

APPENDIX

Appendix 1: Interview Transcription

Student 1

No.	Question	Answer
1.	<p><i>Bagaimana pendapat anda mengenai pembelajaran 4C ini?</i></p> <p>(What do you think about this 4C learning?)</p>	<p><i>“Oh iya menurut saya pembelajaran dengan metode 4C sangat menyenangkan dan membuat siswa apalagi terutama kelas saya paham dan mengerti atas pembelajaran yang telah diberikan ini atau telah disampaikan oleh pemateri.”</i></p> <p>(Oh yes, in my opinion, learning with the 4C method is very fun and makes students, especially in my class, understand the learning that has been given or conveyed by the presenter)</p>
2.	<p><i>Menurut anda, Apa manfaat yang anda rasakan setelah pembelajaran 4C ini?</i></p> <p>(In your opinion, what benefits did you feel after learning the 4Cs?)</p>	<p><i>“Emm manfaat, manfaat yang saya rasakan dengan pembelajaran ini ialah yang pertama materi yang di sampaikan membuat siswa mengerti dan paham, yang kedua suasana tidak bosan jadi ada menjadi nyaman serta itu akan ada sesi tanya jawab buat siswa</i></p>

		<p><i>itu berinteraksi atau berkomunikasi dengan peamateri.”</i></p> <p>(Emm, the benefits, the benefits that I feel with this learning are, firstly, the material conveyed makes students understand, secondly, the atmosphere is not bored, so there is a feeling of comfort, and there will be a question and answer session for students to interact or communicate with the participants.)</p>
3.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan kreativitas anda? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your creativity? why?)</p>	<p><i>“Iya karena menurut saya dengan metode 4C ini dan pbl ini mampu mengemukakan gagasan dan kreativitas dalam menemukan ide/gagasan”</i></p> <p>(Yes, because in my opinion, the 4C method and PBL are able to express ideas and be creative in finding ideas.)</p>
4.	<p><i>Apakah dengan 4C dan PBL membuat anda berpikir kritis? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your critical thinking? why?)</p>	<p><i>“Hmm iya kak karena mampu membuat saya meningkatkan kemampuan berpikir kritis dan berani mengemukakan pendapat di depan kelas.”</i></p> <p>(Hmm, yes, miss, because it can make me improve my critical thinking skills</p>

		and dare to express opinions in front of the class.)
5.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan komunikasi anda? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your communication? why?)</p>	<p><i>“Tentu iya, karena saya berani dalam menyampaikan ide dengan percaya diri meskipun saya kurang yakin dengan jawaban saya & membuat saya dapat berinteraksi atau komunikasi dengan pameran.”</i></p> <p>(Of course yes, because I am brave in conveying ideas confidently even though I am not sure about my answer & it allows me to interact or communicate with the exhibitors)</p>
6.	<p><i>Apakah dengan 4C dan PBL ini dapat membuat anda berkolaborasi dengan baik? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your collaboration? why?)</p>	<p><i>“Hmm iya kak, karena dengan metode 4C dan PBL ini saya faham dengan materi yang disampaikan dan membuat saya berkolaborasi dengan baik dengan teman teman juga”</i></p> <p>(Hmm, yes, miss, because with the 4C and PBL methods, I understand the material presented, and it makes me collaborate well with friends too.)</p>

7.	<p><i>Menurut anda, apa kendala dari pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, what are the obstacles to learning 4Cs and PBL?)</p>	<p><i>“untuk kendala sih terlalu banyak tugas dan sedikit waktu untuk jeda istirahat dalam pembelajaran karena 4C menuntut siswa supaya selalu aktif”</i></p> <p>(The obstacle is that there are too many assignments and too little time for breaks in learning because 4C requires students to always be active)</p>
8.	<p><i>Menurut anda, Bagaimana cara mengatasi kendala pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, how to overcome these 4Cs and PBL learning obstacles)</p>	<p><i>“hmm menurut aku kalau ngasih tugas boleh banyak tapi jangan susah susah dan deadlinenya jangann mepet mepet”</i></p> <p>(hmm, in my opinion, giving assignments can be a lot, but don't be difficult, and deadlines don't be tight)</p>

Student 2

No.	Question	Answer
1.	<p><i>Bagaimana pendapat anda mengenai pembelajaran 4C ini?</i> (What do you think about this 4C learning?)</p>	<p><i>“Okey kak, menurut saya mengenai pembelajaran 4c ini suatu skill yg bagus dalam ketanggapan siswa”</i> (Okay, miss, in my opinion regarding learning 4C, this is a good skill in student responsiveness.)</p>
2.	<p><i>Menurut anda, Apa manfaat yang anda rasakan setelah pembelajaran 4C ini?</i> (In your opinion, what benefits did you feel after learning the 4Cs?)</p>	<p><i>“untuk manfaat, manfaat yang saya alami dari awal pembelajaran sampai sekarang saya menjadi lebih aktif tanpa takut salah karena ada pembenaran dan apresiasi”</i> (For the benefits that I experienced from the beginning of learning until now, I have become more active without fear of being wrong because there is justification and appreciation.)</p>
3.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan kreativitas anda? kenapa?</i> (Does this 4Cs and PBL increase your creativity? why?)</p>	<p><i>“Iya, Karena mengidentifikasi masalah yang ada dengan menjawab sesuai kreativitas setelah melalui penjelasan”</i> (Yes, because identifying existing problems by answering according to</p>

