IMPLEMENTATION OF 4Cs TEACHING STRATEGY IN TEACHING SINGULAR AND PLURAL USING SPEEDY GRAMMAR

Sari Utari, Ida Ayu Panuntun
Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Pekalongan
Email: sariutari133@gmail.com

Abstract

Learning used the 4Cs' skills strategy was a strategy that applied to improved students' skills as an effort to deal with technological advances in the future. The writer applied learning based on 4Cs' skills by implementing it in English material "Plural and Singular" or in Indonesian expressing single and plural words with Speedy Grammar Game media at SMAN 1 Kedungwuni. This study aimed to determine whether the Speedy Grammar game can be applied as an alternative to technology-based learning that supports and trains the 4Cs' skills in question, namely Communication, Collaboration, Creativity, and Critical Thinking. This research is a qualitative research. The object of study is 36 students in the eleventh grade. This study shows that the implementation of the 4Cs' learning strategy with speedy grammar media was quite good, as evidenced by the data obtained from the items in the questionnaire. The data shows that 10 statements or items were classified as moderate and had a score of $31.78 \leq X < 37.69$. One statement is lower than the other, has a score of $X < 31.78$. There were 4th statements had $X \geq 37.69$. This showed that 36 students in this study on how to applied 4Cs' strategies using speedy application grammar were good enough to be applied in class. Therefore, this application was an alternative for teachers to deliver English material, especially singular and plural.

Key Words: Learning Strategies, 4Cs Skills, Speedy Grammar, Singular and Plural

Abstrak

Pembelajaran menggunakan strategi keterampilan 4C adalah strategi pembelajaran yang diterapkan untuk meningkatkan skill siswa sebagai upaya untuk menghadapi kemajuan tekhnologi dimasa yang akan datang. Penulis mencoba menerapkan pembelajaran yang berbasis keterampilan 4C dengan mengimplementasikannya dimateri bahasa Inggris "Plural dan Singular" atau dalam bahasa Indonesia mengungkapkan kata tunggal dan jamak dengan media Speedy Grammar Game di SMAN 1 Kedungwuni. Penelitian ini bertujuan untuk mengetahui apakah Speedy Grammar game dapat diterapkan sebagai alternatif pembelajaran yang berbasis teknologi yang mendukung dan melatih keterampilan 4C yang dimaksud adalah Communication, Collaboration, Creativity, and critical Thinking. Penelitian ini merupakan penelitian kualitatif. Objek penelitian sejumlah 36 siswa di kelas XI. Penelitian ini menunjukan bahwa implementasi strategi pembelajaran 4C dengan media speedy grammar cukup baik dibuktikan dengan data yang diperoleh dari items di kuesioner. Data menunjukkan 10 pernyataan atau items tergolong sedang dan memiliki skor $31,78 \leq X < 37,69$. Satu pernyataan lebih rendah dari yang lain, memiliki skor $X < 31,78$. Ada 4 pernyataan memiliki $X \geq 37,69$. Hal ini menunjukan bahwa pembelajaran singular dan plural dengan menginplementasikan strategi pembelajaran keterampilan 4C dibantu media speedy grammar game mampu diterapkan dikelas. Oleh karena itu, aplikasi ini merupakan salah satu alternatif bagi guru untuk menyampaikan materi bahasa Inggris khususnya tunggal dan jamak.

Key Words: Strategi Pembelajaran, 4Cs Skills, Speedy Grammar, Singular dan Plural

INTRODUCTIONS

English is one of material in senior high school. According to Government instruments number 57th (2021) an article 35th paragraph 1st indicate that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Teacher conveys the material guided by the syllabus while they preparing the lesson plan. Sagala (2008) say that syllabus is Syllabus is a learning plan in a particular subject or group of subjects that includes competency standards, basic competencies, subject/learning materials, activities and strategies learning, indicators, assessment, time allocation, and learning resources/materials/tools. Based on the English syllabus in Indonesia there are several chapters that students will study. Each chapter has material points. The points itself means the material which teacher should deliver in the class.

