masukkan untuk kesempurnaan manual/tips yang dibuat (Lesson Plan 10, in *Langkah-langkah Kegiatan Pembelajaran*)

Meanwhile, lesson plans that discuss transactional and interpersonal texts incorporate instruction on cultural differences in communicative norms more dominantly than lesson plans that discuss functional texts do, as the following quotations illustrate:

Membaca tentang perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, **perbedaannya dengan yang ada dalam bahasa Indonesia.** (Lesson Plan 1, in *Langkah-langkah Pembelajaran*)
 Melakukan diskusi bersama dengan siswa untuk **membandingkan antara ungkapan menunjukkan perhatian dalam bahasa Inggris dan dalam bahasa siswa** (Lesson Plan 3, in *Langkah-langkah Pembelajaran*)

Aside from those, one indicator is non-dominantly incorporated in every lesson plan topic category. It is the fifth indicator, “Incorporates the instruction of communication skills for modern digital channels,” which is incorporated in lesson plan 8, which discusses an interpersonal text, lesson plan 9, which discusses a transactional text, and lesson plan 10, which discusses a functional text. There are also two indicators that do not appear to be incorporated in any of the analyzed lesson plans. They are the fourth indicator, “Incorporates a form of peer tutoring,” and the eighth indicator, “Incorporates self-assessment of oral presentations and role plays.”

For the next 4C skill, Table 5 below presents the indicators that are used to determine the incorporation of the *collaboration* skill and their fulfillment in each lesson plan.

No.	Indicators	Fulfillment in Lesson Plans									
		1	2	3	4	5	6	7	8	9	10
1	Incorporates group activities (E. Lai, DiCerbo, & Foltz, 2017)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Incorporates collaborative grouping strategies (Artini, Ratminingsih, & Padmadewi, 2018; Fu & Hwang, 2018)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Incorporates direct instruction of collaboration skills, including strategies for interacting productively with others, resolving conflicts, and managing taskwork (E. Lai et al., 2017)										
4	Incorporates peer evaluation of others' collaboration skills (E. Lai et al., 2017)					✓	✓	✓			
5	Includes a statement that indicates group rotation (E. Lai et al., 2017)								✓	✓	
6	Incorporates group activities where students are assigned into specific functional roles (E. Lai et al., 2017)										
7	Incorporates the assessment or evaluation of collaboration (E. Lai et al., 2017)					✓	✓	✓			

Table 5: The Fulfillment of Collaboration Indicators in the Lesson Plans

As shown in the data presented above, some indicators of the *communication* skill are incorporated in all lesson plans regardless of the topics discussed in them, while some others are more dominantly incorporated in lesson plans that discuss certain topic categories.

The former can be seen in how all lesson plans that were analyzed, regardless of the topics discussed in them, a) incorporate group activities and b) incorporate collaborative grouping strategies. These are apparent in the following quotations:

Secara berkelompok melengkapinya dialog yang tidak lengkap dengan ungkapan yang sesuai (Lesson Plan 8, in *Langkah-langkah Kegiatan Pembelajaran*)

Menyimak, **diskusi kelompok**, studi pustaka, role-play, penugasan individu dan kelompok (Lesson Plan 2, in *Langkah-langkah Pembelajaran*)

On the other hand, the latter can be seen in how lesson plans that discuss functional texts a) incorporate peer evaluation of collaboration and b) incorporate the assessment of collaboration more dominantly than lesson plans that discuss other topics do. However, the evidence for this cannot be presented here because they are in the form of tabular assessment formats in the lesson plans.

There is also one indicator which is incorporated non-dominantly in two lesson plans that discuss two topic categories. It is the fifth indicator, "Includes a statement that indicates group rotation," which is incorporated in lesson plan 8, which discusses an interpersonal text, and lesson plan 9, which discusses a transactional text. Apart from that, there are two indicators that do not appear to be incorporated in any of the analyzed lesson plans. They are the third indicator, "Incorporates direct instruction of collaboration skills, including strategies for interacting productively with others, resolving conflicts, and managing taskwork," and the sixth indicator, "Incorporates group activities where students are assigned into specific functional roles."