		creativity after going through explanations)
4.	<p><i>Apakah dengan 4C dan PBL membuat anda berpikir kritis? kenapa?</i> (Does this 4Cs and PBL increase your critical thinking? why?)</p>	<p><i>“Tentu iya, karena ilmu bahasa atau linguistic merupakan hal yang bisa di modif sesuai dengan kondisi apabila ada salah kata maka salah makna juga”</i> (Of course, yes, because language or linguistics is something that can be modified according to the condition that if there is a wrong word, then the meaning is also wrong.)</p>
5.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan komunikasi anda? kenapa?</i> (Does this 4Cs and PBL increase your communication? why?)</p>	<p><i>“Iya jelas kak melatih komunikasi karena kita di latih untuk berbicara di depan kelas”</i> “Yes, obviously, you practice communication because we are trained to speak in front of the class.”</p>
6.	<p><i>Apakah dengan 4C dan PBL ini dapat membuat anda berkolaborasi dengan baik? kenapa?</i> (Does this 4Cs and PBL increase your collaboration? why?)</p>	<p><i>“Iya, karena dapat meningkatkan sosialisasi dan dapat bertukar pendapat”</i> (Yes, because it can increase socialization and can exchange opinions)</p>
7.	<p><i>Menurut anda, apa kendala dari pembelajaran 4C dan PBL ini?</i></p>	<p><i>“untuk yang saya alami tidak ada kendala tapi saya ada kendala dari pengajar dan penerima ajaran</i></p>

	<p>(In your opinion, what are the obstacles to learning 4Cs and PBL?)</p>	<p><i>karena pengajar harus mengeluarkan banyak tenaga untuk mengajar karena misinya mengajar seseorang belajar sedangkan kemauan seseorang ada di dalam dirinya sendiri”</i> (For what I experienced, there were no obstacles, but I had problems with the teacher and the recipient of the teachings because the teacher had to spend a lot of energy teaching because his mission was to teach someone to learn while the person's will was within himself)</p>
8.	<p><i>Menurut anda, Bagaimana cara mengatasi kendala pembelajaran 4C dan PBL ini?</i> (In your opinion, how to overcome these 4Cs and PBL learning obstacles)</p>	<p><i>“Iya oke jadi untuk menjawab soal sebelumnya ya kak, jadi untuk mengatasi kendala pembelajaran 4C dan PBL ini jika terdapat siswa yang tidak bisa maka pengajar harus memberi penjelasan terhadap seseorang secara 4 mata”</i> (Yes, okay, so to answer the previous question, miss, to overcome the obstacles to learning 4C and PBL, if there are students who can't, the teacher must give</p>

		an explanation to someone in 4 points)
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Student 3

No.	Question	Answer
1.	<p><i>Bagaimana pendapat anda mengenai pembelajaran 4C ini?</i> (What do you think about this 4C learning?)</p>	<p><i>“Menurut saya nih kak metode pembelajaran ini sangat membantu para siswa untuk lebih mudah memahami materi pembelajaran”</i> (In my opinion, this learning method is very helpful for students to more easily understand the learning material)</p>
2.	<p><i>Menurut anda, Apa manfaat yang anda rasakan setelah pembelajaran 4C ini?</i> (In your opinion, what benefits did you feel after learning the 4Cs?)</p>	<p><i>“hmm menurut saya pribadi jadi lebih mudah menyerap dan mengerti materi pelajaran yang sedang dijelaskan oleh pengajar”</i> (Hmm, I personally think it's easier to absorb and understand the subject matter being explained by the teacher.)</p>
3.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan kreativitas anda? kenapa?</i> (Does this 4Cs and PBL increase your creativity? why?)</p>	<p><i>“iya kak, karena saya lebih di latih untuk meningkatkan daya pikir saya agar lebih kreatif dan teliti”</i> (Yes, miss, because I am more trained to improve my thinking power to be more creative and thorough.)</p>

4.	<p><i>Apakah dengan 4C dan PBL membuat anda berpikir kritis? kenapa?</i> (Does this 4Cs and PBL increase your critical thinking? why?)</p>	<p><i>“Hmm iya kak, karena 4C ini membuat saya berpikir kritis dan rasional”</i> (Hmm, yes, miss, because 4C makes me think critically and rationally.)</p>
5.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan komunikasi anda? kenapa?</i> (Does this 4Cs and PBL increase your communication? why?)</p>	<p><i>“Iya, karena saya dilatih untuk menjadi orang yang lebih percaya diri dan berani berbicara di depan kelas atau umum kak”</i> (Yes, because I was trained to be a more confident person and have the courage to speak in front of the class or the public, miss.)</p>
6.	<p><i>Apakah dengan 4C dan PBL ini dapat membuat anda berkolaborasi dengan baik? kenapa?</i> (Does this 4Cs and PBL increase your collaboration? why?)</p>	<p><i>“Tentu saja iya kak, karena saya bisa belajar untuk bekerja sama atau bersosialisasi dengan teman se team”</i> (Of course yes, miss, because I can learn to work together or socialize with my team members.)</p>
7.	<p><i>Menurut anda, apa kendala dari pembelajaran 4C dan PBL ini?</i> (In your opinion, what are the obstacles to learning 4Cs and PBL?)</p>	<p><i>Hmmm unuk kendala karena saya orangnya pemalu jadi saya kurang enjoy dengan communication kak”</i> (Hmmm, for the problem, I'm shy, so I don't enjoy communicating, miss.)</p>

8.	<p><i>Menurut anda, Bagaimana cara mengatasi kendala pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, how to overcome these 4Cs and PBL learning obstacles)</p>	<p><i>“untuk mengatasi kendala itu ada di dalam diri saya sendiri mungkin saya harus berlatih percaya diri atau berlatih communication di depan orang banyak”</i></p> <p>(To overcome these obstacles within myself, maybe I have to practice confidence or practice communication in front of many people.)</p>
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Student 4