Based on English Language Syllabus of XI grade of Senior High School, the main of the material is "singular and plural noun such as a, an, this, those,...". It indicates that Articles and Plural is needed in the Senior High School and make sure when teacher deliver the material clearly. Sommeng (2019) The syllabus is a set of plans and arrangements for learning activities, classroom management, and assessment of learning outcomes. The syllabus is useful as a guide for basic resources in the development of further learning, starting from making lesson plans, managing learning activities, and developing an assessment system. The syllabus provides directions on what programs must be achieved in order to achieve educational goals and what kind of methods to use. Not only that, the syllabus also contains evaluation methods to test the extent of educational success.

According the syllabus above teacher need a strategy when deliver the material to students. The strategy is a way which teacher interaction and handle the atmosphere in the class. According to Ngalimun (2017: 2) teacher should give attention to several points are as follows: a). teaching activities should be in a real experiences and an authentic environment because it needed to develop in teaching activities. b). the content of teaching should modify as good as the characteristic of students so that teaching and learning as contraction, deconstruction, and reconstruction of knowledge, behaviors, and also capability of the students. c). teacher should prepare the media to deliver the material to their students in class. d). Evaluation through assessment to the students in a periodic time to give evaluate of the achieved the goals. Therefore, to reach the teacher's goal, they need a strategy in teaching. According to Ngalimun (2017) say that teaching strategies is a system in education to do a teaching activities to archive effectiveness in teaching. Teacher should deliver well in the class, therefore the students will understand what the teacher deliver and reach the goal of the study.

Teaching English as foreign language must be connected to policy context. In the 2013 Curriculum, skills are needed by the nation's children in order to have a number of skills needed in life in the 21st century. The Partnership for 21st century (p21) identified 4C skills are critical thinking skills, creative thinking skills, communication skills and collaboration skills. The writer used strategies in teaching learning activity by one of the key aspects of this movement is the form of the "Framework for 21st Century Learning" by Partnership for 21st Century Learning (P21) early in the century (National Education Association, 2012). A focus on communication, collaboration, creativity and critical thinking are needed and prepare students for the future. In our lessons, we can plan a variety of activities to integrate them into teaching-learning process and help these skills of students with the expectation in each skill.

Media in teaching are needed in learning activity to make sure the student can understand the material. The media of teaching is a tool or media it can help teacher in explain the material in class.

This 21st century a common media based in technology such as Duo Lingo, Google Classroom, Cake, Speedy Grammar. The media have theirs utility and Speedy are unique one. Speedy grammar is application by Wobble Monkey Games 2019. Speedy English Grammar is a simple, fun, Zen-like game for learning basics English grammar quickly and easily. Learning English Languages it can make the students are not easier feel bored in their learning process and make much more fun in accept the English material. According to that introduction above there are cases to this study such as 1) what are the types of 4C's as strategy of teaching? 2) How is 4C's teaching strategy implemented in teaching singular and plural using speedy grammar?. According to the case above before the writer indicated the tittle of the study is *"Implementation of 4C's Teaching Strategy in Teaching Singular and Plural Using Speedy Grammar"*.

METHODE

The writer used descriptive qualitative in term of content analysis in research design. According to Rukajat (2018) qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation and aims to reveal the symptoms in a holistic-contextual way through collecting data from natural settings by using the researcher himself as a key instrument. Qualitative research is descriptive and tends to use an inductive approach to analysis. Process and meaning based on the perspective of the subject is more highlighted in qualitative research. This study took place in SMA N Kedungwuni XI MIPA 2. The objects of the study were 36 students.

The writer used two kind data, primary and secondary data. According to Miles and Huberman (1984) in Sugiono (2013), Primary data is the data which are obtained directly covering documents. The first instruments of this study are the results of the questionnaire and speedy grammar application. The Speedy Grammar application was designed by Wobble Monkey Studios. According to Miles and Huberman (1984) in Sugiono (2013), Secondary data is the data which are needed to support the result of the study, comes from literature, articles, and various other sources which are related with the study.