The results of the study as reported above indicate that senior high school English teachers in Indonesia have the capability to design lesson plans that incorporate the 4C skills. The way that these skills are incorporated is not the same for every lesson plan, however. Instead, the lesson plans seem to differ from each other in terms of the 4C skill indicators that they incorporate, depending on the topics they are based on. For all 4C skills combined, lesson plans that discuss functional texts incorporate indicators related to Problem-based Learning, remedial activities, a defined creativity rubric, peer feedback of communication, peer evaluation of collaboration, and assessment of collaboration more than lesson plans that discuss transactional and interpersonal texts do. On the other hand, lesson plans that discuss transactional and interpersonal texts incorporate HOTS-based assessment indicators and the instruction of cultural differences in communication more than lesson plans that discuss functional texts do. Furthermore, there are indicators that are found in all lesson plans irrespective of their topics, namely those that involve the taxonomy of creativity, collaborative learning, role play, assessment of creative works, HOTS-based indicators of competence achievement, metacognitive strategies, group discussion strategy, production and reception skills in communication, the assessment of communication skills, and collaborative grouping strategies.

These findings suggest that for the English school subject, there are aspects of the 4C skills which are applicable to all lesson plans and there are those which are better suited to certain lesson plan topics than they are to other topics. This can serve as a reference for teachers in designing lesson plans that incorporate the 4C skills. More specifically, the findings of the study can aid English teachers in specifying which aspects of the 4C skills they can incorporate in their lesson plans based on the topic categories the lesson plans are built upon.

The study also found that there are aspects of the 4C skills which were absent from the lesson plans. For all of the 4C skills combined, these aspects are those indicated by direct instruction of critical thinking and collaboration skills, the debate strategy, concept mapping activities, peer tutoring, self-assessment of oral presentations and role plays, and group activities with functional role assignments. These absences may generally be attributed to the teachers' possible lack of awareness and understanding on strategies and techniques that can be employed to incorporate those 4C skill aspects in their teaching. Another possible reason is that the time allocated to teachers for conducting teaching and learning activities is limited and does not allow them to make time for some 4Cs-related strategies in their lesson plans. This is supported by several previous studies which confirmed that the time allocation for senior high school teachers in Indonesia were perceived as too limited to support the use of unconventional strategies (Ambalegin & Suhardianto, 2020; Azis, Haikal, & Iswanto, 2018; Hersulastuti, Setiyadi, & Riyadi, 2018). The issue with limited time allocation is especially true for the 4C skill aspects involving explicit instruction of critical thinking and collaboration

skills, because these kinds of explicit instruction take a lot of time to be carried out effectively. This can be seen in how for critical thinking skills, the general approach to direct instruction typically uses specially-allocated time that is separate from the teaching of subject-matter content (Ventura et al., 2017; Zhao et al., 2016). The same goes for explicit instruction of the collaboration skill, which is optimal when conducted for weeks (E. Lai et al., 2017). Moreover, a previous study has also claimed that it is common for teachers in Indonesia not to utilize the debate strategy due to the difficulty in its application (Utami, Putra, & Suprianti, 2018). More specifically, teachers often opt not to use it because they perceive themselves as lacking the knowledge of current issues, which is required to address complex topics usually used in debates and handle students' unpredictable reactions (Najavi, 2016, as cited in Utami et al., 2018).

B. Lesson Plan Components Which Incorporate the 4C Skills

In all of the ten lesson plans that were analyzed in the study, the 4C skills excluding *collaboration* appear to be incorporated in the lesson plan components that involve indicators of competence achievement, learning methods, learning steps, and assessment. Meanwhile, the *collaboration* skill appears to be incorporated in three types of lesson plan components: components involving learning steps, assessment, and learning methods. The study refers to those components by mentioning what they involve instead of directly mentioning their names because the titles of the lesson plan components vary from teacher to teacher.

The lesson plan components in which the indicators of the incorporation of 4C skills appeared the most are those that involve learning steps. These components account for 815 occurrences of the fulfilled indicators of the incorporation of 4C skills. Components involving assessment appear to be the second most fulfilled indicators, accounting for 181 occurrences. The third largest number of occurrences of fulfilled indicators can be found in the components involving learning methods, accounting for 147 occurrences. The smallest number of occurrences can be found in the components involving indicators of competence achievement, accounting for 74 occurrences.

This order is rather similar but not the same for every individual 4C skill. For the *creativity and innovation* skills, the lesson plan components in order from the highest to the lowest occurrences of fulfilled indicators are those involving learning steps (168 occurrences), assessment (55 occurrences), learning methods (38 occurrences), and indicators of competence achievement (24 occurrences). Meanwhile, for the *critical thinking and problem solving* skills, the components sorted from the highest to the lowest occurrences of fulfilled indicators are those involving learning steps (258 occurrences), learning methods (34 occurrences), indicators of competence achievement (22 occurrences), and assessment (14 occurrences). For the *communication* skill, the order is learning steps (260 occurrences), assessment (100 occurrences), learning methods (45 occurrences), and indicators of competence achievement (28 occurrences). On the other hand, for the *collaboration* skill, the order of the components is learning steps (129 occurrences), learning methods (31 occurrences), assessment (12 occurrences), and no occurrences for competence achievement at all.