No.	Question	Answer
1.	<p><i>Bagaimana pendapat anda mengenai pembelajaran 4C ini?</i> (What do you think about this 4C learning?)</p>	<p><i>“Saya sangat suka sekali dengan skill pembelajaran 4c ini kak karena lebih menyenangkan dan menambah wawasan saya”</i> (I really like this 4C learning skill, miss, because it's more fun and broadens my horizons.)</p>
2.	<p><i>Menurut anda, Apa manfaat yang anda rasakan setelah pembelajaran 4C ini?</i> (In your opinion, what benefits did you feel after learning the 4Cs?)</p>	<p><i>“Dengan 4C ini saya jadi merasa kalau belajar bahasa inggris jadi lebih mudah dan menyenangkan”</i> (With these 4Cs, I feel that learning English is easier and more fun.)</p>
3.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan kreativitas anda? kenapa?</i> (Does this 4Cs and PBL increase your creativity? why?)</p>	<p><i>“Iya kak karena problem pembelajaran yang dikasih membuat saya berpikir kritis”</i> (Yes, miss, because the learning problems I was given made me think critically)</p>
4.	<p><i>Apakah dengan 4C dan PBL membuat anda berpikir kritis? kenapa?</i> (Does this 4Cs and PBL increase your critical thinking? why?)</p>	<p><i>“Iya kak karena problem pembelajaran yang dikasih membuat saya berpikir kritis”</i> (Yes, miss, because the learning problems I was given made me think critically.)</p>

5.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan komunikasi anda? kenapa?</i> (Does this 4Cs and PBL increase your communication? why?)</p>	<p><i>“Iya, karena dengan 4c ini saya dilatih berbicara di depan kelas jadi saya merasa skill komunikasi saya bertambah kak”</i> (Yes, because with this 4c I was trained to speak in front of the class so I feel my communication skills have improved miss)</p>
6.	<p><i>Apakah dengan 4C dan PBL ini dapat membuat anda berkolaborasi dengan baik? kenapa?</i> (Does this 4Cs and PBL increase your collaboration? why?)</p>	<p><i>“hmm iya kak, saya jadi dilatih untuk bersosialisasi atau bertukar pendapat dengan teman saya”</i> (Hmm, yes, miss, I was trained to socialize or exchange opinions with my friends.)</p>
7.	<p><i>Menurut anda, apa kendala dari pembelajaran 4C dan PBL ini?</i> (In your opinion, what are the obstacles to learning 4Cs and PBL?)</p>	<p><i>“mmm saya itu agak malu malu atau ga percaya diri gitu kak kalau saya disuruh maju ke depan jadi saya kurang menguasai skill communication kak”</i> (Mmm, I'm a bit shy or not confident like that, miss, if I'm asked to come to the front, so I don't master communication skills)</p>
8.	<p><i>Menurut anda, Bagaimana cara mengatasi kendala pembelajaran 4C dan PBL ini?</i></p>	<p><i>“untuk mengatasi kendala mungkin dari saya sendiri ya kak, jadi saya harus lebih percaya diri lagi saat</i></p>

	<p>(In your opinion, how to overcome these 4Cs and PBL learning obstacles)</p>	<p><i>di suruh berbicara di depan kelas”</i> (to overcome obstacles, maybe from myself, miss, so I have to be more confident when asked to speak in front of the class.)</p>
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Student 5

No.	Question	Answer
1.	<p><i>Bagaimana pendapat anda mengenai pembelajaran 4C ini?</i> (What do you think about this 4C learning?)</p>	<p><i>“Skill 4c ini sangat menyenangkan dan saya merasa lebih mudah memahami materi yang disampaikan”</i> (Skill 4Cs is very fun, and I find it easier to understand the material presented.)</p>
2.	<p><i>Menurut anda, Apa manfaat yang anda rasakan setelah pembelajaran 4C ini?</i> (In your opinion, what benefits did you feel after learning the 4Cs?)</p>	<p><i>“mm menurut pendapat saya pembelajaran skill 4C ini membantu saya dan teman teman saya untuk meningkatkan skill”</i> (In my opinion, learning 4C skills helps me and my friends improve our skills)</p>
3.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan kreativitas anda? kenapa?</i> (Does this 4Cs and PBL increase your creativity? why?)</p>	<p><i>“iya kak, karena 4c ini sangat mendongkrak kreativitas siswa, dan saya sendiri merasa jauh lebih kreatif kak”</i> (Yes, miss, because 4C really boosts student creativity, and I myself feel much more creative)</p>
4.	<p><i>Apakah dengan 4C dan PBL membuat anda berpikir kritis? kenapa?</i> (Does this 4Cs and PBL increase your critical thinking? why?)</p>	<p><i>“iya kak, kan kita sering dilatih untuk memecahkan masalah di dalam materi atau menganalisis masalah gitu ya kak jadi saya lebih berpikir kritis lagi kak”</i> (Yes, miss, we are often trained to solve problems in</p>

		the material or analyze problems like that miss. So I think more critical thinking, miss.)
5.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan komunikasi anda? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your communication? why?)</p>	<p><i>“Hmmm iya kak, karena kita siswa selalu ditunjuk untuk menjawab, disuruh bertanya apabila belum paham dan terkadang dilatih berbicara di depan kelas jadi seiring berjalannya waktu skill communication kita meningkat”</i></p> <p>(Hmmm, yes, miss, because we students are always appointed to answer, told to ask questions if we don't understand, and sometimes we are trained to speak in front of the class, so over time our communication skills improve)</p>
6.	<p><i>Apakah dengan 4C dan PBL ini dapat membuat anda berkolaborasi dengan baik? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your collaboration? why?)</p>	<p><i>“hmm iya kak, karena sering dikasih tugas kelompok jadi membuat kita lebih bisa bekerja sama atau bertukar pendapat dengan baik bersama teman teman”</i></p> <p>(hmm yes miss, because we are often given group assignments it makes us more able to work together</p>