Sugiyono (2008: 63) there are fourth how to collect data such as, interviews, observations, questionnaire, documentations and triangulations. The writer used questionnaire in collecting the data therefore, the data is natural and can responsible. The questionnaire that can be used is USE Questionnaire. According Arnold Lund and colleagues at Ameritech, U.S WEST Advanced Technologies in Aswani (2018) Questionnaire is a tool that can use in the preparation of questions that will be made in the form of questionnaire. USE Questionnaire stands for usefulness, Satisfaction, and Ease of use and divided into 2 factors, namely Ease of Learning (ease of learning) and Ease of Use (ease of use). The Likert scale is used to measure attitudes, opinions, and perceptions of a person or a group of people about an event or symptom social. In social phenomenon research, researchers have specified the scale and here in after referred to as research variables. On the Likert scale, the scale is usually used measurement of 5 scales. But in this study uses 4 scales for confirm the choice of assessment, so that there is no answer choice in the middle (neutral/moderate/fair).

The writer also used an interviews result with English Teacher of XI SMAN 1 Kedungwuni as another consideration in implementation of 4C's teaching strategies using speedy grammar application. Quinn (2005) in Magnusson and Marecek (2015) Interviews is a face-to-face conversations structured by the writer to provide an effective way to gather material that speaks to interpretative researchers' interests and goals. The interviewer asks the respondent to explain the answers, and the respondent has the task of telling the interviewer what he/she knows in a way that can be understood by an outsider. Therefore, an interview is a way to shows accurate evidence in this study.

The writer used categorization to indicate the result after analysed the data. According to Azwar (2012: 147) the purpose of categorization was to make separated individuals into tier according to a continuum based on the attributes of the study. Categorization required the theoretical mean and standard deviation units of the population. The standard deviation was calculated by looking for a range of scores, namely the maximum possible score obtained by the respondent minus the minimum possible score obtained by the respondent, after that the range of scores is divide by six.

The writer used categories analysis by Azwar to analyzed questionnaire data. According to Azwar (2012: 147) the purpose of categorization was to make separated individuals into tier according to a continuum based on the attributes of the study. Categorization required the theoretical mean and standard deviation units of the population. The standard deviation was calculated by looking for a range of scores, namely the maximum possible score obtained by the respondent minus the minimum possible

score obtained by the respondent, after that the range of scores is divide by six. The formula of mean, standard deviation used as follows:

1. Mean

Find out the mean was aimed to found out the average results obtain from the questionnaire data. In statistical data the average were called the arithmetic mean marked with the symbol M. The formula for finding the mean is as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1251}{36}$$

$$M = 34.75$$

Information:

M : Mean
N : Number of subjects
$\sum x$: The number of numbers in the variable X

2. Standard Deviation

Then the writer looked for the standard deviation (SD) value, with the formula used as follows:

$$SD = \frac{\sqrt{\sum f^2}}{N}$$

$$SD = 2.970089$$

Information:

SD : Standard Deviation
$\sum f^2$: score x
N : Number of Subjects

3. Categorization

Table 1

Azwar (2012) Categorization

Categorization	Formula
height	$X \geq (M + 1SD)$
Medium	$(M - 1SD) \leq X < (M + 1SD)$
Low	$X < (M + 1SD)$

After the implementasi 4Cs' skills used speedy grammar the writer obtained the data and had a result as followed as below:

Table 2
Categorizations

Categorization	
height	$X\geq (34.75 + 1x2.97)$ **X≥ 37.69**
Medium	$(M - 1SD)\leq X<(M + 1SD)$ $(34.75 - 1x2.97)\leq X<(34.75 + 1x2.97)$ **31.78≤X<37.69**
Low	$X<(M + 1SD)$ **X<31.78**

FINDING AND DISCUSSION

1. Types of 4Cs' skill

One of the key aspects of this movement is the forming of the "Framework for 21st Century Learning" by Partnership for 21st Century Learning (P21) early in the century (National Education Association, 2012). It lighted 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 Volume 1, Number 2 (2020) 76 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. According this project by Fadel, Bialik, & Trilling (2015) in National Education in Association (2012) indicated 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.