In relation to lesson plan components in which the 4C skills are incorporated, the findings of this study does not appear to agree with one of the findings of a study by Herviani & Budiastuti (2018), which interviewed prospective teachers and analyzed their lesson plans in order to measure their comprehension about the revised 2013 curriculum. One of the aspects of the revised curriculum that they examined was the presence of 4C skills in the learning steps component of the prospective teachers' lesson plans. In accordance with that, they found that only one out of four lesson plans indicate the presence of 4C skills in the learning steps. Meanwhile, the current study found lesson plan components involving learning steps to account for the highest incorporation of 4C skills. This disagreement may be due to the difference between the data sources used in the two studies. The current study collects its data from in-service teachers, who are more experienced in incorporating essential skills in their lesson plans than prospective teachers do.

Evidence from the study appears to indicate that most of the 4C skills are only incorporated in four types of lesson plan components, despite there being thirteen lesson plan components devised by the Ministry of Education and Culture: 1) school identity, 2) the identity of the subject, 3) class/semester, 4) subject matter, 5) time allocation, 6) learning objectives, 7) basic competencies and indicators of competence achievement, 8) learning materials, 9) learning methods, 10) learning media, 11) learning resources, 12) learning steps, and 13) assessment (Kemendikbud, 2016). This means that there are nine components in which the 4C skills were not incorporated at all. A possible reason for this is that these nine components are largely technical and does not reflect teaching and assessment in practice. Meanwhile, literature and research on the 4C skills, including those

that the current study referred to in compiling 4C skill indicators, have mostly focused on classroom instruction and assessment (E. Lai et al., 2017; E. R. Lai et al., 2018; Metusalem et al., 2017; Ventura et al., 2017; Zhao et al., 2016). This suggests that in relation to lesson plans, the 4C skills will mainly be observed in components that represent classroom instruction and assessment.

Similar to the results of the first research question, these results can also serve as a reference for teachers in designing lesson plans that incorporate the 4C skills. Specifically, in lesson planning, being aware of the lesson plan components in which the 4C skills are mainly incorporated can help teachers decide which components to incorporate aspects of 4C skills into.

CONCLUSION AND RECOMMENDATION

The study found that all of the ten lesson plans analyzed in this study have incorporated all of the four 4C skills, as can be seen in how every analyzed lesson plan has incorporated the indicators of the incorporation of each 4C skill. Among all of the indicators of the 4C skills' incorporation, some appear to be found incorporated in all lesson plans regardless of their topics, while some others are more dominantly incorporated in lesson plans that discuss certain topics than in other topics. More specifically:

- a. All lesson plans appear to incorporate the indicators related to the taxonomy of creativity, collaborative learning, role play, assessment of creative works, HOTS-based indicators of competence achievement, metacognitive strategies, group discussion strategy, production and reception skills in communication, the assessment of communication skills, and collaborative grouping strategies.
- b. Lesson plans that discuss functional texts incorporate some indicators more dominantly than lesson plans that discuss other topics do. These indicators are those related to Problem-based Learning, remedial activities, a defined creativity rubric, peer feedback of communication, peer evaluation of collaboration, and assessment of collaboration.
- c. Lesson plans that discuss interpersonal and transactional texts incorporate some indicators more dominantly than lesson plans that discuss functional texts do. These indicators are those related to HOTS-based assessment indicators and the instruction of cultural differences in communication.

As for the lesson plan components in which the skills are incorporated, all of the skills except for *collaboration* appear to be incorporated in the same four types of components in every lesson plan. They are components involving learning steps, assessment, learning methods, and indicators of competence achievement. However, the *collaboration* skill appears to be incorporated in three types of lesson plan components: components involving learning steps, assessment, and learning methods.

From the results of the study, there are some benefits that could be gained in relation to designing a lesson plan that incorporates the 4C skills. First, the findings of the study have shown that certain aspects of 4C skills are more dominantly incorporated in certain topic categories than others. This should be useful for teachers in selecting the 4C skill aspects to include in their lesson plans based on the topics discussed. Second, the findings of the study have also highlighted the lesson plan components in which most 4C skills can be found. These findings can help teachers decide which components to focus on in incorporating these skills. Moreover, this study provides a compilation of indicators of the incorporation of 4C skills in lesson plans, which can be used as skill descriptors that teachers can utilize in their own lesson plans.

Since this study's scope is limited to the incorporation of 4C skills in English lesson plans, future studies are recommended to examine the incorporation of these skills in English classrooms by means of observation as well. This way, future studies can also compare the differences between how the 4C skills are incorporated in the lesson plans and how they are carried out in classroom interactions.

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