		or exchange ideas well with friends)
7.	<p><i>Menurut anda, apa kendala dari pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, what are the obstacles to learning 4Cs and PBL?)</p>	<p><i>“Kendala yang saya alami hanya di tugas sih kak, saya merasa tugas semakin banyak dan due date yang sedikit”</i></p> <p>(The only obstacle I'm experiencing is on assignments, miss. I feel that there are more and more assignments, and due dates are fast)</p>
8.	<p><i>Menurut anda, Bagaimana cara mengatasi kendala pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, how to overcome these 4Cs and PBL learning obstacles)</p>	<p><i>“Okey untuk mengatasi kendala sih mungkin bisa dikurangi untuk tugasnya gitu kak hehe atau tetp dikasih tugas yang banyak tapi juga dikasih due date yang lama”</i></p> <p>(Okay, to overcome the obstacles, maybe the assignments can be reduced, miss. or are you still given a lot of assignments but also given a long due date)</p>

Student 6

No.	Question	Answer
1.	<p><i>Bagaimana pendapat anda mengenai pembelajaran 4C ini?</i> (What do you think about this 4C learning?)</p>	<p><i>“Menurut aku nih kak, pembelajaran 4c ini sangat membantu menambah skill kita dan pembelajaan 4c itu tidak membosankan sama sekali”</i> (In my opinion, miss, learning 4Cs really helps increase our skills, and learning 4C is not boring at all)</p>
2.	<p><i>Menurut anda, Apa manfaat yang anda rasakan setelah pembelajaran 4C ini?</i> (In your opinion, what benefits did you feel after learning the 4Cs?)</p>	<p><i>“Oke manfaat dari pembelajaran 4c ini sendiri itu saya jadi lebih mudah memahami materi yang di sampaikan dan tidak hanya itu saya juga merasa skill saya meningkat begitu kak”</i> (Okay, the benefits of learning 4C itself are that it's easier for me to understand the material presented, and not only that, but I also feel that my skills have improved, so miss)</p>
3.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan kreativitas anda? kenapa?</i> (Does this 4Cs and PBL increase your creativity? why?)</p>	<p><i>“iya, karena melatih daya pikir saya agar lebih kreatif dan teliti kak”</i> (yes, because it trains my thinking power to be more</p>

		creative and thorough miss)
4.	<p><i>Apakah dengan 4C dan PBL membuat anda berpikir kritis? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your critical thinking? why?)</p>	<p><i>“Iya, karena banyak materi dan tugas yang diberikan membuat saya berpikir kritis”</i></p> <p>(Yes, because a lot of material and assignments given made me think critical thinking)</p>
5.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan komunikasi anda? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your communication? why?)</p>	<p><i>“iya, karena saya dilatih berbicara di depan kelas atau di depan umum dengan percaya diri”</i></p> <p>(Yes, because I was trained to speak in front of the class or in public with confidence.)</p>
6.	<p><i>Apakah dengan 4C dan PBL ini dapat membuat anda berkolaborasi dengan baik? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your collaboration? why?)</p>	<p><i>“iya, karena sering dikasih tugas kelompok jadi saya dan teman teman bisa berkolaborasi atau bertukar pendapat”</i></p> <p>(Yes, because I'm often given group assignments so my friends and I can collaboration or exchange opinions)</p>
7.	<p><i>Menurut anda, apa kendala dari pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, what are the obstacles to learning 4Cs and PBL?)</p>	<p><i>“untuk kendala karena saya ini orangnya pendiam dan pemalu jadi saya kurang menguasai skill collaboration kak”</i></p> <p>(for obstacles because I'm a quiet and shy person so I</p>

		don't master collaboration skills miss)
8.	<p><i>Menurut anda, Bagaimana cara mengatasi kendala pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, how to overcome these 4Cs and PBL learning obstacles)</p>	<p><i>“hmm untuk mengatasi kendala mungkin dari saya sendiri ya kak mungkin saya harus jadi lebih ekstrovet atau lebih percaya diri”</i></p> <p>(hmm to overcome obstacles maybe from myself, miss, maybe I have to be more extroverted or more confident)</p>

Student 7

No.	Question	Answer
1.	<p><i>Bagaimana pendapat anda mengenai pembelajaran 4C ini?</i></p> <p>(What do you think about this 4C learning?)</p>	<p><i>“hmm pembelajaran 4C sangat membantu meningkatkan skill untuk pelajar kak”</i></p> <p>(Learning 4C really helps improve skills for students, miss)</p>
2.	<p><i>Menurut anda, Apa manfaat yang anda rasakan setelah pembelajaran 4C ini?</i></p> <p>(In your opinion, what benefits did you feel after learning the 4Cs?)</p>	<p><i>“manfaat yang saya dapat saya jadi lebih suka belajar dengan kritis setelah melakukan pembelajaran 4c ini”</i></p> <p>(The benefits that I get make me prefer to study critically after doing this 4C lesson.)</p>
3.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan kreativitas anda? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your creativity? why?)</p>	<p><i>“iya, sangat membantu karena dengan pembelajaran 4c dan metode PBL ini dapat membantu saya dan teman teman lebih kreatif”</i></p> <p>(Yes, it's very helpful because learning 4C and the PBL method can help me and my friends be more creative.)</p>
4.	<p><i>Apakah dengan 4C dan PBL membuat anda berpikir kritis? kenapa?</i></p> <p>(Does this 4Cs and PBL increase your critical thinking? why?)</p>	<p><i>“Iya, karena menurut saya belajar dengan pembelajaran 4c ini membantu pola pikir saya”</i></p>