a) Communication skill

Communication was an activity to give information or asked something. In communication teacher can as informer to their students to give an opportunity to student asked or express their ideas, discuss with their friends or solve problems from their educators. When applying communication skills, there were material contents that instruct to do communication both orally or in writing by complete the task. The students articulate thoughts or ideas in various contexts, teacher help the student in their difficulties in during solve the task to make students active in the class, students guided to use media to communicate effectively in diverse environment using various languages.

b) Collaboration

In collaboration skill, students should collaboration in group to arrange the words into a sentence that indicated singular or plural nouns it given in the application of speedy grammar.

Picture 1 Note and Guideline of Speedy Grammar

Student should have a good team work in this session to make sure win the game and finished the sentences correctly. The teacher make group consist 4 until 6 students by using number therefore there students all student have a group by saying the numbers alternately. Each student have their job such as the students whose arrange the word into the sentences, as an administrators and written the result on sheet of paper.

c) Critical Thinking and Creativity

Picture 2 Speedy Grammar outline
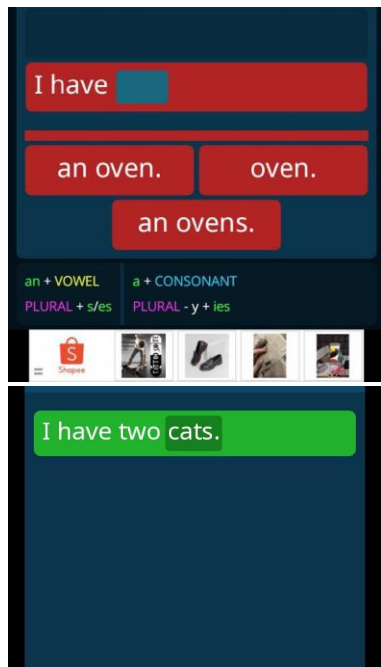
In critical thinking, the teacher showed the speedy grammar to make sure they can critics when sole the game because the in the speedy grammar game students must finish the game correctly. It means that all of the sentences must be completed and correctly. If the group incorrect while their finished the game, the group must start the game again by the first case. Probably the sentences are same with before but in disorder presented. Therefore, the group must be care full and be critics in sole this game. The group that finished the game recently there is a winner of this material.

Teacher should creative when delivered this game and the student should have a creative person in this game because there were three chapters or three cases to finish the task. Then, the writer give conclusion as revise how students feel after finished the game.

2. The Implementation Speedy Grammar Game in Teaching Singular and Plural

The research was carried out in middle class of SMA N Kedungwuni on June 13, 2022 with an allocation of 2 hours (2 x 35 minutes). Before the research, the writer made preparations including

the preparation of research instruments and preparation of learning tools. The research instrument were consist of an instrument sheet in the form of a questionnaire for students, interview texts for 11th grade English teachers, lesson plans, speedy grammar media, and supporting teaching tools. The implementation of the learning process in cycle 1 is carried out in accordance with the learning plan that has been made. Broadly speaking, the description of the implementation of learning activities is reflected in the table below:

Table 3
Lesson Plan

Activity	Description	Time
Opening	1. The teacher greets and invites all students to pray (to start learning activities) 2. Communicated about student attendance 3. Gave questions to all students about 4C Skills (communication, collaboration, critical thinking, creativity) in learning 4. Followed by asking questions and telling stories about the application of speedy grammar as the first inducement in class. Teacher told what material students would learn with speedy grammar.	10 minutes
Core activity	Learning session 1 Communication and collaboration: 1. The teacher divided the students by counting pickles 1-5 to make 6 groups, 1 group consists of 5 students. 2. The teacher provided rules for learning singular and plural using speedy grammar, including the time allocation that has been agreed with the students in class. 3. Students download the speedy grammar application on their smartphone. Creative and critical thinking: 4. Each group consists of a leader in charge of the group, operators (students who run the application). 5. Each student has their own responsibility to complete the mission in speedy grammar correctly, quickly/on time.	50 minutes
	Learning session 2 question and answer 1. The teacher as supervisor and time keeper pays attention to students during the learning process	