		(Yes, because in my opinion, learning with 4C helps my mindset)
5.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan komunikasi anda? kenapa?</i> (Does this 4Cs and PBL increase your communication? why?)</p>	<p><i>“iya, karena saya suka public speaking terlebih lagi dengan pembelajaran 4c ini saya mendapat ilmu lagi dengan pembelajaran 4c ini”</i> (Yes, because I like public speaking especially with this 4Cs lesson, I can gain knowledge again with this 4Cs lesson)</p>
6.	<p><i>Apakah dengan 4C dan PBL ini dapat membuat anda berkolaborasi dengan baik? kenapa?</i> (Does this 4Cs and PBL increase your collaboration? why?)</p>	<p><i>“Tentu iya kak, karena sering dikasih tugas kelompok jadi saya dan teman teman lebih mudah berkolaborasi dengan baik”</i> (Of course yes miss, because I was often given group assignments so it was easier for me and my friends to collaborate well)</p>
7.	<p><i>Menurut anda, apa kendala dari pembelajaran 4C dan PBL ini?</i> (In your opinion, what are the obstacles to learning 4Cs and PBL?)</p>	<p><i>“untuk kendala karena ini masih pertama kali menggunakan pembelajaran 4c jadi saya belum terbiasa dengan tugas tugas dan skill yang banyak kak”</i> (for the constraints because this is the first time using 4Cs learning, so I'm not</p>

		used to the many tasks and skills, miss)
8.	<p><i>Menurut anda, Bagaimana cara mengatasi kendala pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, how to overcome these 4Cs and PBL learning obstacles)</p>	<p><i>“untuk mengatasi kendala dengan cara membiasakan diri dengan pembelajaran 4c ini”</i></p> <p>(to overcome obstacles by getting used to this 4Cs learning)</p>

Student 8

No.	Question	Answer
1.	<p><i>Bagaimana pendapat anda mengenai pembelajaran 4C ini?</i> (What do you think about this 4C learning?)</p>	<p><i>“mm menurut aku nih kak, pembelajaran 4c ini sangat menyenangkan karena banyak skill yang saya dapat dan saya sendiri jadi lebih berani untuk menjawab atau maju ke depan kelas”</i> (Well, in my opinion miss, learning 4Cs is very fun because I get a lot of skills and I myself am braver to answer or come to the front of the class.)</p>
2.	<p><i>Menurut anda, Apa manfaat yang anda rasakan setelah pembelajaran 4C ini?</i> (In your opinion, what benefits did you feel after learning the 4Cs?)</p>	<p><i>“Hmmm okey untuk manfaat dari pembelajaran 4c ini saya jadi mengetahui skill mana yang lebih saya kuasai kak”</i> (Hmmm, okay, for the benefits of learning 4Cs, I now know which skills I can master better, Miss)</p>
3.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan kreativitas anda? kenapa?</i> (Does this 4Cs and PBL increase your creativity? why?)</p>	<p><i>“iya, karena pembelajaran 4c yang menggunakan metode PBL ini melatih kita untuk kreatif kak”</i> (yes, because learning 4Cs using the PBL method trains us to be creative miss)</p>

4.	<p><i>Apakah dengan 4C dan PBL membuat anda berpikir kritis? kenapa?</i> (Does this 4Cs and PBL increase your critical thinking? why?)</p>	<p><i>“Iya, karena menurut saya belajar dengan pembelajaran 4c ini kita dilatih berpikir secara nalar dan menganalisis sebuah teks yang ditunjukkan di ppt jadi kita sering berpikir kritis”</i> (Yes, because in my opinion learning with 4Cs learning we are trained to think logically and analyze a text shown in ppt so we often think critically)</p>
5.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan komunikasi anda? kenapa?</i> (Does this 4Cs and PBL increase your communication? why?)</p>	<p><i>“iya, saya bebas mengemukakan pendapat sesuai bahasa dan kemampuan saya”</i> (Yes, I am free to express opinions according to my language and abilities)</p>
6.	<p><i>Apakah dengan 4C dan PBL ini dapat membuat anda berkolaborasi dengan baik? kenapa?</i> (Does this 4Cs and PBL increase your collaboration? why?)</p>	<p><i>“Iya kak, tetapi sedikit sulit karena jika ada teman yang kurang paham materi saya harus menjelaskan ulang dan saling menurunkan ego dan ambisi satau sama lain”</i> (Yes, miss, but it's a little difficult because if there are friends who don't understand the material, I have to explain again and lower each other's ego and ambition for each other)</p>

7.	<p><i>Menurut anda, apa kendala dari pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, what are the obstacles to learning 4Cs and PBL?)</p>	<p><i>“kendala yang saya alami itu dalam mengerjakan tugas kelompok karena harus bekerja sama dengan teman dan menurunkan ego masing masih sih kak karena saya termasuk orang yang sulit beradaptasi”</i></p> <p>(The obstacle that I experienced was in doing group assignments because I had to work with friends and reduce each other's geography because I am a person who has difficulty adapting.)</p>
8.	<p><i>Menurut anda, Bagaimana cara mengatasi kendala pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, how to overcome these 4Cs and PBL learning obstacles)</p>	<p><i>“untuk mengatasi kendala mungkin saya se sering mungkin banyak ngobrol sama teman teman saya agar saya bisa cepat beradaptasi dan berkolaborasi dengan baik kak”</i></p> <p>(To overcome obstacles, I may chat as often as possible with my friends so that I can quickly adapt and collaborate well miss)</p>

Student 9

No.	Question	Answer
1.	<p><i>Bagaimana pendapat anda mengenai pembelajaran 4C ini?</i> (What do you think about this 4C learning?)</p>	<p><i>“menurut saya pembelajaran 4c ini sangat efisien kak karena dapat meningkatkan pola pikir siswa”</i> (In my opinion, 4Cs learning is very efficient miss because it can improve students' mindsets)</p>
2.	<p><i>Menurut anda, Apa manfaat yang anda rasakan setelah pembelajaran 4C ini?</i> (In your opinion, what benefits did you feel after learning the 4Cs?)</p>	<p><i>“Untuk manfaat dari pembelajaran 4c ini saya lebih baik dari sebelumnya dan dapat meningkatkan wawasan serta skill saya”</i> (I am better than before and can improve my knowledge and skills as a result of this 4Cs learning.)</p>
3.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan kreativitas anda? kenapa?</i> (Does this 4Cs and PBL increase your creativity? why?)</p>	<p><i>“iya, karena dengan banyak mempraktikan sesuatu dapat meningkatkan cara kerja saya dan kreativitas saya dengan lebih baik.”</i> (Yes, because practicing a lot of things can improve my way of working and my creativity.)</p>
4.	<p><i>Apakah dengan 4C dan PBL membuat anda berpikir kritis? kenapa?</i></p>	<p><i>“Iya, karena pikiran di asah terus menurun dengan begitu pikiran saya lebih dewasa atau</i></p>

	(Does this 4Cs and PBL increase your critical thinking? why?)	mendewasakan saya dan memberikan saya wawasan baru” (Yes, because the mind is constantly honed so that my mind becomes more mature or matures me and provides me with new insights.)
5.	<i>Apakah dengan 4C dan PBL ini meningkatkan komunikasi anda? kenapa?</i> (Does this 4Cs and PBL increase your communication? why?)	“iya, karena membuat saya lebih percaya diri dan membuat saya bisa mengutarakan pendapat” (Yes, because it makes me more confident and allows me to express my opinion.)
6.	<i>Apakah dengan 4C dan PBL ini dapat membuat anda berkolaborasi dengan baik? kenapa?</i> (Does this 4Cs and PBL increase your collaboration? why?)	“kadang- kadang sih kak, tetapi membuat saya mengetahui pikiran orang lain saya juga harus lebih menghargai pendapat orang lain” (sometimes, miss, but it makes me know other people's thoughts. I also have to respect other people's opinions more.)
7.	<i>Menurut anda, apa kendala dari pembelajaran 4C dan PBL ini?</i> (In your opinion, what are the obstacles to learning 4Cs and PBL?)	“tidak ada, karena lebih memberikan dampak positif dan meningkatkan skill kak” (Nothing, because it has a more positive impact and improves her skills.)

8.	<p><i>Menurut anda, Bagaimana cara mengatasi kendala pembelajaran 4C dan PBL ini?</i></p> <p>(In your opinion, how to overcome these 4Cs and PBL learning obstacles)</p>	<p><i>“tidak ada kak”</i></p> <p>(Nothing miss)</p>
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Student 10

No.	Question	Answer
1.	<p><i>Bagaimana pendapat anda mengenai pembelajaran 4C ini?</i> (What do you think about this 4C learning?)</p>	<p><i>“menurut saya pembelajarannya mudah di fahami oleh siswa-misswi dan sangat enjoy”</i> (I think the lesson is easy for students to understand and really enjoy it.)</p>
2.	<p><i>Menurut anda, Apa manfaat yang anda rasakan setelah pembelajaran 4C ini?</i> (In your opinion, what benefits did you feel after learning the 4Cs?)</p>	<p><i>“untuk manfaat yang saya dapat memeberikan pengalaman yang nyata dan dapat menambah skill”</i> (for the advantages that I can offer real experience and skills.)</p>
3.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan kreativitas anda? kenapa?</i> (Does this 4Cs and PBL increase your creativity? why?)</p>	<p><i>“iya kak, karena pembelajaran 4c menuntut siswa untuk sekreativ mungkin”</i> (Yes, miss, because 4Cs learning requires students to be as creative as possible.)</p>
4.	<p><i>Apakah dengan 4C dan PBL membuat anda berpikir kritis? kenapa?</i> (Does this 4Cs and PBL increase your critical thinking? why?)</p>	<p><i>“iya, karena pendekatan pembelajaran pada masih autentik dan siswa tidak hanya diminta untuk memahami suatu masalah saja”</i> (Yes, because the learning approach is still authentic and students are not only asked to understand a problem.)</p>

5.	<p><i>Apakah dengan 4C dan PBL ini meningkatkan komunikasi anda? kenapa?</i> (Does this 4Cs and PBL increase your communication? why?)</p>	<p><i>“iya, karena saya dapat menyampaikan dan memperluas suatu ide dan pikiran yang dimiliki seorang kepada orang lain, sehingga siswa mendapatkan informasidan ilmu yang bermanfaat”</i> (Yes, because I can convey and expand ideas and thoughts that one person has to others so that students get useful information and knowledge.)</p>
6.	<p><i>Apakah dengan 4C dan PBL ini dapat membuat anda berkolaborasi dengan baik? kenapa?</i> (Does this 4Cs and PBL increase your collaboration? why?)</p>	<p><i>“iya, dapat meningkatkan kemampuan menyelesaikan masalah secara bersama-sama menuju visi bersama”</i> (Yes, it can increase the ability to solve problems together towards a common vision.)</p>
7.	<p><i>Menurut anda, apa kendala dari pembelajaran 4C dan PBL ini?</i> (In your opinion, what are the obstacles to learning 4Cs and PBL?)</p>	<p><i>“tugas yang dikasih terlalu banyak dan batas pengumpulannya sangat cepat kak”</i> (The assigment given are too many, and the collection limit is very fast, miss.)</p>
8.	<p><i>Menurut anda, Bagaimana cara mengatasi kendala pembelajaran 4C dan PBL ini?</i></p>	<p><i>“hmm mungkin lebih baik siswa di suruh lebih aktif lagi saat pembelajaran dan ini?”</i></p>

	<p>(In your opinion, how to overcome these 4Cs and PBL learning obstacles)</p>	<p><i>mengurangi tugas yang berlebihan”</i> (Maybe it's better for students to be more active when learning and reduce redundant assignments.)</p>
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Appendix 2: Notes of Observation

Student 1

No	Observation Items	Note
1.	Students' problem analysis activity	Yes, she can understand the problems that have been assigned to them.
2.	Students' critical thinking activity	Yes, she were always active when learning took place.
3.	students working group discussion activity	When discussing with the team, students become less active.
4.	Students' creativity activity	Yes, she was creative in creating PowerPoint for the presentation.
5.	Students' communication activity	Students still stutter during presentations.