	Question and answer session directly after students complete all the missions in the speedy grammar game batch singular and plural	
Closing	1. Students made conclusions about the vocabulary obtained in today's lesson/summary of today's learning outcomes. 2. The teacher gave a reward/positive affirmative for all students for completing the mission in speedy grammar Invite all students to pray according to their respective religions and beliefs (to start learning activities)	10 minutes

According the lesson plan above, student worked together in groups and completed the speedy grammar game. The members who were able or smarter expected to be able to help members who were less able so that the task is completed properly. After the work is finished, the teacher gives a question and answer session with students about the difficulties they face, the ease and convenience of using the speedy grammar game. During the students' discussion, the teacher went around and guidance to the groups who found difficult during the mission or the work. After the discussion was finished, all students gave applause as an appreciation for successfully completed 3 chapters of speedy grammar in singular and plural material. After that, the student filled the questionnaire about how the student feels after using the speedy grammar in study singular and plural in game based.

According the questionnaire results that analyzed for the median, mean, and standard deviation. The mean of 36 students is 34.75 and has a standard deviation of 2.970089 rounded to 2.98. The mean obtained from the sum of all score that all students had divided by (N) or the number of students in the class. The writer used questionnaire which have two statement; favorable and unfavorable. There were 8th favorable statements and 7th unfavorable statements and the result after used the SPSS 21.0 and Excel windows software. The writer obtained the result of the data as followed as below:

Table 4
Data Analyzed

No.	Items	Categorizations			
		Score	Height	Medium	Low
1	X1	34		V	
2	X2	36		V	
3	X3	33		V	
4	X4	37	V		
5	X5	38	V		
6	X6	36		V	
7	X7	33		V	
8	X8	41	V		
9	X9	35		V	

10	X10	32		V	
11	X11	36		V	
12	X12	31			V
13	X13	35		V	
14	X14	34		V	
15	X15	39	V		

The data showed 10 items were medium and has score **31.78≤X<37.69**. One item was lower than others, has score **X<31.78.** There were **4 items have X≥ 37.69.** It indicated that 36 students in this study about how to implementation 4Cs' strategies using application speedy grammar was good enough.

The interviewer asked the respondent (teacher of the English Language of SMA N 1 Kedungwuni) to explain the answers, and the respondent has the task and told to the interviewer what he/she knew in a way that can be understood by an outsider. After the interviewed, it can concluded that speedy grammar was a good enough too in implementation of this 4Cs' strategy such as the material which simply, the display of the speedy grammar itself which have several type, make teacher more effectively when the teaching and learning process, the application was not too expensive. Meanwhile, there were the internet data which bother the students when finished the mission. Speedy grammar game has add (an advertisement) that bother the students before go to the main mission, it took more time to wait the add finish first.

CONCLUSION

The found out of the analysis in the previous chapter enabled the writer to draw some conclusions as followed as; the 21st century learning skills were often called the 4Cs' skill such as communicating, critical thinking, creative thinking, and collaborating. These skills help students learn, and so they are vital to success in school and beyond.

Communicating were analysed the situation means thinking about the subject, purpose, sender, receiver, medium, and context of a message and evaluating messages means decided whether they were correct, complete, reliable, authoritative, and up-to-date.

Critical thinking is focused, careful analyzed of something to understand it. When people spoke of "left brain" activity, they were usually referred to critical thinking. Creative thinking was expansive, open-ended invention and discovery of possibilities. When people spoke of "right brain" activity, they most often mean creative thinking. The last, collaborations was allocating resources and responsibilities ensure that all members of a team can work optimally. Brainstorming ideas in a group involved rapidly suggested and wrote down ideas without pausing to critique them.

Speedy grammar was one of the alternative way to make the students face the problem in a game based and to improve the 4Cs' skills by doing a mission in small game applications. The writer used categorization to make sure the data were valid and could be responsible.

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