Student 2

No	Observation	Note
1.	Students' problem analysis activity	Yes, he can understand the problems that have been assigned to them.
2.	Students' critical thinking activity	Yes, he can think critically when the teacher asks questions.
3.	students working group discussion activity	Yes, he were overjoyed when they were discussing with their groups.
4.	Students' creativity activity	Yes, when presenting, he made Powerpoint creatively.

5.	Students' communication activity	Yes, he were very active.
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Student 3

No	Observation	Note
1.	Students' problem analysis activity	Yes, she can learn the problems that have been assigned to her.
2.	Students' critical thinking activity	When learning took place, she was less active in asking the teacher questions.
3.	students working group discussion activity	Yes, she are overjoyed when they are discussing with their groups.
4.	Students' creativity activity	Yes, when presenting, she make Powerpoint creatively.
5.	Students' communication activity	During the presentation, she is still halting, but he is very confident.

Student 4

No	Observation	Note
1.	Students' problem analysis activity	Yes, she can learn the problems that have been assigned to her.
2.	Students' critical thinking activity	She was very active in critical thinking during question-and-answer sessions with teachers in class.
3.	students working group discussion activity	Yes, she were overjoyed when they were discussing with their groups.
4.	Students' creativity activity	She was less creative during the presentation.

5.	Students' communication activity	Yes, she really enjoys communicating in front of the class.
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Student 5

No	Observation	Note
1.	Students' problem analysis activity	Yes, she learn the problems that were given by the teacher.
2.	Students' critical thinking activity	Yes, she often asks the teacher during lessons so she can think critically.
3.	students working group discussion activity	Yes, she enjoys and participates actively in group discussions.
4.	Students' creativity activity	Yes, she was creative in creating PowerPoint for the presentation.
5.	Students' communication activity	Yes, she really enjoys communicating in front of the class.

Student 6

No	Observation	Note
1.	Students' problem analysis activity	Yes, she learn the problems that were given by the teacher.
2.	Students' critical thinking activity	Yes, she were always active when learning took place.

3.	students working group discussion activity	When discussing with the team, students become less active.
4.	Students' creativity activity	She, when presenting, students made Powerpoint creatively.
5.	Students' communication activity	She still stutter during presentations.

Student 7

No	Observation	Note
1.	Students' problem analysis activity	Yes, he learn the problems that were given by the teacher.
2.	Students' critical thinking activity	When learning took place, he was less active in asking the teacher questions.
3.	students working group discussion activity	Yes, he are overjoyed when they are discussing with their groups.
4.	Students' creativity activity	Yes, he was creative in creating PowerPoint for the presentation.
5.	Students' communication activity	Yes, he really enjoys communicating in front of the class.

Student 8

No	Observation	Note
1.	Students' problem analysis activity	Yes, she can learn the problems that have been assigned to her.

2.	Students' critical thinking activity	Yes, she often asks the teacher during lessons so she can think critically.
3.	students working group discussion activity	Yes, she are overjoyed when they are discussing with their groups.
4.	Students' creativity activity	When discussing with the team, students become less active.
5.	Students' communication activity	Yes, she really enjoys communicating in front of the class.

Student 9

No	Observation	Note
1.	Students' problem analysis activity	Yes, she learn the problems that were given by the teacher.
2.	Students' critical thinking activity	Yes, she were always active when learning took place.
3.	students working group discussion activity	Yes, she enjoys and participates actively in group discussions.
4.	Students' creativity activity	Yes, she was creative in creating PowerPoint for the presentation.
5.	Students' communication activity	Yes, she really enjoys communicating in front of the class.

Student 10

No	Observation	Note
1.	Students' problem analysis activity	Yes, she can learn the problems that have been assigned to her.
2.	Students' critical thinking activity	She was very active in critical thinking during question-and-answer sessions with teachers in class.
3.	students working group discussion activity	Yes, she were overjoyed when they were discussing with their groups.
4.	Students' creativity activity	Yes, she was creative in creating PowerPoint for the presentation..
5.	Students' communication activity	Yes, she really enjoys communicating in front of the class.

Appendix 3: Document Review

Note of Respondent : Analysis of text news items Date of Review :
1 Nov 2022

No.	Document review	Note
1.	Identifying Main Idea	Students are able to identify the main ideas that have been given by the teacher.
2.	Understanding Vocabulary	Students add new vocabulary by reading and memorizing.
3.	Bruised Details	Students who are critical thinkers use key words to answer questions.
4.	Identifying Reference	Students understand how to identify references.
5.	Making Inference	In conversation, students make various assumptions about various topics.

Appendix 4: Research Permit Application



FAKULTAS ILMU SOSIAL DAN HUMANIORA
UNIVERSITAS PGRI ADI BUANA SURABAYA

Kampus I : Jl. Ngagel Dadi III-B/37 Telp. (031) 5041097 Fax. (031) 5042804 Surabaya 60245
 Kampus II: Jl. Dukuh Menanggal XII Telp. (031) 8281182, 8281183 Surabaya 60234.
 Website : <http://fish.unpasby.ac.id>

Nomor : 108/Ak.2/FISH/XII/2022 3 November 2022
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Yang Terhormat,
 Bapak/Ibu Kepala SMA Al-Islam Krian
 Jl. Kyai Mojo No.17, Dusun Jeruk,
 Jerukgamping, Kec. Krian, Kabupaten
 Sidoarjo, Jawa Timur 61262
 di Sidoarjo

Sesuai dengan kurikulum Universitas PGRI Adi Buana Surabaya, untuk penyelesaian akhir masa studi, mahasiswa diwajibkan menulis skripsi. Berkaitan dengan ini, mohon dengan hormat Bapak/Ibu Kepala SMA Al-Islam Krian berkenan memberikan izin penelitian kepada mahasiswa :

Nama : Zenia Tria Amanda
 NIM : 195300083
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : The Integration Of 4cs In Problem-Based Learning Pedagogy In Efl Classroom Setting: High School Students' Voices
 Waktu penelitian : 24 November 2022


Demikian atas bantuan dan kerjasamanya disampaikan terima kasih.


 Dekan,
Dr. Sunu Catur Budivono, M.Hum.
 NIDN: 0703016504

Tembusan :

1. Wakil Dekan I
2. Kaprodi

Appendix 5: Research Permit



YAYASAN PERGURUAN AL-ISLAM (YAPALIS)
SEKOLAH MENENGAH ATAS AL-ISLAM KRIAN
TERAKREDITASI "A"

Jl. Kyai Mojo No. 14 Krian Sidoarjo (61262) ☎ (031) 8971240

www.smaliska.sch.id Email : info@smaliska.sch.id

Nomor : 422/306/404.3.14.9/2022
Lampiran : -
Perihal : Surat Keterangan

Kepada Yth.
Bapak Dekan
Universitas Adi Buana Surabaya
Di : Tempat

Assalamua' alikum Wr. Wb.

Yang bertanda tangan dibawah ini Kepala SMA Al-Islam Krian, menerangkan dengan sebenarnya bahwa mahasiswa Universitas Adi Buana Surabaya tersebut di bawah ini :


NIM	: 195300083
Nama	: ZENIA TRIA AMANDA
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Universitas	: ADI BUANA SURABAYA

Telah selesai melakukan Penelitian pada tanggal 24 November 2022 di SMA Al-Islam Krian, dalam rangka memenuhi Tugas Akhir dengan Judul : "The Integration of 4cs in problem – based learning pedagogy in efl classroom setting : high school students' voices".

Demikian surat keterangan ini kami keluarkan untuk dapat digunakan sebagaimana mestinya.

Wassalamua' alikum Wr. Wb.

Sidoarjo, 09 Desember 2022
Kepala SMA Al-Islam Krian,



Drs. SUPRIYONO AZ, M.Kom

Appendix 6



Unipa Surabaya

**FAKULTAS ILMU SOSIAL DAN HUMANIORA
UNIVERSITAS PGRI ADI BUANA SURABAYA**

Kampus I : Jl. Ngagel Dadi III-B/37 Telp. (031) 5053127, 5041097 Fax. (031) 5662804 Surabaya 60234

Kampus II : Jl. Dukuh Menanggal XII Telp. (031) 8281181, 8281182, 8281183 Surabaya 60234

<http://fish.unipasby.ac.id>
RECORDS OF THE ESIS SUPERVISION SESSIONS

Student's name : Zenia Tria Amanda
 Reg. No : 195300083
 Department : English Language Education Department
 Advisor : Salim Nabhan, S.Pd., M.A.
 Proposal title : **The Integration of 4Cs in Problem-based Learning Pedagogy in EFL Classroom Setting: High School Students' Voices.**

No	Dates	Materials	Advisor
1	3 January 2023	Draft of chapter IV	
2	10 January 2023	Acc and revision of chapter IV	
3	12 January 2023	Draft of chapter V	
4	17 January 2023	Acc and revision of chapter V	
5	19 January 2023	Draft of chapter III	
6	24 January 2023	Acc and revision of chapter III	
7	26 January 2023	Draft of chapter I and II	
8	31 January 2023	Acc and revision of chapter I and II	
9	3 February 2023	Draft of references, appendices, and abstract	
10	7 February 2023	Acc and revision of references, appendices, and abstract	

The thesis supervisions have been completed on: Thursday, 09th February 2023

Acknowledged by:

Dean of FISH

 Dr. Sunu Catur Budiyono, M.Hum.
 NPP. 9102317/DY

Advisor,

 Salim Nabhan, S.Pd., M.A.
 NIDN. 0726048202



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Kampus II: Jl. DukuhMenanggal XII Telp. (031) 8281181, 8281183 Surabaya 60234

<http://fkip.unipasby.ac.id/>

THESIS REVISION FORM

Student's name : Zenia Tria Amanda
 Student's Reg. Number : 195300083
 Department : English Language Education
 Thesis Title : The Integration of 4Cs in Problem-based Learning Pedagogy in EFL Classroom Setting: High School Student Voices

Thesis Examination date: 17 February 2023

Examiner 1 : Dr. Nunung Nurjati, S.E., M.Pd.

Examiner 2 : Salim Nabhan, S. Pd., M.A.

No	Materials	Examiner 1	Examiner 2
1.	Revise the title		
2.	Student's perspective/voice as important focus should be explained or mention in keywords, definitions and keyterms and in chapter II		
3.	Do the revision and suggestion in every page (tolded page)		

The deadline for the corrected or revised thesis: two weeks after the thesis examination.

Examiner 1,

Dr. Nunung Nurjati, S.E., M.Pd.
NIDN 0726076301

Examiner 2,

Salim Nabhan, S.Pd., M.A.
NIDN 0710048202